



Portland State University

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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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.

Education & Research

Co-Curricular Education

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

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

Student Sustainability 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,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or financial support to the program.

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

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

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

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

28000

Program name (1st program) :

Sustainability Leadership Center

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

28000

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

The Sustainability Leadership Center (SLC) coordinates engagement and leadership development within the PSU student body in relation to sustainability. It includes three leadership programs: The Sustainability Volunteer Program (SVP), The EcoReps Program (Residence Life), and the Student Sustainability Leadership Council (SSLC). The SLC also forms campus partnerships with departments and student initiative to create a web of opportunities for leadership development through programs, events, and projects.

The SLC programs are led by six student staff and one graduate assistant to offer other students the opportunity to take part in leading sustainability focused projects across campus and in the surrounding Portland community. Each program is unique in their outreach

design and project management but all create more awareness about sustainability and ways to make a sustainable difference.

SLC program participants also have the opportunity to attend up to two field trips each term and see sustainability in action at community organizations. Examples include the ReBuilding Center, Our United Villages, Grande Ronde Reservation, permaculture demonstration projects in schools, EcoTrust and Hot Lips Pizza.

SLC Student educators collaborate with one another to help leverage the success of their program participants and the overall sustainability movement. This collaboration has had a ripple effect, bridging networks within the student body and therefore involving more and more students/staff and faculty from various backgrounds and interests.

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

Students apply for one of seven current student positions in the Sustainability Leadership Center (SLC). Students submit resumes and cover letters and are selected by a committee of students and staff.

Students participating in other SLC programs are accepted in a variety of ways:

SVP - online application and half day training with SLC staff at beginning of each term

SSLC - faculty nomination and submission of application form at the beginning of each term

EcoReps - Online application at the beginning of academic year

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

Student educators receive leadership and professional trainings and support on skills such as communication, sustainability practice (ex: recycling, composting) resume-building, leadership, goal-setting, and budgeting. Each SLC program provides unique learning outcomes and frameworks which have been created by the SLC staff. The LOs are nested within campus wide sustainability learning outcomes.

The student educators then set goals for projects that engage other students in sustainability initiatives on campus. These goals are set with their supervisor, and students and staff meet regularly to make sure these goals are being met.

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

This program employs one full-time staff person, the Sustainability Leadership and Outreach Coordinator. The program also employs a Graduate Assistant (out of the Leadership for Sustainability Education Graduate Program) and seven additional student staff members. This year the SLC was budgeted \$154,000 from the university through the James and Marion Miller Foundation grant through the Institute for Sustainable Solutions.

The website URL for 1st Program :

<http://ecowiki.pdx.edu/about/slc>

Program name (2nd program) :

EcoReps Program and Res Life Initiatives

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

2044

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

Portland State University's Eco Rep program seeks to educate and train student leaders to model and promote ecological, economic and social responsible behaviors in their resident halls. In turn, the Eco-Reps work to educate their hall mates about issues in sustainability. Eco-Reps distribute information, as well as create, coordinate and host activities in their residence halls. The activities provide other residents with opportunities to understand and integrate broader behavior change as well. Eco Reps work hard to promote the philosophy that we can, and do, make a difference.

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

Any student living on campus is eligible to become an EcoRep. Reps are selected at the beginning of the academic year, and additional reps can be taken on throughout the year.

To apply, students submit two paragraphs describing why they are interested in participating. The application process will be refined and strengthened over the summer of 2012. The applications are reviewed by a committee of students, the Coordinator of the Sustainability Leadership Center, and a staff representative from Residence Life.

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

The EcoReps receive four weeks of the Voluntary Simplicity discussion courses from the Northwest Earth Institute. These one hour meetings are facilitated by capstone students as part of a class, and a student staff from the Sustainability Leadership Center also attends. A full list of courses we can choose from each term can be found here:

http://nwei.org/discussion_courses/course-offerings/course-offerings

After the one hour discussion course, students receive a campus-specific training. These include a campus sustainability tour, an interactive presentation on recycling, a sustainability leadership training, an overview of campus sustainability, and a container gardening workshop.

Each week, the EcoReps also complete a task. For the first term, the tasks are chosen by the coordinators of the program. After the first term, the Reps have more say in choosing sustainability actions for the residence halls. Actions include putting up sustainability information in halls, distributing recycling magnets to rooms, and planning sustainability movie nights.

In spring term, EcoReps may choose to apply for an EcoReps internship by attending a sustainability careers and resume workshop with PSU's sustainability-focused career counselor. Applicants also attend a mock interview with SLC staff and submit a resume for review. Students who complete this process can receive a small Leadership Service Award.

All EcoReps choose a personal project during spring term. This year's group projects included hosting a "TrashN Show" after party for Earth Week, an EcoCrafts workshop, creating a move in sustainability guide for Residence Life, and translating signage for the international floor's recycling room. These projects are chosen and carried out by the EcoReps with the help of Residence Life and SLC.

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

The institution provides financial support for the student Residence Life Liaison who manages the EcoReps. The Liaison receives a small budget to run the program (about \$1000 a year). The Sustainability Leadership and Outreach Coordinator is a full time staff who spends some time each week managing the Liaison, networking with Res Life, and providing administrative support. The SLC Graduate Assistant offers help with leadership and project development, and/or administrative assistance. Finally, the EcoReps may receive \$300 for spring term (about \$3,000 total).

The website URL for 2nd program :

<http://ecowiki.pdx.edu/opportunities/view/become-eco-rep>

Program name (3rd program) :

Sustainability Volunteer Program

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

28000

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

The Sustainability Volunteer Program consists of motivated, driven students working on sustainability projects that make tangible differences at the university level. The program is designed to provide a formal volunteering experience that is friendly and useful to new and returning students alike who are interested in enriching their campus and surrounding community.

Upon joining the program, students have the opportunity to join 1 of 5 different volunteer taskforces. Each taskforce creates and completes projects throughout the term that reflect themes chosen by SVP taskforce leaders prior to the kickoff of the program.

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

Students submit applications online. Up to thirty volunteers are selected per term and participate in up to 1-2 of 5 available task forces who do volunteer projects on campus.

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

The mission of this program is to create a formalized structure for sustainability volunteer opportunities on campus. By committing to a term, students learn about campus sustainability initiatives and are trained in the various volunteer positions. The program is designed to benefit both students who are new to sustainability and those who are currently involved. Volunteers will be provided with a foundation of knowledge and experience for seeking further leadership opportunities at Portland State and beyond.

Students are required to participate in 2-4 hours a week of service in one or more of the volunteer positions during the duration of the 10-week term including bi-weekly group meetings. Additionally, students will be asked to attend a mandatory in-service day for training in the first Friday of the term. Furthermore, students attend and review at least one Portland State sustainability event during the term. Lastly, all students schedule a 1/2 hour appointment at the beginning and end of the term for group feedback sessions with either volunteer coordinators from PSU Recycles! or the Sustainability Leadership Center. Total required commitment for student's service are between 28-48 hours a term.

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

The institution provides financial support for one student Volunteer Coordinator to manage the Sustainability Volunteer Program. The Coordinator receives a small budget to run the program (about \$1000 a year).

The Sustainability Leadership and Outreach Coordinator is a full time staff who spends some time each week managing the Volunteer Coordinator, networking, and providing administrative support. The Graduate Assistant assists with project and leadership development, or administrative support when necessary.

The website URL for 3rd program :

<http://ecowiki.pdx.edu/sustainability-volunteer-program>

Program name (All other programs) :

Student Leaders for Service, PSU Recycles, Campus Sustainability Tours

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

28000

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

Student Leaders for Service - students participate in service projects on campus and in the community.

PSU Recycles - completes campus recycling efforts.

Campus Sustainability Office - completes some sustainability outreach to the campus, especially energy-related.

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

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. Chosen via hiring committee.

Campus Sustainability Tours - A Sustainability Ambassador is nominated by faculty and hired by committee. The ambassador gives campus sustainability tours through the Ambassador program (where all tours are given). The sustainability ambassador also trains other ambassadors about sustainability and attends sustainability-related events.

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

SLS - Currently, SLS serves as an entry point for community-based organizations to partner with the University and provides resources and opportunities for students interested in community engagement. Partners and students create year-long student leadership work plans. Specific plans vary depending on student interests and community organizational needs, but all students act as liaisons between the community organization and PSU.

Sustainability Ambassador - receive group training, along with 12 other ambassadors, to give campus sustainability tours, attend high profile sustainability events as a representative of PSU, and manage the Ambassador Green Team. The ambassador also works with the Sustainability Leadership and Outreach Coordinator and university staff to add sustainability features to the campus tour and train the

other ambassadors to teach sustainability.

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

Student Leaders for Service - pays for 10 students to receive stipends each year, along with a full time Coordinator.

Ambassador - \$3,500 per year, from Institute for Sustainable Solutions and Ambassador Program

The website URL for all other programs :

<http://www.pdx.edu/cae/student-leaders-service>

Student Sustainability Outreach Campaign

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s) :

Recyclemania

A brief description of the campaign(s) :

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. It 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(s) :

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 sustainability outreach campaign(s) is available :

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

Sustainability in New Student Orientation

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

Criteria

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

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

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

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

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

Yes

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

PSU's Sustainability in Orientation initiative was started by the Campus Sustainability Office (CSO). CSO Assistant Heather Spalding began contacting new student programs in June of 2008 to find out what outreach opportunities were available for participation.

The Sustainability Leadership Center now holds main responsibility for providing a sustainability presence at orientations. We have expanded the project significantly.

PSU Sustainability attended all fourteen student resource fairs during the summers of 2008 and 2009. At these events, we provided sustainability and recycling information as well as an opportunity for new students to sign up for our weekly sustainability bulletin. We even provided a composting and recycling demonstration to students and parents during the info session lunch. In addition, we provide information about transportation options, student groups, and ways to find sustainability volunteer, intern and job opportunities on campus.

This project facilitated face-to-face interactions with students, many of whom have gone on to become involved in sustainability programs at PSU.

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. PSU's University Communications department launched our "Go Green" campaign at orientations. This project allowed students to submit videos. This year, the winners were the Take Back the Tap Campaign.

During New Student Week of 2011, the Sustainability Leadership Center offered five campus sustainability tours. We discuss the definition and meaning of sustainability, display student projects and resources, talk about green building and university planning, and provide resources for students to get involved. Other sustainability-related events include a sustainability office open house, environmental science department open house, bike around Portland events, Sustainability Volunteer Program potluck and info session, Bike Hub classes, and movie showings.

The Sustainability Leadership Center also leads a variety of break-out sessions during Viking Visits (campus preview days for potential students). In these breakouts, we provide information about the PSU EcoWiki, our weekly bulletin, and discuss campus initiatives. We also take questions from the audience.

The Sustainability Leadership Center staff attended trainings for new orientation leaders prior to the start of fall term 2011. This allowed information to be dispersed accurately and concisely throughout the campus community. We also provided training and resources for all campus ambassadors and tour guides.

The Sustainability Leadership and Outreach Coordinator attends New Student Orientation each term to explain recycling and provide items such as "I only drink tap water" stickers, recycling magnets, "Careers in Sustainability" brochures, A "Student's Guide to Getting Involved" brochures, and a "Sustainability Volunteer Program" brochure.

Finally, sustainability is incorporated into all campus tours given to potential and incoming students and families who visit campus.

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

<http://ecowiki.pdx.edu/about/slc>

Sustainability Outreach and Publications

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

Criteria

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

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

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

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

Yes

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

PSU has three sustainability websites:

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

ecowiki.pdx.edu

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

The sites share a "green campus" section that discusses topics including campus operations, green buildings, recycling, and our Climate Action Plan. The "Research" and "Education" sections explain how we are infusing sustainability into the curriculum at PSU, provides information about the Miller Challenge Grant, funding opportunities, and information about sustainability faculty. The site also features a sustainability events calendar and a campus sustainability news section.

The PSU EcoWiki (

<http://ecowiki.pdx.edu>

)

was launched in 2008 with the goal of creating a central online networking hub for the PSU sustainability community.

The EcoWiki includes current information about topics such as campus news, student group projects, topical discussion forums, opportunities such as green jobs, internships, scholarships and volunteer positions, many of which are submitted by the off-campus community.

Each student who registers for EcoWiki has the opportunity to show a picture and brief bio on the front page of the site. They can also comment on other articles and connect with other users.

The site is heavily trafficked and popular in the student community, and has been featured in The Association for Advancement of Sustainability in Higher Education's bulletin. The "wiki" format of the site enables any registered user to add content.

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

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

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The Institute For Sustainable Solutions publishes a monthly e-news Bulletin that goes out to 2,000 recipients. It features a "Green Campus Spotlight" column from the Campus Sustainability Office that highlights sustainable operations news:

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

.

The Campus Sustainability Office publishes a monthly "Waste Watcher" newsletter which is sent to each department and includes information about campus sustainability efforts.

Also, the weekly EcoWiki Bulletin is distributed through the Sustainability Leadership Center to over 1,800 people each week, featuring campus sustainability news, events, and career and volunteer [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

opportunities.

<http://ecowiki.pdx.edu/category/newsletter/psu-ecowiki-bulletin>

The website URL for the sustainability newsletter :

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

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

Yes

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

- Student research, such as the annual Solutions Generator project (funding 10 student projects with up to 50 students total), are showcased on the pdx.edu/sustainability web site and the EcoWiki.
- A new sustainability project database is being developed to catalog all campus-based research, including research conducted by students.
- Students are encouraged to apply for travel grants through the Institute for Sustainable Solutions to present research
- Students may submit to a variety of journals which include the Solutions Journal
- Students may present at PSU's annual campus sustainability celebration, Braindrops Symposium, Undergraduate Research Conference, and Urban Ecological Research Symposium
- Students may submit a proposal to teach a for-credit class through Chiron Studies. Proposals are selected by a committee of students, staff, and faculty.

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

<http://pdx.edu/sustainability>

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

Yes

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

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 Building 2

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 Science 2 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.Brochure.pdf

<http://ecowiki.pdx.edu/around-campus.html>

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

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

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

Yes

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

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 have brands that are well known for their sustainability efforts. 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. This year, students created posters for Farmworker Awareness Week that

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.

PSU Recycles! and Campus Dining Services also opened our first post-consumer composting station in the food court in spring 2010 (may not be relevant for this STARS reporting cycle, but I am including it as a record). The station displays signage to allow food court patrons to learn how to compost food scraps! Student volunteers record data and answer questions at the court a few times a week.

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/>

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

Yes

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :

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.

PSU Sustainability has coordinated with a capstone class to create a learning gardens map. This map is made available at our tabling and orientations sessions so students can take a self-guided walking tour. The brochure includes "quick facts" about each garden on campus. These quick facts provide a brief description of the sustainable landscaping PSU uses.

The inside of the brochure features a campus map with identification of garden areas. Each garden coordinator/manager's contact information is recorded so the brochure reader can find out how to become engaged in the garden projects.

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 grounds-keeping strategies employed :

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

Yes

A brief description of the sustainability walking map or tour :

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/TourMap-web-FINAL-.pdf>

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

Yes

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

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/>

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

No

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

We are working with Residence Life and Housing offices to incorporate green living tips into their move-in guides. This project is being facilitated by the EcoReps and is expected to be complete by June 2012. EcoReps teach about sustainable living and offer many learning experiences/handouts throughout the year at events, in person, and door-to-door.

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

<http://ecowiki.pdx.edu/news/view/eco-reps>

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

Yes

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :

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 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 :

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

<http://psuvanguard.org/?s=sustainability>

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

:

Yes

A brief description of this material :

The EcoWiki Bulletin is sent weekly and serves this function. EcoWiki shares sustainability-related information with about 1,800 students, staff, and faculty. The Institute for Sustainable Solutions and Campus Sustainability Office publish a monthly newsletter. Sustainability is also featured in the Parent and Family Newsletter, the Enrollment Management and Student Affairs newsletter, and more.

The website URL for this material :

<http://ecowiki.pdx.edu/category/newsletter/psu-ecowiki-bulletin>

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

Yes

A brief description of this material :

PSU manages a variety of active Facebook accounts including pages for these organizations:

Sustainability Leadership Center
Institute for Sustainable Solutions
PSU Recycles!
Environmental Club
PSU Earth Week
PSU EcoReps

The website URL for this material :

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

Yes

A brief description of this material :

PSU Sustainability manages two active Twitter accounts for the PSU EcoWiki and the Institute for Sustainable Solutions. Ooligan Press publishes sustainably-created books through the Department of English.

The website URL for this material :

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

Yes

A brief description of this material :

The website URL for this material :

<http://pdx.edu/studentaffairs/pledge>

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

Yes

A brief description of this 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."

At summer commencement 2009, the 249 out of 500 graduates who signed the pledge received a business card-sized confirmation to keep in their wallets as a reminder of their commitment. In June 2010, an estimated 3,000 graduates took the pledge.

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 :

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

Yes

A brief description of this material :

The Institute for Sustainable Solutions publishes the Solutions Journal through our Director, Robert Costanza.

The website URL for this material :

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

A brief description of this material :

Ooligan Press has distributed "Rethinking Paper and Ink" about sustainable publishing.

The website URL for this material :

http://ooligan.pdx.edu/?page_id=1013

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

A brief description of this material :

The website URL for this material :

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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

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

Yes

The name and a brief description of each student group :

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 clubs and organizations working on sustainability issues. Here are some of our most active groups:

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

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.

Food for Thought – Food for Thought (FFT) continued to provide healthy, local, vegetarian and vegan food options to fellow students over the 2011-12 year. The Café is a cooperative that operates through student fees and is independently-managed. FFT hosted a variety of lectures and provided catering for campus events. Student workers also received a research grant from the Miller Foundation to analyze methods for moving toward food sustainability at PSU. Feel free to visit the Café in the basement of Smith Student Union.

Student Leaders for Service (SLS) - SLS strives to cultivate a body of engaged student leaders who foster meaningful connections between the University community and the Portland metropolitan region. Each year, 25 SLS members are paired with 25 community organizations where they serve five to ten hours each week. In addition to assisting the organization in a specific area, SLS members serve as volunteer coordinators.

Environmental Club - Environmental Club provides leadership and volunteer opportunities for students and organizes a variety of events and campaigns throughout the year. Members also coordinate the Club's native garden.

Take Back the Tap (TBTT) used Miller funds to purchase and sell 540 stainless steel Klean Kanteens for a small profit through tabling, movie showings and water taste tests around campus. They also conducted a survey of five students to determine the barriers to using reusable bottles. The surveys found that students did not know about the relative quality of tap water at PSU. As a result, the profits from the sales of bottled water were used to install a filtered refilling station in the student union. TBTT also collected over 800 signatures showing that students want access to clean drinking water at PSU. By working with Facilities and Planning, TBTT was able to advocate for the PSU administration to install six additional water bottle filling stations around campus. We now have a map in our student union with places to fill bottles as well as a centrally-located station.

Take Back the Tap - PSU has an active Take Back the Tap campaign to reduce the use of bottled water consumption on campus. The campaign has been led by students Lisa Meersman and Honore Depew in conjunction with the Environmental Club and PSU Recycles!. The campaign has been featured in the Portland Tribune, the Oregonian, and a variety of campus media. The campaign also won PSU's "Go Green" video contest.

Bicycle Advocacy Collective (BAC) – BAC engages new students in biking activities on campus such as weekly Saturday morning community bike rides, free breakfasts for bikers, and bike tours of Portland. BAC focuses on making bike riding seem less intimidating to new riders and attends all orientations and new student events. They also advocate for better bicycle transportation accessibility on campus, with the City of Portland, and at the state level.

Earth Week Task Force – PSU holds an earth week festival every year. Student groups who are involved with sustainability set up tables together in the Park Blocks and talk to students who walk by. Fifteen student groups participated in 2009's festivities. The event featured two live bands, opportunities to write letters to elected officials about sustainability-related legislation, a seed-starting booth, free food, and donations from sustainable businesses. The 2010 task force is comprised of 11 student leaders from different groups and organizations on campus. The event is sure to be a success!

More student groups can be found at the link below.

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

- Hosting the fifth annual Earth Week days of action and culminating Earth Day Celebration.
- Hosting the National Net Impact conference at PSU.
- Acquiring control of the land next to a freeway onramp from the Oregon Department of Transportation and planting a bioremediation orchard with trees and plants.
- Hosting Social Sustainability Month with 27 student-initiated projects and lectures during November 2011.

List other student groups that address sustainability :

Ecological Restoration Guild, Anthropology Student Association, Womens Resource Center EcoFeminist Task Force

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

<http://www.ecowiki.pdx.edu/student-groups.html>

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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

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

Yes

A brief description of the garden :

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

Community Garden - The Community Garden holds forty-eight student spaces that are first allocated to individual students who live in PSU's residence halls. Off-campus students, staff, and faculty are given the opportunity to apply for plots if they are not completely allocated to student residents.

The garden features a variety of community areas which include a large wheelchair-accessible plot, a native plant demonstration, and a sandbox for children. The garden coordinators have also implemented a successful three-step composting system and organize a variety of garden workshops.

Native Garden – The Environmental Club has managed a native garden since the 1990s. The garden strip spans 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 Garden 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 LECL 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 – At the southwest corner of Smith Student Union, students maintain a demonstration garden which includes three raised beds, two composters, an herb spiral, a rainwater catchment demonstration, and signage. The area also features a cob oven and dialogue dome. These projects were started by students and were the first natural building structures on campus. Constructed mostly of cob and refurbished local materials, a cob oven, and a dome shelter with an eco-roof. The purpose of the structure is to build community and encourage conversations about sustainability.

The website URL where information about the garden is available :

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

Model Room in a Residence Hall

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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

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

Yes

A brief description of the model room :

This project was undertaken this year by a Freshman Inquiry class. Some sustainability features have been added. These include clothes drying racks, reusable mugs, recycling bins, reusable bags, and bike maps. We are planning an additional design right now and plan to be finished by June!

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

Themed Housing

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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

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

Yes

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

PSU currently has a Sustainability-themed Living-Learning community as a part of the First Year Experience Program. The Sustainability community infuses the learning-living community with practical and theoretical approaches to sustainable living, merging students' living community with unique academic and field experiences. Students in this community partner with the Institute for Sustainable Solutions and engage in various activities and programs outside of class to increase sustainable practices on campus and in the Portland community. Through required enrollment in the Sustainability Freshman Inquiry class, the students participate in a year-long examination of the philosophy and principles of sustainability.

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

<http://www.pdx.edu/housing/faq>

The total number of residents in themed housing. :

35

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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

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

Yes

A brief description of the enterprise :

Food For Thought Cafe is a student-led initiative located in the basement of our student union. The Cafe offers healthy, sustainability-minded food and is coordinated with a co-op model. A steering committee also incorporates at-large board members to help with decision making. Disposable materials are eliminated as much as possible, and recycling and composting are practiced diligently.

FFT's food options are generally offered at a low price: 2 large pancakes for \$2.50, eggs and homefries for \$3.50, and lunches ranging from between \$3.50 and \$5.50. Scones, desserts and muffins range from \$1 to \$3. They also serve organic Stumptown Coffee all day. Stumptown is a favorite local coffee company of Portlanders for the coffee's taste and the company's sustainability practices.

Goals

- * Create a small, student run cafe up that embodies sustainability principles.
- * Create a campus garden and/or improve on the existing one to provide some of the food for the cafe and draw on local, sustainable growers.
- * Integrate food growing and cafe service into some courses/curricula.
- * Enhance sustainability performance of all PSU food services.
- * Increase student involvement in sustainable food issues and campus decision-making.

Food for Thought opens its space as a study and hang-out area for students. They also host a variety of speakers who often speak about sustainability. In addition, they rotate student art projects on the walls of the cafe.

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

<http://www.yelp.com/biz/food-for-thought-cafe-portland>

Sustainability Events

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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

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

Yes

A brief description of the event(s) :

PSU hosts many events related to sustainability each year. These include:

- Social Sustainability Colloquium (weekly)
- Solutions Seminars with experts from around the world (weekly)
- Net Impact national sustainability conference
- Annual Urban Ecological Research Symposium
- Sustainability in the Humanities Conference.
- Seminars are held in Environmental Science and Transportation Departments
- Earth Week
- Ecosystem Services Partnership Conference
- International Conference on World's Deltas
- National Sustainability Education Week
- Oregon Higher Education Sustainability Conference (planned for 2012)

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

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

Outdoors Program

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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

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

Yes

A brief description of the program :

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 program is available :

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

Themed Semester or Year

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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

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

Yes

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

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 and education. This is a good example of how integrated sustainability is to the university. Commitment has been shown from the top all the way to the grassroots.

Our Student Activities and Leadership Program (coordinates all student groups) has chosen sustainability as its year and annual conference theme for 2012. Sustainability has also been chosen as one of the main themes for the Enrollment Management and Student Affairs division within the university.

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

The website URL where information about the theme is available :

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

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
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Sustainability Course Identification

Responsible Party

Noelle Studer-Spevak
Sustainability Coordinator
FADM

Criteria

Part 1

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

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

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

Part 2

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

Part 3

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

Submission Note:

Neither of the following online inventories are complete as PSU has no comprehensive sustainability course inventory.

<http://ecowiki.pdx.edu/class-projects/fall-2009.html>

(Other quarters are available in the side bar)

Also, try

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

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

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

Yes

A copy of the institution's definition of sustainability in the curriculum? :

Portland State University defines sustainability as an integrating concept that encompasses the interaction of humans both with each other and with the natural environment, guided by the objective of improving the long term health of social, economic and environmental systems.

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

Yes

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

For academic year 2008-09, a graduate student at the Center for Academic Excellence collected a sample (of the 184 syllabi analyzed from across campus, 53 courses had an explicit connection, 74 were implicitly related, and 57 had no connection). The courses were rated using the following criteria:

Sustainability-Focused =

"E": Explicit-- any of the following criteria are met:

- Discusses sustainability in course description
- Sustainability included in learning objectives/course goals
- Major reading focuses explicitly on sustainability
- Sustainability in explicitly included in a major assignment or major section of the course

Sustainability-Related =

"I+": Implicit +:

-Sustainability themes throughout the syllabus (course content, assignments, learning objectives, etc.), but not explicitly stated in a prominent way.

"I": Implicit:

-Syllabus makes connections between elements of sustainability in course description, learning objectives/course goals, major readings, assignments, but does not explicitly use the term "sustainability."

None =

"N": No mention of sustainability:

-No implicit or explicit connection to sustainability is made in the syllabus.

The following collection methods were used:

1. During winter and spring of 2009, GAs for the Center for Academic Excellence collected syllabi from professors identified as "best practice" teachers in sustainability.

2. We requested all syllabi from classes identified on the EcoWiki as sustainability classes. These classes were determined to be sustainability classes by a volunteer who read the course descriptions in the bulletin.

For all of these methods, if a prof did not respond after two attempts at contact, we assumed them to be self-selecting out of the study.

The goal was to get a snapshot of sustainability courses at PSU at one particular time, not trying to determine the percentage of classes offered that are sustainability-related. Therefore, the sample is not likely representative.

In another study conducted in 2009 approximately 400 courses were analyzed. The courses constitute the “Upper-division Cluster” portion of the curriculum and are taught by departments and designed to address the goals of the University Studies Program.

The working group asked faculty to self-identify their sustainability courses via a web-based survey. The reasoning in employing this approach, as opposed to developing a priori criteria for identifying sustainability courses, was to let the criteria for what constitutes a sustainability course in the University Studies Program to be reflective of the work that faculty had already done in course development.

Of the 413 survey invitations sent out, 247 were returned.

Three clear themes emerged from the completed surveys:

1. The majority of respondents identified sustainability as an element of their courses. In response to the question “Does this course in some way address the recently-adopted campus wide learning outcome in sustainability as you understand it?” 58% answered yes, 32% no, and 9% were uncertain. The 145 positive responses represent approximately 35% of all courses offered in the Upper-division Cluster portion of the University Studies curriculum and included courses from 33 different departments and programs.

2. Several sustainability “Big Ideas” were commonly identified. Drawing upon the work of the Washington Center for Improving the Quality of Undergraduate Education (2008) and Sherman (2008), faculty were asked to identify the sustainability concepts or principles in their courses from the following list:

Sustainability “Big Idea” Courses Identified -

Interconnectedness and interdependence (systems thinking) 48%

Social/economic equity 48%

Cultural diversity and traditional knowledge 45%

Intergenerational thinking 35%

Environmental/ecological literacy 30%

Environmental/ecological ethics 27%

Environmental justice 19%

Bioregionalism 15%

Assessing sustainability (e.g. “triple bottom line”) 14%

Ecological design (cradle to cradle design, green building) 12%

Other 7%

3. Categorizing courses by the amount of emphasis placed on sustainability was difficult. To attempt to determine the relative emphasis placed on sustainability in courses identified by faculty, a taxonomy was used as proposed by the Association for the Advancement of Sustainability in Higher Education (AASHE) as part of their Sustainability Assessment, Tracking & Rating System (STARS) program (

<http://www.aashe.org/stars/index.php>

). The 145 faculty members who identified their courses as addressing sustainability were asked to classify their courses as either sustainability-focused (courses where student application of sustainability concepts and principles to better understand multi-faceted issues and problems that integrate economic; social; and environmental aspects is a primary focus) or sustainability-related (courses that incorporate sustainability as a distinct course component or module; or concentrate on a single sustainability principle or issue). In [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

response, 29% chose sustainability-focused, 54% sustainability-related, and 17% neither.

However, the wide range of faculty responses to the prompt, “Briefly describe your rationale for classifying this course as sustainability-related or sustainability-focused” suggests that applying this distinction with any consistency across the curriculum would be difficult. For example, some faculty described their courses as sustainability-focused because they involved study of something that has been sustained over time (e.g., “The National Parks are the ultimate sites of sustainability in that we want to sustain them into the future as they have sustained themselves for generations”). Other faculty, in contrast, described using approaches in their sustainability-focused courses that explicitly integrated economic, social, and environmental aspects into addressing multidisciplinary problems (e.g., “Use public policy and participatory processes to balance, environmental, economic, and social concerns”). Another group of faculty described their courses as providing theoretical bases for understanding sustainability without addressing sustainability explicitly (e.g., “Elementary Ethics offers a theoretical knowledge of normative ethical alternatives to proper conduct within society”).

In general, the results of this survey were encouraging in that many faculty members indicated an interest in sustainability and openness to receiving support in incorporating sustainability more explicitly into their courses.

During 2010-2011 academic year we continued to identify sustainability-related courses by reviewing the course descriptions and titles available in our published class schedule. Given the limited information available in this medium, there was a concern that there might be a high-degree of error associated with this method. Accordingly, we reviewed the syllabi and learning outcomes of a sample from this list and identified the sustainability-focused and sustainability-related courses within this sample and the proportion of the sample which was composed of each type course. These proportions were then applied to the original list of sustainability-related courses to estimate the total number of sustainability-focused and related course offerings at PSU.

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

Yes

The website URL where the sustainability course inventory is posted :

<http://www.pdx.edu/sustainability/sustainability-education-at-portland-state-university>

Sustainability-Focused Courses

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

Institution offers sustainability-focused academic courses.

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

Submission Note:

See ER-5 for the methodology used to develop these numbers.

For academic year 2008-09, this is a representative sample, not a campus wide inventory.

Sustainability-Focused =

"E": Explicit-- any of the following criteria are met:

- Discusses sustainability in course description
- Sustainability included in learning objectives/course goals
- Major reading focuses explicitly on sustainability
- Sustainability in explicitly included in a major assignment or major section of the course

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

The number of sustainability-focused courses offered :

212

The total number of courses offered :

8430

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

The website URL where the publicly available sustainability course inventory that includes a list of

sustainability-focused courses is available :

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

A copy of the sustainability course inventory :

[Sust-focCourses.pdf](#)

Sustainability-Related Courses

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

Institution offers sustainability-related academic courses.

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

Submission Note:

See ER-5 for the methodology used to develop these numbers.

For academic year 2008-09, this is a representative sample, not a campus wide inventory.

Sustainability-Related courses =

"I+": Implicit +:

-Sustainability themes throughout the syllabus (course content, assignments, learning objectives, etc.), but not explicitly stated in a prominent way.

"I": Implicit:

-Syllabus makes connections between elements of sustainability in course description, learning objectives/course goals, major readings, assignments, but does not explicitly use the term "sustainability."

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

The number of sustainability-related courses offered :

423

The total number of courses offered :

8430

Number of years covered by the data :

One

A list of sustainability-related courses offered :

See attachment in ER-6

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

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

A copy of the sustainability course inventory :

[Sust-relCourses.pdf](#)

Sustainability Courses by Department

Responsible Party

PJ Houser

Office Assistant

Campus Sustainability Office

Criteria

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

Submission Note:

Other sustainability courses can be found at the following links, though the courses are not categorized as sustainability-focused or sustainability-related nor are they complete as PSU has no comprehensive sustainability course inventory:

<http://ecowiki.pdx.edu/class-projects/fall-2009.html>

(Other quarters are available in the side bar)

Also, try

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

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

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

23

The total number of departments that offer courses :

29

A list of departments that offer sustainability courses :

This is not a complete listing of courses. Of the representative sample used in the previous credits to find the proportion of courses with sustainability in the syllabi, these are the departments mentioned.

Anthropology

Engineering and Applied Science

Economics

Education and Leadership Policy

English

Environmental Science and Resources

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

Geology
Geography
History
International Studies
Information Studies and Quantitative Analysis
Masters of Business Administration
Management
Master of International Management
Public Administration
Physics
Philosophy
Science
Sociology
Speech and Hearing Science
Systems Science
University Studies
Urban Studies and Planning

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

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

A copy of the sustainability course inventory :

[ER 8 Sust Courses by Dept Sheet1 \(2\).pdf](#)

Sustainability Learning Outcomes

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

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

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

Submission Note:

Graduates in Academic year 2008-09:

Total = 4966

Architecture = 38

Business Administration = 113

Civil and Environmental Engineering = 62

Electrical and Computer Engineering = 102

Environmental Programs = 47

Geography = 42

Sociology = 82

==486

From Office of Institutional Research and Planning,

http://www.oirp.pdx.edu/source/port0809/3_14_1.htm

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

The number of graduates covered by the sustainability learning outcomes :

4966

Total number of graduates :

4966

A list of degree programs that have sustainability learning outcomes :

There is an undergraduate learning outcome that covers everyone. See below for details.

There are a total of 49 departments, and the following 7 have department-specific sustainability learning outcomes:
Architecture, Business Administration, Civil and Environmental Engineering, Electrical and Computer Engineering, Environmental Programs, Geography, Sociology

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :

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

A copy of the sustainability course inventory :

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

For now, we do not have the specific learning outcomes associated with the listed degree programs. However, the Campus-wide Learning Outcomes (CWLOs) project was initiated during spring of 2007. At that time, the Institutional Assessment Council and the Center for Academic Excellence Assessment Integration and Support Team (the Assessment Team) initiated a review of institution-level learning outcomes based on recommendations from four key sources, including AAC&U's report, Liberal Education and America's Promise. By January 2008, five learning outcomes had been identified. "Sustainability," which was not among the original five, was added later that year after three roundtable discussions involving over 60 faculty and staff determined it was appropriate and feasible to include "sustainability" as well as "engagement" as additional learning goals.

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.

Specific Learning Outcomes

- * Students will be able to describe the environmental, economic and social aspects of sustainability and how they are interrelated.
- * Students will be able to explain how sustainability relates to their lives and how their actions impact sustainability.
- * Students will learn how to apply concepts of sustainability locally and globally by engaging in the challenges and solutions of sustainability in a broader context.

Institutional Assessment Council - Sustainability Subcommittee

<http://iac.pdx.edu/content/sustainability>

Undergraduate Program in Sustainability

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

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

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

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

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

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

Yes

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

BA/BS in Community Development

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

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

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

Minor in sustainable urban development

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

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

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

University Studies (General Education) Environmental Sustainability Cluster

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

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

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

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

Global Environmental Change Cluster

(

http://www.pdx.edu/unst/sinq_globalenviro.html

)

BA/BS in Environmental Studies

(

<http://www.esr.pdx.edu/degrees/evst-sheet.pdf>

)

Minor in Sustainability

(

http://www.pdx.edu/sustainability/ap_education_undergraduate_programs.html

)

Graduate Program in Sustainability

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

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

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

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

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

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

Yes

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

Masters of Environmental Management - Environmental Science and Resources

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

<http://www.esr.pdx.edu/degrees/degrees.php>

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

Leadership for Ecology Culture and Learning - Graduate School of Education

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

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

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

Master of Urban and Regional Planning/Ph. D Urban and Regional Planning

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

<http://www.pdx.edu/usp/urban-regional-planning>

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

Masters of Public Administration - Hatfield School of Government:

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

Masters of Business Administration (MBA+) - School of Business:

http://www.gradbusiness.pdx.edu/graduate_business_programs/mba+

PSU's MBA program aims to integrate economics with environmental and social justice issues. Students can choose a concentration in the area of "sustainability".

Transportation Studies Graduate Certificate - School of Urban Studies and Planning:

http://www.pdx.edu/usp/trans_cert.html

Transportation solutions with a focus on equity and access to transportation and also environmental impacts and mitigation strategies of transportation planning.

Graduate Certificate in Sustainability: This certificate program gives graduate students in depth course work in the three thematic areas of sustainability. Core classes are, Economics of Sustainability, Environmental Sustainability and Social Sustainability. The program culminates with a course on sustainable development and requires two elective classes:

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

Maseeh College of Engineering and Computer Science:

Master of Science in Mechanical Engineering - include options for a focus on building science with elective courses in Heating Ventilation and Air conditioning (HVAC), Building Science, Building Energy Modeling, and Solar Energy Engineering:

<http://www.me.pdx.edu/programs/grad/MSME/>

Ph.D. in Mechanical Engineering - includes options for a focus on building science with elective courses in Heating Ventilation and Air conditioning (HVAC), Building Science, Building Energy Modeling, and Solar Energy Engineering:

<http://www.me.pdx.edu/programs/grad/PhDME/>

Master of International Management

STARS Reporting Tool | AASHE | Sierra Magazine

The PSU MIM program provides you with international as well as general business skills, proficiency in a foreign language and an understanding of political and economic environments in which global business leaders work. Both full-time and part-time programs are available:

www.gradbusiness.pdx.edu/graduate_business_programs/mim

Systems Science Graduate Programs

The Systems Science Graduate Program offers Doctorate and Masters degrees, and two Graduate Certificates. The Program encompasses both applications and theory-oriented aspects of the field. It is designed to prepare students for professional practice in industrial, governmental, and public service organizations and for research and teaching in academic institutions.

<http://www.pdx.edu/sysc/program-systems-science-graduate-programs>

Sustainability Immersive Experience

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

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

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

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

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

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

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

Yes

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

Portland State University offers a number of sustainability immersive experiences, ranging from international studies programs, to general education requirement programs, internships and apprenticeships. Example programs include the following:
PSU-China Innovations in Urbanization:

<http://www.china.cupa.pdx.edu/>

Sustainability in the US-Mexico Border Region

Renewable Energy and Community Development in Nicaragua Vietnam Study Exchange in globalization, leadership and sustainable development

PSU Faculty Development: Vietnam Immersion Program on Urban Sustainability:

http://oia.pdx.edu/departments/teaching/psu_faculty_development_vietnam_immersion_program_on_ur

[ban_sustainability/](#)

Tuscany: Sustainability in City and Country

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

<http://oia.pdx.edu/ea/>

Sustainability Literacy Assessment

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

No

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

A copy of the questions included in the sustainability literacy assessment :

A copy of the questions included in the sustainability literacy assessment :

A brief description of how the assessment was developed :

A brief description of how the assessment was administered :

A brief summary of results from the assessment :

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

Incentives for Developing Sustainability Courses

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

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

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

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

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

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

Yes

A brief description of the program(s) :

In 2008, Portland State University was awarded a unique challenge gift of 25 million dollars. The challenge is designed to spur imagination and innovation in three programmatic areas related to sustainability over the next ten years.

The three programmatic areas are:

1. Enhancing the student experience in the study of sustainability through enhancing and expanding our curricular offerings, supporting student success through student support and connections with the community, and providing financial support to students as they pursue the study of their major.
2. Expanding faculty excellence in teaching and research by providing support for curricular development and participation in trans-disciplinary teaching activities, developing facilities to support research and engagement activities and supporting the development of research activities with emphasis on trans-disciplinary projects that are locally focused but globally relevant.
3. Enhancing excellence in community engagement by supporting and expanding our ability to convene the community around important issues and to engage.

The grant provides an incentive for faculty to develop new courses related to sustainability by providing support for curricular development and excellence in education.

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

Competitively granted Miller awards provide financial support for faculty to develop new sustainability courses and programs. In 2008-2009, five awards were given for projects specifically targeted at sustainability curriculum development. These projects were:

Sustainability in Engineering Curriculum Development

Innovative Teaching Laboratory for Sustainable Water Quality Systems

Mapping and Expanding Sustainability Course Offerings in the University Studies Curriculum

Weaving Sustainability into the Secondary Graduate Teacher Education Program

Building Capacity for Sustainability through Faculty Development

The Center for Academic Excellence offers the Sustainability Fellows Program for Sustainability.

(

<http://www.pdx.edu/cae/cae-sponsored-funding>

)

Faculty interested in integrating authentic assignments and applied experiences into their sustainability courses are invited to participate in the program. This program engages participants in a multi-disciplinary learning community of faculty who are interested in and new to sustainability education and/or community-university partnership development. Relevant literature, curricular resources, and peer support encourage development of syllabi and course materials that more fully integrate learning outcomes with course components. These efforts contribute to continued refinement of the sustainability learning goal, its rationale, and appropriate means for its assessment. Resources include CAE staff support, appropriate support materials, and \$1,000 per participating faculty member (total of \$10,000).

The website URL where information about the program is available :

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

Research

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

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

Sustainability Research Identification

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research? :

Yes

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

PSU's expertise is concentrated in two main, inter-connected areas -- the coupling of human and natural systems, and sustainability in urban and urbanizing communities. PSU also has particular strengths in two cross-cutting topical areas -- metrics and evaluation, and mechanisms that effect change and foster engagement at the individual, organizational, societal and ecosystem levels:

1. The integration of human societies and the natural environment. How do we as humans build societies that are integrated with the natural systems that support life? The answer to this question is increasingly critical as the world's population increases and urban centers expand. PSU research provides a roadmap for sustainable development that brings about the harmonious integration of human and natural systems.
2. Creating sustainable urban communities. PSU is already known for its expertise and intellectual leadership in urban studies and urban planning. With our sustainability research, we are building on this strength through an interdisciplinary academic focus on the successful integration of the "triple bottom line" (economic, ecological and social needs) in urban centers. The City of Portland offers us the ideal research to study the changing ecological and socioeconomic conditions of a city already adopting many sustainable policies and principles.
3. Implementing sustainability and mechanisms of change. How and why do people, organizations and societies adopt more sustainable

policies and behavior? And what motivates change? PSU faculty and students are researching how and why sustainability is (or isn't) adopted.

4. Measuring sustainability. Many people and organizations choose to adopt sustainable practices without knowing whether or not a particular practice actually works. We provide the measurement tools and data that will enable the most effective practices possible, thereby fostering increasing sustainable behavior.

This expertise is applied in a number of targeted research areas listed below:

1. Community Food Systems
2. Economic Sustainability
3. Environmental Science and Green Technology Development
4. Environmental Sustainability
5. Humanities and Sustainability
6. Integrated Water Resource Management
7. Social Sustainability
8. Sustainable Business Processes and Practices
9. Sustainable Urban Development
10. Transportation Systems

Has the institution identified its sustainability research activities and initiatives? :

Yes

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

In 2008, the director of PSU's Center for Sustainable Processes and Practices conducted a university wide research inventory and identified all of the university approved research projects that have a core sustainability theme. These projects are listed on the university's sustainability web pages.

In addition, PSU's Office of Research and Sponsored projects tracks all of the research projects that are proposed and identifies which of these projects are sustainability-related. Separate tracking is done for projects that are internally funded versus those that receive external funding.

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

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :

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

Faculty Engaged in Sustainability Research

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research :

75

The total number of faculty members engaged in research :

331

Names and department affiliations of faculty engaged in sustainability research :

Faculty members considered to be "research faculty" work in either an academic department or in one of the universities research laboratories. The following faculty are engaged in sustainability research:

Allen, Jennifer - Public Administration

Barton, Rudy - Architecture Bertini, Rob - Civil and Environmental Engineering/Urban Studies and Planning Bluffstone, Randy - Economics Brown, Darrell - Accounting Chang, Heejun - Geography Cooper, Phillip - Public Administration Cruzan, Mitchell - BIO DeRivera, Catherine - Environmental Sciences and Resources Dill, Jennifer - Urban Studies and Planning Dillard, Jesse - Accounting Dresner, Marion - Environmental Sciences and Resources Dudley, Barbara - Institute Nonprofit management Duh, Geoffrey - Geography Dujon, Veronica - Sociology Dusicka, Peter - Center of Environmental Engineering Ervin, David - Environmental Sciences and Resources Farquhar, Stephanie - Community Health Fish Bill - Center of Environmental Engineering, Environmental Sciences and Resources Fogarty, Michael - Urban Studies and Planning Fountain, Andrew - Geology Gillpatrick, Thomas - FILC Granek, Elise - Environmental Sciences and Resources Hammer, Janet - CUPA Harvey, Tom - Geography Ingle, Marcus - Public Administration Johnson H., Tom - School of Business Administration Kecskes, Kevin Center for Academic Excellence Khalil, Aslam - Physics King, Mary - Economics Koss, Patricia - Economics Lutzenhiser, Loren - Urban Studies and Planning Marshall, Scott - Management Martin, Sheila - Urban Studies and Planning Maser, Joe - Environmental Sciences and Resources McBride, Leslie - School of Community Health McKeown, Rosalyn Graduate School of Education Messer, Barry - Urban Studies and Planning Monsere, Chris - Center of Environmental Engineering Murphy, Michael - BIO Ozawa, Connie - Urban Studies and Planning Pan, Yangdong - Environmental Studies and Resources Poracsky, Joe - Geography Pullman, Mellie - Supply Chain Reed, Scott - Chemistry Rice, Andrew - Physics Rodriguez, Leopoldo - Economics Rosenstiel, Todd - BIO Ruedas, Luis - BIO Rueter, John - Environmental Sciences and Resources Sailor, Dave - Mechanical Engineering Schnabel, Jeffrey - Architecture Seltzer, Ethan - Urban Studies and Planning Semenza, Jan -

Community Health Shandas, Vivek Urban Studies and Planning Sheble, Gerry - Electrical Engineering Shinn, Craig - Public Administration Spolek, Graig - MME Steen, Trygve - Environmental Sciences and Resources Strathman, Jim - Urban Studies and Planning Sytsma, Mark - Environmental Sciences and Resources Wamser, Carl - Chemistry Weasel, Lisa - BIO Wells Scott - Center for Environmental Engineering Williams, Dilafroz - Graduate School of Education Works, Martha - Geography Yan, Mingdi - Chemistry Yeakley, Alan - Environmental Sciences and Resources Yuthas, Kristi Accounting

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

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

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

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

The website URL where information about sustainability research is available :

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

Departments Engaged in Sustainability Research

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

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

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

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

The total number of academic departments that conduct research :

40

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

20

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

Anthropolgy
Architecture
Biology
Chemistry
Civil Engineering
Criminal Justice
Education
Engineering Management
English
Environmental Sciences and Resources
Geography
Geology
Mathematics
Mechanical Engineering
Political Science
Public Administration
Public Heath Studies
Social Work
Urban and Regional Planning
Urban Studies

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :

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

A copy of the sustainability research inventory that includes the departments engaged in sustainability research :

[depts_w_sustain_research.xls](#)

Sustainability Research Incentives

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

The Institute for Sustainable Solutions made a commitment to support student sustainability projects during the academic year 2008-2009. This was the first time the university has granted money to students to develop and deliver sustainability related research, outreach and awareness campaigns. The Miller foundation supported 15 student projects and granted a total of \$63,237.

The Idea Generator concept was developed to create a give students the opportunity to share their work as it developed and to get feedback from the granting committee as well as members of the larger PSU community.

The event, held on February 5th, 2009 was a resounding success. It was well attended by faculty, staff and students. The event gained publicity in PSU's student newspaper, The Vanguard as well as in the Oregonian.

The event prompted PSU President Wim Wiewel to double the allocated amount of \$35,000. This provided up to \$70,000 for student projects, and as reflected in the final allocation, this increase in allocated funds was needed.

PSU's Center for Sustainable Practices and Processes held monthly forums for student grant recipients to come together and share their progress and air their concerns. The forums have been a great way for students to come together and for the center to help foster a structure that supports and values student work.

Student grant recipients presented their work at the Second Annual PSU Sustainability Celebration on May 29th, 2009.

A "Solutions Generator" will be held in February 2011. The level of support going to student research has yet to be established (~\$20-30k).

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

<http://pdx.edu/sustainability/2012-solutions-generator>

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 :

In 2008-2009, PSU's Institute for Sustainable Solutions supported two rounds of grants to support faculty and staff for activities and initiatives that promote sustainability at PSU and within the community. The James F. and Marion L. Miller Foundation's generous challenge grant of \$25M has made these grants possible. In 2008-2009, the Center granted approximately \$2 million to support faculty research in sustainability.

Additionally the Oregon BEST Center catalyzes sustainability research among Oregon University System faculty through grants and networking. This center is housed at Portland State.

<http://oregonbest.org/>

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

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

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Shpresa Halimi

Academic Sustainability Program Manager
Center for Sustainable Processes and Practices

Criteria

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

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

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

Yes

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

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."

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

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

Operations

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Noel Mingo
Utility Manager
FAP

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

Submission Note:

Gross square footage is used.

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

Total building space that meets "Eligible Buildings Criteria" :

4253738 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

An electronic copy of the guidelines or policies :

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

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

Noelle Studer-Spevak stated that PSU does not have LEED for Existing Buildings O&M or any policies similar to that.

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

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

Building Design and Construction

Responsible Party

Jenny McNamara

Sustainability Manager
Campus Sustainability Office

Criteria

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

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

and/or

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

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

Submission Note:

Since 2002, PSU has focused on designing new buildings and retrofitting and renovating older campus buildings with sustainability in mind.

Included in this credit:

Research Greenhouse - 5184 sq ft, LEED Silver, finished 2007

Shattuck Hall - 93659, finished 2008, LEED Gold

*Academic and Student Recreation Center - 208000 sq ft, LEED Gold, finished 2009

Not Included in this credit:

Stephen Epler Hall, 2005, Silver

Broadway Housing Building, 2006, Silver

Engineering Building, 2007, Gold

Lincoln Hall, 2011, Platinum (pending)

Gross square footage is used.

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

New building space that meets "Eligible Buildings Criteria" :

STARS Reporting Tool | AASHE | Sierra Magazine

671343 *Square Feet*

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

0 Square Feet

New building space that is LEED Certified :

0 Square Feet

New building space that is LEED Silver certified :

0 Square Feet

New building space that is LEED Gold certified :

526343 Square Feet

New building space that is LEED Platinum certified :

145000 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available :

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

An electronic copy of the guidelines or policies :

[sb0576.intro.pdf](#)

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

2004

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

All buildings constructed with State money are required to meet LEED Silver certification. PSU is fortunate to be in Portland with the highest caliber green building firms and construction companies in the nation.

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

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)

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

Native American Student & Community Center (2003), Helen Gordon Child Development Center (2004), Urban Center & University Plaza (2000), Natural Buildings (Dialogue Dome & Cob Oven; Cob Bench)

Indoor Air Quality

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Criteria

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

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

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

0 *Square Feet*

Total occupied building space :

3382613 *Square Feet*

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

Indoor air quality management is problem-response. PSU is in compliance with OSHA. All complaints are registered and monitoring is done if a smell or some other indicator of air pollution is reported. It may also be done during activities with the potential to release contaminants, such as construction.

Additionally, Human Resources has a fragrance policy. PSU has designated smoking areas to prevent intake of smoke in entrances or air vents or windows.

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

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

Climate

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

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Criteria

Part 1

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

Part 2

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

Submission Note:

The GHG emissions inventory is in the Climate Action Plan 2010 in the "Existing Conditions" section.

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

The website URL where the GHG emissions inventory is posted :

<http://www.pdx.edu/planning-sustainability/climate-action-plan>

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

Yes

Does the inventory include embodied emissions from other purchased products? :

Yes

Does the inventory include emissions from solid waste disposal? :

Yes

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Noel Mingo
Utility Manager
FAP

Criteria

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

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

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

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

Submission Note:

Baseline year - FY2005

Scope 1 & 2:

Performance year - FY2010

Scope 1 & 2 source:

Offsets:

Campus population sources:

Housing info from John Eckman, Director of Auxiliary Services

Factbooks from

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

scope 1 and 2 GHG emissions taken from GHG Calculator

-nm-

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

Scope 1 and 2 gross GHG emissions, 2005 :

36326 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005 :

1272

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

13000

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

10340

Scope 1 and 2 gross GHG emissions, performance year :

35799 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year :

0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year :

29668 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year :

July 1, 2009 - July 1, 2010

On-campus residents, performance year :

2044

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

16166

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

10583

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :

July 1, 2009 - July 1, 2010

Air Travel Emissions

Responsible Party

Molly Bressers

Green Team Coordinator
Campus Sustainability Office

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

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

Yes

A brief description of the policies and/or programs :

PSU's Climate Action Plan calls for maintaining 2010 levels of travel emissions, and establishing a local offset program to be used for 75% of PSU travel through various short and long term actions.

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

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

Local Offsets Program

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

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

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

No

A brief description of the program :

As of yet, PSU does not have a local offsets program. PSU's Climate Action Plan will be released later in 2010 and includes a potential local offsets program for air travel emissions.

The website URL where information about the program is available :

<http://www.pdx.edu/sustainability/climate-action-plan>

Dining Services

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

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

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

Tim Kellen

Food Service Director

PSU Dining / Aramark

Criteria

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

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

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

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

Submission Note:

Performance year - Oct 2008 to Oct 2009

Source: Lisa Potter, Food Service Director

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

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

26.40

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

all the produce 100%

All the milk 100%

Beef 100%

Breads are processed with 250 miles

Portland Roasting coffee, Stumptown, and Starbuck have 1 bean that is certified organic it is about 3 % of the invoices that we pay in coffee is organic certified.

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/>

Responsible Party

Molly Bressers

Green Team Coordinator
Campus Sustainability Office

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

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

:

Yes

A brief description of the trayless dining program :

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.

List the year the program was started :

Sept. 1, 2008

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

100

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

100

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

100

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

100

The website URL where information about the program is available :

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

Responsible Party

PJ Houser

Office Assistant

Campus Sustainability Office

Submission Note:

Source:

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

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

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

Yes

A brief description of the vegan dining program :

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 and take meal plans.

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

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

Trans-Fats

Responsible Party

PJ Houser

Office Assistant

Campus Sustainability Office

Submission Note:

Source:

Patrick Durgan, Executive Chef

Portland State University

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

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

Yes

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

We use zero trans-fat fryer oil, and try to avoid all trans-fats in our foodservice operation.

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

Guidelines for Franchisees

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Submission Note:

Currently, there are no sustainability policies or guidelines for food service franchisees operating on campus, but there may be within the next 3 years thanks to PSU's Climate Action Plan.

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

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

No

A brief description of the guidelines for franchisees :

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

PJ Houser

Office Assistant

Campus Sustainability Office

Submission Note:

Source: Lisa Potter, Food Service Director

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

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

Yes

A brief description of the pre-consumer food waste composting program :

Last school year, PSU Dining Services diverted 109 tons of food waste from the landfill through composting efforts in the dining hall at the Ondine and in the Smith Center.

All pre-consumer food waste is composted.

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

100

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

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

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

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

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

PostConsumer Food Waste Composting

Responsible Party

Molly Bressers

Green Team Coordinator
Campus Sustainability Office

Submission Note:

Source:

Lisa Potter, Food Service Director

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

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

Yes

A brief description of the postconsumer food waste composting program :

*Victor's in Ondine has a post-consumer food waste program. They provide a composting drop off station for residents too.

*Food for Thought provides a post-consumer composting bin next to the bins for dirty dishes.

*Viking Food Court kitchen is 100% post-consumer composting.

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

99

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

100

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

100

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

80

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

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

Food Donation

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Submission Note:

Source:
Lisa Potter, Food Service Director

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

Does the institution donate leftover or surplus food? :

Yes

A brief description of the food donation program :

Leftover or surplus food goes to Society of St Vincent de Paul.

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

<http://www.svdppdx.org/>

Recycled Content Napkins

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Submission Note:

Source:
Lisa Potter, Food Service Director

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

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

Yes

A brief description of the purchasing behavior :

Napkins contain recycled content and are also compostable.

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Molly Bressers

Green Team Coordinator
Campus Sustainability Office

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

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

Yes

A brief description of the reusable mug program :

PSU Dining Services offers a 15 cent discount every time you buy coffee or tea in your own re-usable mug.

Amount of the discount offered for using reusable mugs :

0.15

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

We are working on a reusable to go box for guests to use.

The website URL where information about the reusable mug discount program is available :

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

Reusable To-Go Containers

Responsible Party

PJ Houser

Office Assistant

Campus Sustainability Office

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

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

No

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

The website URL where information about the reusable to-go container program is available :

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Responsible Party

Noel Mingo
Utility Manager
FAP

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:

Baseline year - FY2005

Source:Utility Manager

Performance year - FY2010

Source:data from ghg calculator using 2010 utility data from UMS.

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

Total building energy consumption, 2005 :

487980 MMBtu

Building space, 2005 :

4666918 Gross Square Feet

Total building energy consumption, performance year :

STARS Reporting Tool | AASHE | Sierra Magazine

475186 *MMBtu*

Building space, performance year :

4964318 *Gross Square Feet*

List the start and end dates of the energy consumption performance year :

6/30/2009 to 7/1/2010

Responsible Party

Noel Mingo
Utility Manager
FAP

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

0 MMBtu

Option 2: Non-electric renewable energy generated :

0 MMBtu

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

0 MMBtu

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

358505 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

475186 MMBtu

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

PSU has two small PV projects.

The first involves a 1 kW array (polycrystalline silicon) on top of Science Building 2 used for classes. It was purchased in July 2001. The professor in charge, Carl Wamser, got funding from US Department of Energy for a bunch of panels but has not yet been able to fully deploy them. The pictures on his website are for some early tests he was doing. They were probably never grid-connected, and were probably not up for more than a few weeks.

(

<http://web.pdx.edu/~wamserc/solar/>

and David Sailor)

The second involves a total of 16 170Watt Solarworld panels – 4 each over 4 green roof test pans. The panels were only installed late spring 2010, so no power generation from July 2007-June 2008. It is an NSF-funded “GriPV” project that received some matching funds from PGE, OR BEST, SolarWorld, City of Portland, and Miller.

(David Sailor)

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

In 2008, 20% of PSU's electricity was purchased from renewable sources. In 2009, 50%, and 2010 100% of energy was from renewable sources. Green-e certified RECs through Sempra Energy Solutions.

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

A brief description of cogeneration technologies deployed :

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

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

Timers for Temperature Control

Responsible Party

Noel Mingo
Utility Manager
FAP

Submission Note:

Source:

Quinn Soifer, Facilities Engineer, Facilities and Planning

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

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

Yes

A brief description of the technology used :

The Siemens system controls building runtimes on campus.

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

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Submission Note:

Source:
Quinn Soifer, Facilities Engineer, Facilities and Planning

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

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

Yes

A brief description of the technology used :

We do this in a lot of our buildings; sometimes it is the complete building and other times it is just sections of the building. I know for sure it is done through out Science Building 1.

The percentage of building space with lighting sensors :

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

LED Lighting

Responsible Party

Noel Mingo
Utility Manager
FAP

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

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

Yes

A brief description of the technology used :

We currently have 1 office in the Facilities Department that has LED lighting. It is under consideration for Parking Lot Relighting as well as Hoffman Hall. We may also install 1 as part of a demo outdoor lighting project.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

Vending Machine Sensors

Responsible Party

Noelle Studer-Spevak
Sustainability Coordinator
FADM

Submission Note:

http://www.thecoca-colacompany.com/citizenship/refrigeration_equipment.html

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

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

Yes

A brief description of the technology used :

In the pouring rights contract with Coke in 2009, all new, energy efficient vending machines were brought to campus. These vending machines "learn" patterns of use and adjust light/cooling based on customer demand.

The percentage of vending machines with sensors :

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

<http://www.cokesolutions.com/GoGreen/Pages/GoGreenArticles/GetenergysmartwithEMS55forcoolersandvendors.aspx>

Energy Management System

Responsible Party

Noel Mingo
Utility Manager
FAP

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

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

Yes

A brief description of the management system :

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.

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

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

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

Energy Metering

Responsible Party

Noelle Studer-Spevak
Sustainability Coordinator
FADM

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

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

Yes

A brief description of the metering system :

One of PSU's mixed use residential halls - Broadway - has extensive digital metering. Each room is metered, and data is sent to a central location. Broadway is a recent construction and LEED certified.

PSU's student union - Smith Memorial Student Union - just received a grant to install 5 digital meters for energy consumption. This will be completed next year.

A study was just completed to meter all buildings on campus for all utilities.

The percentage of building space with energy metering :

The website URL where information about the metering system is available :

Grounds

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

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Criteria

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

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

Submission Note:

Not sure whether to count all the acreage.

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

The size of the campus grounds :

49 Acres

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

49 Acres

A brief description of the IPM plan(s) :

From

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

*Minimal use of fertilizers and the incorporation of organic products when possible.

*Reducing the number of annual plantings in favor of perennial plant material.

*Performing most weeding by hand and relying on spraying by a licensed applicator in limited instances of herbicide application for weed control.

*Composting/recycling all landscape debris at an off-campus location.

*Mulching turf areas, rather than collecting, when mowing conditions allow.

*Auditing irrigation systems and practices to identify opportunities for water savings, with plans to install central computerized control throughout campus.

*Incorporating Pacific Northwest native plant material in future construction and renovation projects, as appropriate.

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

Responsible Party

PJ Houser

Office Assistant

Campus Sustainability Office

Submission Note:

"Native plants are a priority at PSU in practice. Recent planting plans for new construction (LEED certification) at PSU, and planting plans I have done are mostly native, and that is definitely encouraged by the administration at PSU."

Suzan Wilson

PSU Lead Gardener

suzanw@pdx.edu

(503) 725-3756

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

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

Yes

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

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

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

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

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Submission Note:

"The landscape at Khouse is Certified Wildlife Habitat No.73797 from National Wildlife Federation."

Suzan Wilson
PSU Lead Gardener

suzanw@pdx.edu

(503) 725-3756

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

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

Yes

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

The landscape at K-house is Certified Wildlife Habitat No.73797 from National Wildlife Federation.

The Environmental Club's Native Garden was Certified Wildlife Habitat until the current construction on Science Building 2 obliterated the garden.

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

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

Submission Note:

Suzan Wilson would like to pursue this certification.

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

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

No

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

Currently, PSU is not recognized by the Arbor Day Foundation's Tree Campus USA program. We have plans to apply this year, though!

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

Snow and Ice Removal

Responsible Party

PJ Houser

Office Assistant

Campus Sustainability Office

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

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

Yes

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

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."

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

Landscape Waste Composting

Responsible Party

Molly Bressers
Green Team Coordinator
Campus Sustainability Office

Submission Note:

Suzan Wilson
PSU Lead Gardener
suzanw@pdx.edu

(503) 725-3756

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

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

Yes

A brief description of the composting or mulching program :

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

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

0

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

100

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

Purchasing

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

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

Computer Purchasing

Responsible Party

PJ Houser
Office Assistant
Campus Sustainability Office

Criteria

Part 1

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

Part 2

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

Submission Note:

Part 1:

Computer purchasing is not centralized. OIT only purchases for computer labs and other non-departmental networking; however OIT represents 70% of total computer purchases (an OIT report for Business Affairs shows that there are 5350 workstations on campus, and OIT manages 3730). All other workstations are purchased by separate departments.

~~~~~  
Part 2

This data comes from searching Banner for all tech-related expenses and combing through the data for computers, laptops, and monitors. Unknown ratings are due to insufficient description of computer, monitor, or laptop.

|                            |
|----------------------------|
| EPEAT Amount spent %       |
| gold \$1,879,332.70 77%    |
| silver \$450,674.70 18%    |
| bronze \$57,609.88 2%      |
| unknown \$64,691.34 3%     |
| none \$2,116.65 0%         |
| GRAND TOTAL \$2,454,425.27 |

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

Yes

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

[http://www.oit.pdx.edu/hardware\\_reqs](http://www.oit.pdx.edu/hardware_reqs)

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

Note that USS recommends the purchase of the below systems. Purchasing PSU Standard hardware ensures ease of troubleshooting and compatibility with PSU systems. Non-standard devices may experience lengthier support times and more frequent issues using campus resources.

**Power Management and Sustainability**

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. Note that modifying system components may change energy consumption and thus the system's compliance with EPEAT standards.

PSU is in the process of developing and implementing campus-wide policies in order to minimize energy consumption by managed computers and devices. Note that USS recommends turning off your computer when it will not be in use for several hours (i.e. at the end of the day and over the weekend.)

**Printers**

Printers are not currently subject to EPEAT certification, but they are certified by Energy Star. Until EPEAT expands to cover printers and other imaging devices, PSU will strive to select models that are Energy Star certified.

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

Yes

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

1879332.70 US/Canadian \$

**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

450674.70 US/Canadian \$

**Total expenditures on desktop and laptop computers and monitors :**

2454425.27 US/Canadian \$

# Cleaning Products Purchasing

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## Responsible Party

**PJ Houser**  
Office Assistant  
Campus Sustainability Office

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## Criteria

### Part 1

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

### Part 2

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

---

### Submission Note:

Info provided does not include cleaning products used for Housing facilities.

From October, 2008 to September, 2009, \$7,593.00 was spent on cleaning chemicals...

All the chemicals we use here on campus, with the exception of our disinfectant, are green seal.

Darin Price  
ARAMARK Higher Education  
Portland State University  
(503) 734-4224

[price-darin@aramark.com](mailto:price-darin@aramark.com)

~~~

Since we had trouble finding out definitively, we estimated \$1000 was spent on disinfectant.

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

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

Yes

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

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

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

The information below details Portland State University's policies regarding mandatory and desirable characteristics of chemical cleaning products used by the University's Custodial Services.

Mandatory:

(1) Demonstrate that the product meets or exceeds the relevant Green Seal standards in whole. Product does not have to have actually obtained Green Seal certification, if sufficient proof can be provided that it would meet the relevant Green Seal requirement. However, actual Green Seal certification is preferred.

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

Yes

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

6593 US/Canadian \$

Total expenditures on cleaning products :

7593 US/Canadian \$

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

[Custodial contract language.pdf](#)

Office Paper Purchasing

Responsible Party

PJ Houser

Office Assistant

Campus Sustainability Office

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

Submission Note:

How the numbers above are calculated: From the sorted and detailed data for the Copy Paper Report FY2008 (not included in the report for privacy issues), the amount spent per interval is summed.

PSU's FY2008 purchases:

%PCW Amount

0 to 10 \$70,993.93

10 to 29 \$1,696.52

30 to 49 \$78,144.55

50 to 69 \$288.65

70 to 89 \$0.00

90 to 100 \$64,711.35

all intervals \$215,835.00

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

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

Yes

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

<https://www.oregonlaws.org/ors/279A.155>

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

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followed :

A purchasing policy in the works includes this wording:

PAPER PURCHASING: PSU encourages reduction paper reduction, reuse and recycling practices and encourages the purchase of paper that containing the highest post-consumer recycled content as is economically feasible. It is not mandatory to purchase recycled content paper, but no less than 35% of paper purchases may be from recycled paper products (ORS 279A.155).

~~~~

At the minimum, there is a state mandate that "No less than 35 percent of state agency procurements of paper products may be from recycled paper products. [2003 c.794 §21]"

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

Yes

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

1696.52 *US/Canadian \$*

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

78144.55 *US/Canadian \$*

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

288.65 *US/Canadian \$*

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

0 *US/Canadian \$*

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

64711.35 *US/Canadian \$*

**Total expenditures on office paper :**

215835 *US/Canadian \$*

# Vendor Code of Conduct

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## Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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## Criteria

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

---

### Submission Note:

"Vendor codes of conduct are fairly uncommon at colleges and universities, and they don't typically get into specifics as to what sustainability programs firms should adopt (such as their waste management practices)... Here are two example codes:

1) University of Michigan:

[http://www.procurement.umich.edu/files/code\\_of\\_conduct.pdf](http://www.procurement.umich.edu/files/code_of_conduct.pdf)

2) University of Pittsburgh:

<http://www.bc.pitt.edu/policies/policy/05/05-02-18.html>

Laura Matson

STARS technical developer

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

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

No

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

---

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

---

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

There is no vendor code of conduct.

The closest we have is the following:

PSU Contract Terms and Conditions

25. **RECYCLABLE PRODUCTS:** Contractor shall use recyclable products to the maximum extent economically feasible in the performance of this Contract. Contractor shall specify the minimum percentage of recycled product in the goods provided.

# Historically Underutilized Businesses

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## Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

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

Yes

### **A brief description of how the institution meets the criteria :**

State of Oregon mandates:

Oregon revised statutes (ORS): public contracting code:

MINORITIES, WOMEN AND EMERGING SMALL BUSINESSES

279A.100 Affirmative action; limited competition permitted. (1) As used in this section:

(a) "Affirmative action" means a program designed to ensure equal opportunity in employment and business for persons otherwise disadvantaged by reason of race, color, religion, sex, national origin, age or physical or mental disability or a policy to give a preference in awarding public contracts to disabled veterans.

(b) "Disabled veteran" has the meaning given that term in ORS 408.225.

(2) The provisions of the Public Contracting Code may not be construed to prohibit a contracting agency from engaging in public contracting practices designed to promote affirmative action goals, policies or programs for disadvantaged or minority groups or to give a preference in awarding public contracts to disabled veterans.

(3) In carrying out an affirmative action goal, policy or program, a contracting agency by appropriate ordinance, resolution or rule may limit competition for a public contract for goods and services, or for any other public contract estimated to cost \$50,000 or less, to contracting entities owned or controlled by persons described in subsection (1) of this section. [2003 c.794 §13; 2009 c.235 §1]

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

<http://www.bao.pdx.edu/vendor/index.php>

### Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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### Submission Note:

The Sustainability Office and the Purchasing Office are working on a potential sustainable procurement program.

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

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

No

### **A brief description of the program :**

PSU does not have an institution-wide preference for local products and businesses.

Whether or not federal law prohibits geographic preference is uncertain.

State of Oregon mandate:

279A.120 Preference for Oregon goods and services; nonresident bidders. (1) As used in this section:

(a) "Nonresident bidder" means a bidder who is not a resident bidder.

(b) "Resident bidder" means a bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state and has stated in the bid whether the bidder is a "resident bidder" under this paragraph.

(2) For the purposes of awarding a public contract, a contracting agency shall:

(a) Give preference to goods or services that have been manufactured or produced in this state if price, fitness, availability and quality are otherwise equal; and

(b) Add a percent increase to the bid of a nonresident bidder equal to the percent, if any, of the preference given to the bidder in the state in which the bidder resides.

(3) When a public contract is awarded to a nonresident bidder and the contract price exceeds \$10,000, the bidder shall promptly report to the Department of Revenue on forms to be provided by the department the total contract price, terms of payment, length of contract and such other information as the department may require before the bidder may receive final payment on the public contract. The contracting agency shall satisfy itself that the requirement of this subsection has been complied with before the contracting agency issues a final payment on a public contract.

(4) The Oregon Department of Administrative Services on or before January 1 of each year shall publish a list of states that give preference to in-state bidders with the percent increase applied in each state. A contracting agency may rely on the names of states and percentages so published in determining the lowest responsible bidder without incurring any liability to any bidder. [2003 c.794 §16]

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

---

# Transportation

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

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

|                              |
|------------------------------|
| <b>Credit</b>                |
| Campus Fleet                 |
| Student Commute Modal Split  |
| Employee Commute Modal Split |
| Bicycle Sharing              |
| Facilities for Bicyclists    |
| Bicycle and Pedestrian Plan  |
| Mass Transit Programs        |
| Condensed Work Week          |
| Telecommuting                |
| Carpool/Vanpool Matching     |
| Cash-out of Parking          |
| Carpool Discount             |
| Local Housing                |
| Prohibiting Idling           |
| Car Sharing                  |

# Campus Fleet

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**Responsible Party**

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

---

**Criteria**

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

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

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

---

**Submission Note:**

PSU does not have a fleet in the traditional sense. The above numbers reflect long term rentals from the state motor pool, and vehicles owned by PSU departments.

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

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

3

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

0

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

0

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

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

0

**Hydrogen fueled vehicles in the institution's fleet :**

0

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

0

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

0

**Total number of vehicles in the institution's fleet, including all of the above :**

65

# Student Commute Modal Split

---

## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

---

## Criteria

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

---

### Submission Note:

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/>

The most recent data available for students are from fall 2011. Transportation and Parking Services (TAPS) regularly surveys the campus community regarding commute modes.

Carpool or vanpool does NOT include "Dropped Off." Included, would total 6.42%.

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*

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

80.71

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

19.29

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

27.56

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

**The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :**

44.15

**The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation :**

0.01

**The website URL where information about alternative transportation is available :**

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

# Employee Commute Modal Split

---

## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

---

## Criteria

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

---

### Submission Note:

The most recent data for staff and faculty are from fall 2011. Transportation and Parking Services regularly surveys the campus community regarding commute modes.

Does NOT include "Dropped Off." Included, would total 8.49%.

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

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

72.18

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

27.82

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

19.92

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

5.33

### **The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :**

42.20

**The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :**

0.01

**The website URL where information about alternative transportation is available :**

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

## Bicycle Sharing

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**Responsible Party**

**Jenny McNamara**

Sustainability Manager  
Campus Sustainability Office

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

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

No

**A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :**

We don't currently have a typical bike sharing program at PSU, but we'll likely have one by Spring/Summer 2013 through a partnership with the city.

We also have a long-term rental program called VikeBikes, which uses 20 refurbished bikes and lets students rent them out for a term or a year at a time.

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

<http://www.pdx.edu/bikehub/vikebikes>

# Facilities for Bicyclists

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## Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

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

Yes

## A brief description of the facilities :

### Bike Garages:

\*Montgomery Street Bicycle Garage (SW 12th and Montgomery) -

PSU's first Bike Garage! This newly renovated facility features 24 hr proximity card access, security cameras for added protection, and two-tiered bicycle parking to maximize space. This location will house up to 77 bikes.

\*Harrison Street Bicycle Garage (SW 5th and Harrison) -

A second Bike Garage is currently planned for the University Center Bldg on SW Harrison street. This facility is scheduled to be completed by June of 2010. It will accommodate approximately 125 bikes.

### Bike Racks:

There are hundreds of bike racks throughout our bike-friendly campus. However, please be aware that some locations near our busiest buildings tend to fill up (e.g. Smith Center, Cramer Hall, Neuberger Hall). Map of bicycle parking -

<http://www.transportation.pdx.edu/sites/default/files/user/pdf/CampusBikeRacksMap.Wtr2010.pdf>

### Showers & personal lockers:

Provided in the adjacent student recreation center.

### PSU Bike Hub:

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/>

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

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



# Bicycle and Pedestrian Plan

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## Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

## Has the institution developed a bicycle plan? :

Yes

## A brief description of the plan :

PSU has drafted a comprehensive bicycle plan. With 13% of student and employee trips to campus happening on two wheels, bicycling is a significant and growing travel option for many hundreds in the PSU community. The Bicycle Transportation Plan outlines ambitious goals to further promote bicycle use through improved infrastructure, bicycle parking options, and support and encouragement programs. Sections include a review of all bicycle infrastructure leading to and from campus, suggested short term and long term improvements to the bicycle route network connecting to PSU, and several years of data resulting from our annual bike survey and bike parking audit/inventory.

## The website URL where information about the plan is available :

[http://www.pdx.edu/sites/www.pdx.edu.planning-sustainability/files/PortlandStateUniversity\\_BicycleTransportationPlan\\_March2011\\_ScreenRes.pdf](http://www.pdx.edu/sites/www.pdx.edu.planning-sustainability/files/PortlandStateUniversity_BicycleTransportationPlan_March2011_ScreenRes.pdf)

# Mass Transit Programs

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## Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

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

Yes

### **A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :**

Transportation & Parking Services offers special discounted passes for students (FlexPass) and faculty/staff (Passport) thanks to a shared subsidy between Trimet and PSU.

#### FlexPass:

PSU offers the Student FlexPass, a discounted All Zone TriMet Transit Pass valid on all TriMet buses, MAX, and Portland Streetcar for the current term. The FlexPass is available to all students registered for at least 3 credit hours during the current term. The per-term cost for the FlexPass is approximately 35% off TriMet's retail price!

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

#### Passport:

Faculty and staff members may purchase a TriMet Passport (annual TriMet transit pass) at a significant savings and request the fee be deducted directly from their monthly pay. The Passport program consists of an all zone TriMet transit pass sticker.

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

#### C-TRAN pass:

A discount on C-TRAN passes is available for PSU employees.

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

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

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

## Condensed Work Week

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### Responsible Party

**PJ Houser**  
Office Assistant  
Campus Sustainability Office

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

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

Yes

### **A brief description of the program :**

Condensed work weeks are available for employees, but are set up within one's department rather than through HR.

It is mentioned briefly on the Telecommuting Policy page. More information can be obtained through HR - 503.725.4926

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

<http://www.pdx.edu/hr/telecommuting-policy>

# Telecommuting

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## Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

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

Yes

## A brief description of the program :

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.

## The website URL where information about the program is available :

<http://www.pdx.edu/hr/telecommuting-policy>

## Carpool/Vanpool Matching

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**Responsible Party**

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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

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

Yes

**A brief description of the program :**

PSU refers interested students and employees to a regional carpool matching program called Drive Less. Connect.

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

<http://drivelessconnect.com/>

## Cash-out of Parking

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**Responsible Party**

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

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

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No

**A brief description of the program :**

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

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## Carpool Discount

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### Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

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

Yes

### A brief description of the program :

Carpool permits may be purchased by two or more faculty/staff members who have compatible schedules and home addresses. All carpool partners must be present when picking up permit.

### The website URL where information about the program is available :

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

## Local Housing

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**Responsible Party**

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

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

No

**A brief description of the incentives or programs :**

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**The website URL where information about the incentives or programs is available :**

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## Prohibiting Idling

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### Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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

### Has the institution adopted a policy prohibiting idling? :

No

### A brief description of the policy :

No formal policy prohibits idling on campus, but efforts are underway to eliminate idling in loading zones and by campus vehicles. Parking permits remind drivers not to idle, main loading areas remind drivers not to idle and stickers have been made for university vehicles to remind drivers not to idle.

### The website URL where information about the policy is available :

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# Car Sharing

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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

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

Yes

## A brief description of the program :

### 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.

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

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.

[http://www.zipcar.com/portland/apply/?group\\_id=76993219](http://www.zipcar.com/portland/apply/?group_id=76993219)

Getaround: Getaround is a car sharing community which helps people rent each other's cars. Renters have access to a large selection of vehicles, while car owners set their price, who can rent and when. Insurance is included with every rental. PSU students and employees can sign up for free when they join at

[www.getaround.com/@psu](http://www.getaround.com/@psu)

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

<http://www.zipcar.com/psu>



# 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 Reduction                             |
| Waste Diversion                             |
| Construction and Demolition Waste Diversion |
| Electronic Waste Recycling Program          |
| Hazardous Waste Management                  |
| Materials Exchange                          |
| Limiting Printing                           |
| Materials Online                            |
| Chemical Reuse Inventory                    |
| Move-In Waste Reduction                     |
| Move-Out Waste Reduction                    |

# Waste Reduction

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

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

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

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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 - FY2011

Recycled includes:

Commingle (PSU Mix, Com Mix, Scrap Metal, Misc Fiber, rigid plastics, MISC)

Compost includes:

Organics (landscaping debris, food discards, wood waste)

E-waste not included because we do not have data for 2005.

Source:

Data from Kelli Martin in PSU Recycles, and Hauler, Trashco.

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Campus population sources:

Housing info from John Eckman, Director of Auxiliary Services

Factbooks from

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

<http://www.oirp.pdx.edu/source/fact11f/factf11.htm>

(Fall 2011)

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

**Weight of materials recycled, 2005 baseline year :**

606.34 *Tons*

**Weight of materials composted, 2005 baseline year :**

131.10 *Tons*

**Weight of materials disposed as garbage, 2005 baseline year :**

1885.48 *Tons*

**Weight of materials recycled, performance year :**

640.77 *Tons*

**Weight of materials composted, performance year :**

317.68 *Tons*

**Weight of materials disposed as garbage, performance year :**

2023.45 *Tons*

**List the start and end dates of the waste reduction performance year :**

6/30/2010-7/1/2011

**On-campus residents, 2005 :**

1272

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

13000

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

10340

**On-campus residents, performance year :**

1999

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

18404

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

12182

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

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

Yes

**A brief description of the plan of action to achieve waste reduction goals :**

The PSU Climate Action Plan calls for a 25% reduction in solid waste (from a 2008 baseline) as well as a reduction in landfill-bound waste to 10% of total waste.

Actions to achieve these targets include:

Changing printing and printer standards, revising custodial contracts, investigating elimination of bottled water, expanding education and outreach, and establishing and improving tracking systems.

See

<http://www.pdx.edu/sites/www.pdx.edu.sustainability/files/ClimateActionPlan%284mb%29.pdf>

for more information.

PSU Recycles! is a team within Facilities & Planning that services over 50 buildings on the Portland State University campus and is dedicated to creating a sustainable campus by reducing waste, expanding recycling opportunities, and increasing campus diversion rates.

**The website URL where information about the institution's waste reduction initiatives is available :**

<http://www.pdx.edu/planning-sustainability/waste-reduction-recycling>

# Waste Diversion

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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## Criteria

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

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

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### Submission Note:

Performance year FY2010

267.93 Tons Composted - Organics (landscaping debris, food discards, wood waste)  
581.27 Tons Recycled - Commingle (PSU Mix, Com Mix, Scrap Metal, Misc Fiber, MISC)  
15.45 Construction debris  
=849.2046

Additionally, the Re-Use Room diverts some things. However, the types of items that circulate through the PSU ReUse room are binders, hanging folders, desk trays, pens and pencils, staplers file folders and many other assortments of office supplies. We do not have the weight of these items. The average weekly savings is approximately \$300.00 with the room being open 16 hours a week. This was calculated by what the item would have cost if it were to be purchased new.

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Data provided by Kelli Martin in PSU Recycles

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

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

972.36 Tons

Materials disposed in a solid waste landfill or incinerator :

2023.45 Tons

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

PSU Recycles! is dedicated to creating a sustainable campus by reducing waste, expanding recycling opportunities, and increasing campus recycling and composting rates. During 2011, PSU Recycles! was responsible for diverting over 561 tons of paper, plastic and metal; 33 tons of glass, 317 tons of organic material, and 55 tons of other materials such rigid plastics, Styrofoam, and construction and demolition waste 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.

Food waste is collected for composting in all dining locations, including a post-consumer station in Viking Food Court.

Food waste in many department break-rooms is collected for composting.

Toner cartridge recycling is offered across campus.

Styrofoam, miscellaneous plastics, plastic bags/film, batteries, and electronics are all collected for special recycling through the work order system.

Electronic waste is collected by a local company that ensures the waste is recycled (not landfilled), and employs people with disabilities.

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.

Chuck-it-for-Charity program collects reusable items from departing students each term and donates them to charitable organizations.

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.

Construction and Demolition Waste Diversion

Responsible Party

Jenny McNamara

Sustainability Manager

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 include materials removed during the construction of the Student Recreation Center, 2010 LEED Gold, 88.5% diversion rate, and the major renovation of Lincoln Hall, 2011 anticipated LEED Platinum, 93% diversion rate.

8773.9

1015.82

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

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

53.48 Tons

Amount of construction and demolition materials landfilled or incinerated :

0 Tons

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

The University 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.

Electronic Waste Recycling Program

Responsible Party

Jenny McNamara

Sustainability Manager

Campus Sustainability Office

Criteria

Part 1

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

Part 2

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

Submission Note:

PSU Environmental Health and Safety (EHS) participates in the annual "Chuck it for Charity" event in which items are donated or properly recycled after student move-out. Discarded electronics are collected by EHS and sent to Garten Services for recycling.

Provided by Heather Randol, PSU's Senior Environmental Advisor

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

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

Yes

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

No

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.

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

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 the electronic waste recycling program for student-generated materials :

PSU does not currently have a program to collect and recycle general electronic waste generated by students. Students who inquire about electronics recycling are encouraged to access local resources for assistance.

The Women's Resource Center collects used and functional cell phones to be reconditioned for women in need.

During Recyclemania each year, an e-waste drive takes place for small items to raise awareness about e-waste in general and where larger items can be taken.

The website URL where information about the e-waste recycling program is available :

<http://www.pdx.edu/sustainability/what-can-be-recycled>

Hazardous Waste Management

Responsible Party

Jenny McNamara
Sustainability Manager
Campus Sustainability Office

Criteria

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

Submission Note:

Information provided by:
Heather Randol
Senior Environmental Advisor
Facilities and Planning
Portland State University

"---" 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.

The website URL where information about hazardous materials management is available :

<http://www.fap.pdx.edu/Devel/Abiye/HazardousWaste/index.php?EHStemplate=Template3>

Materials Exchange

Responsible Party

Molly Bressers

Green Team Coordinator
Campus Sustainability Office

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :

Yes

A brief description of the program :

PSU ReUse Room

Location: Cramer Hall Rm. 180

Hours: 10:00-4:00 Monday thru Friday

PSU Recycles! collects and redistributes gently used, surplus office 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

ReUse is an essential component of managing waste. Here's why:

- * As we consume fewer new materials, we minimize our impact on the Earth's limited natural resources.
- * Finding a second use for materials reduces the trash volume. Ultimately, this saves money through lower trash-hauling fees.
- * Student groups, faculty, and staff save money by reusing supplies rather than buying them new.

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 but is only available to departments, not students. Some things are sold on Craigslist and/or sent to Corvallis, which has the central warehousing for Oregon universities.

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

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

## Limiting Printing

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### Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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

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

Yes

### A brief description of how printing is limited :

Students are allowed 500 free pages per term. A new program called "Paper Cuts" limits accidental printing and informs students of the environmental impacts of their printing each quarter.

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

<http://www.oit.pdx.edu/topics/printing>

**Responsible Party**

**Jenny McNamara**

Sustainability Manager  
Campus Sustainability Office

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

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

Yes

**A brief description of the practice :**

A very limited number of course catalogs are printed. They are available for purchase from the PSU bookstore. Free PDFs are available online

<http://www.pdx.edu/oaa/psu-bulletin>

No course schedules or directories are printed.

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

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# Chemical Reuse Inventory

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## Responsible Party

**PJ Houser**  
Office Assistant  
Campus Sustainability Office

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### Submission Note:

Information from:  
Heather Randol  
Senior Environmental Advisor  
Facilities and Planning  
Portland State University

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

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

No

### A brief description of the program :

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.

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

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# Move-In Waste Reduction

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

---

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

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

Yes

## A brief description of the program :

In an attempt to divert residence hall move-in waste, PSU Recycles! coordinates extra recycling dumpsters for cardboard and styrofoam and an additional trash dumpster placed in the loading docks of key residence buildings during the weekend for move-in. The dumpsters are clearly marked. PSU Recycles! encourages all students living in residences halls to recycle their cardboard and styrofoam in these dumpsters and to place all large trash items in the trash dumpster.

Additionally, PSU Recycles! coordinates with Trashco, the waste hauler, to provide additional trash and recycling pick-ups over the weekend at all outdoor recycling and trash locations.

Rummage Sale Fall 2009 from previous year's Chuck it for Charity that wasn't taken by the charity, sold back to students.

## The website URL where information about the program is available :

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# Move-Out Waste Reduction

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## Responsible Party

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

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

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

Yes

## A brief description of the program :

Chuck it for Charity is a campus wide effort to reduce waste by diverting reusables to people in need. PSU Recycles! 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!

PSU Recycles! collects:

- Non-perishable food items
- Clothing
- Toasters
- Utensils
- Small appliances & electronics
- Pots & pans

The charity is Friends of Seasonal and Service Workers. They provide support services for migrant farm workers.

## The website URL where information about the program is available :

<http://www.pdx.edu/sustainability/chuck-it-charity>

# Water

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

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

**Noel Mingo**  
Utility Manager  
FAP

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## Criteria

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

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

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## 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 - FY2010

Source: Utility Manager System

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Campus population sources:

Housing info from John Eckman, Director of Auxiliary Services

Factbooks from

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

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

## Water consumption, 2005 baseline year :

157204613 Gallons

## Water consumption, performance year :

157109949.30 Gallons

## List the start and end dates of the water consumption performance year :

6/30/2009 to 7/1/2010

## On-campus residents, 2005 :

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

1865

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

12968

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

10512

**On-campus residents, performance year :**

2044

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

16166

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

10583

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :**

6/30/2009 to 7/1/2010

**Indication of whether institution has a stated commitment to water use reduction goals :**

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**A brief description of the plan of action to achieve water use reduction goals :**

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

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

# Stormwater Management

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

### *Part 2*

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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## Submission Note:

In recognition of its commitment to stormwater management PSU was recently awarded the prestigious Salmon Safe Campus Certification, becoming the first institution of higher education to do so. This award speaks to the dedication of PSU community members across all sectors - landscaping, custodial, maintenance; students, faculty, staff, and administrators - who have resolved to minimize their use of harmful pesticides and other chemicals in favor of least-toxic pest control, cleaning, and general use products.

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

<http://www.salmonsafe.org/getcertified>

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives :**

Stormwater management policy from 2005

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, 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.

**The website URL where information about the institution's stormwater management initiatives, plan or policy is available :**

[http://www.pdx.edu/sites/www.pdx.edu.sustainability/files/media\\_assets/sus\\_Stormwater\\_Management\\_Policy.pdf](http://www.pdx.edu/sites/www.pdx.edu.sustainability/files/media_assets/sus_Stormwater_Management_Policy.pdf)

**Does the institution have a living or vegetated roof? :**

Yes

**A brief description of the institution's living or vegetated roof :**

Ecoroofs

Ecoroofs are an aesthetically pleasing way to beef up the lifespan of a roof, reduce building stormwater runoff, and reduce energy consumption by mitigating rooftop heat loss in cold weather and maintaining cooler indoor temperatures during the warmer months. Portland State University is home to five ecoroofs, running the gamut from big to small, manicured to wild. The Broadway Housing Building sports an 18,000 sq. ft. ecoroof (the largest in Portland!), 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>

**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

A small area of grasscrete - pavers with grass - is located near the Research Greenhouse.

<http://www.grasscrete.com/docs/paving/index.html>

Recently, a small parking lot made with grasscrete was installed at the President's (of PSU) house by Facilities. Several PSU-related events are held at the President's resident, so some upgrades have been funded by the university.

**Does the institution have retention ponds? :**

No

**A brief description of the institution's retention ponds :**

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**Does the institution have stone swales? :**

Yes

**A brief description of the institution's stone swales :**

Stephen Epler Hall has stone swales that infiltrate water and lead to a tank that collects rain water for flushing toilets.

**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

4th, 6th, and 12th Ave Bioswales

Montgomery Green Street planters between Smith Memorial Student Union and Cramer Hall.

In Summer 2005, the Portland Bureau of Environmental Services installed a series of four bioswales a half block north of Epler Hall on SW 12th Street. Part of BES's Green Streets Program, the 12th Street Bioswales represent an exciting trend in stormwater management. As rainwater hits the paved roads and sidewalks on SW 12th - collecting oil, sediments, exhaust, dirt, chemicals, etc - it is directed to gutters which channel the dirty water into the bioswales. Each swale is essentially an enclosed planter box containing soil and wetland plants. Water that enters a swale is absorbed into the soil and taken up by the plants. This serves two primary functions; first, it limits the rate at which water enters Portland's Combined Sewer system, effectively reducing the risk of flooding that often plagues the system. The second benefit of this type of bioswale system is water purification. When one swale begins to fill and overflow, excess water leaves the swale and is channeled into the next swale, and so on until the fourth swale fills (this generally occurs only during heavy sustained rainfall). Throughout this process the water is filtered by both the soil and plants, which absorb many of the pollutants carried in the water. When water leaves the fourth swale it goes directly into a storm drain, cleaner than before! The 12th Street Green Street was awarded a 2006 Professional Award of Honor by the American Society of Landscape Architects. The 12th street installation is currently being studied for efficacy in collecting and processing hydrocarbons and other contaminants. These vegetated flow-through planters have been replicated elsewhere on campus as well.

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

**Does the institution employ any other technologies or strategies for stormwater management? :**

Yes

**A brief description of other technologies or strategies for stormwater management employed :**

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.

[http://www.pdx.edu/sites/www.pdx.edu.sustainability/files/media\\_assets/sus\\_Stormwater\\_Managemen](http://www.pdx.edu/sites/www.pdx.edu.sustainability/files/media_assets/sus_Stormwater_Managemen)



# Waterless Urinals

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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

### Does the institution use at least one waterless urinal? :

Yes

### A brief description of the technology employed :

According to Brett Nance of Facilities:

Engineering Building has several.

East Hall has 1.

Ondine has a few.

Science and Education Building was retrofitted with 2.

More information...

According to

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

Many campus buildings, including University Place Hotel, Broadway Housing Building, Epler Hall, and the Northwest Center for Engineering, Science and Technology, feature low-flow faucets and showerhead fixtures, in addition to double-flush toilets (which use different amounts of water based on user preference) and waterless urinals.

### The website URL where information about the technology is available :

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

# Building Water Metering

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## Responsible Party

**Noel Mingo**  
Utility Manager  
FAP

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### Submission Note:

PSU is currently in the process of metering each utility for each building. An initial assessment has been completed, funding has been secured to add meters to Smith Memorial Student Union in FY11. We are in the process of securing funding for additional buildings, starting with buildings attached to the heating, cooling, water, and electricity loops.

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

### Does the institution have building-level water consumption meters for at least one building? :

Yes

### A brief description of the water metering employed :

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. PSU's water system is not well understood. Future plans include metering assessments across campus.

Additionally, there are all kinds of water meters on campus. There are steam condensate meters to monitor how much water is being lost from the steam system. There are also meters on the 5 or 6 wells on campus. There is a meter on the hydration station (a water bottle refilling station) at the Smith Center. There are also water meters on all the cooling towers for the chilled water system. Finally, there are meters for the Smith building and for irrigation.

### The percentage of building space with water metering :

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

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

# Non-Potable Water Usage

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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

## Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :

Yes

## A brief description of the source of non-potable water and how it is used :

\*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.

\*Epler Hall Rainwater Harvesting System\*

PSU's Epler Hall is a mixed-use LEED Silver building featuring an innovative rainwater harvesting system that diverts 26% of stormwater from Epler and the neighboring King Albert Hall. Rain that collects on the buildings' rooftops is directed to several disconnected downspouts that empty into raised river rock beds located in a public plaza. Water flows through the plaza via a series of planter boxes and carved stone channels, emptying finally into underground retention tanks. The water is filtered through a sand trap and treated using ultraviolet light before being pumped back into Epler for use as flush water in first floor restrooms and landscape irrigation. This system reduces the building's annual demand for municipally treated potable water by approximately 110,000 gallons/year, saving the University nearly \$1,000/year in wastewater expenses. PSU was awarded a 2005 BEST Award for its innovative Epler rainwater harvesting system.

\*Engineering Building Hydrology Lab\*

Portland State University's newest building, the 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>

Epler Hall is a mixed-use classroom and dormitory building that moves rainwater from the roof and plaza to a ground level water feature before collecting it to flush seven first floor toilets and irrigate the landscape. The system is expected to reduce the building's annual demand for municipally treated water by 110,660 gallons and associated annual costs by approximately \$980.

<http://www.portlandonline.com/bps/index.cfm?a=bbehfa&c=ecbbd>

**The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

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**The percentage of building space using water from recovered, reclaimed or untreated sources :**

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**The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

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

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

**Responsible Party**

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

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**Submission Note:**

Information from Suzan Wilson of Landscaping.

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

Yes

**A brief description of the program or practice :**

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.

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

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# Weather-Informed Irrigation

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Submission Note:

Information from Suzan Wilson of Landscaping and Brett Nance of Facilities.

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

## Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :

Yes

## A brief description of how weather data or sensors are used :

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 May, 2011.

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

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# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

## Does the institution have a sustainability committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The 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 the committee, including affiliations :

John Eckman, Director of Auxiliary Services, Chair  
Jenny McNamara, Campus Sustainability Office  
Noel Mingo, Facilities Utility Manager  
Sara Renkens, Transportation & Parking Services Manager  
Stacey Balenger, Business Affairs--Purchasing Contracts Officer  
Fletcher Beaudoin, Institute for Sustainable Solutions  
Kirsten Cowden, Planning, Sustainability & Real Estate department  
Molly Bressers, Campus Sustainability Office

## The website URL where information about the sustainability committee is available :

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

**Does the institution have a sustainability office? :**

Yes

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

The Campus Sustainability Office is housed within Finance and Administration and ensures that the campus moves toward sustainability-related goals.

CSO fosters partnerships across departments and disciplines that nourish institutional stewardship of our environment and support a growing culture of sustainability within PSU. We aim to align operations, policies, and planning with university conservation and sustainability goals. Additionally, CSO values reciprocal communication, striving both to educate as well as respond to the campus community.

To support this mission CSO:

Leads planning efforts to ensure continuous improvement in resource conservation at PSU

Benchmarks PSU's sustainability performance

Facilitates collaboration and builds capacity to implement sustainability projects on campus

Supports students, faculty & staff in becoming conservation leaders

**The number of people employed in the sustainability office :**

4

**The website URL where information about the sustainability office is available :**

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

**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Jenny McNamara

**Sustainability coordinator's position title :**

Campus Sustainability Manager

**A brief description of the sustainability coordinator's 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.

Green Teams – Supports and encourages innovation and conservation at the department level campus-wide via Green Teams. Disseminates campus wide policy and best practice, and advisory comments from the CAP-IT to Green Teams. Shares information learned from Green Teams with decision makers.

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 coordinator is available :**

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

## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

## Year the strategic plan or equivalent was completed or adopted :

2011

## Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

PSU's vision is to become a leading public urban university "known for excellence in student learning, innovative research, and community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond."

### Goal 1.1 Objectives:

1.1.2 Build-out strategic partnership frameworks, including action plans in four key areas:

- Regional Economic Development (industry clusters, entrepreneurship, innovation)

(see also Goal 1.2 below)

- Urban Sustainability (built environment and ecosystem services)
- Urban Sustainability (education and social services)

### Goal 3.2: Establish PSU as a recognized regional resource for globally relevant:

research, practice, and education in sustainability

3.2.1 Enhance PSU's reputation as a leader in sustainability by inventorying and publicizing  
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

current examples of globally relevant research, practice, and education in sustainability.

3.2.3 Support development and enhancement of teaching sustainability across the curriculum.

3.2.4 Increase the regional and national visibility of PSU's role in sustainability research by participating in development of the Oregon Sustainability Center

Goal 5.4: Expand and upgrade campus facilities to meet current and future demands in the most cost-effective and sustainable manner possible

Ultimately, PSU's goal is to link its research so inextricably with the Portland region that both entities are branded as top sources of knowledge for improving the efficiency, economic competitiveness, quality of life and sustainability of the urban experience locally, regionally, nationally and internationally.

**Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :**

Yes

**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :**

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas.

Priority/Theme 4: Enhance Educational Opportunity: Ease the transition and create more effective pathways for students to move from K-12 to higher education.

Goal 2.5: Increase campus engagement and satisfaction for students. Educational research has shown that on-campus engagement and satisfaction are important contributors to student success, retention and graduation. To increase on-campus engagement and satisfaction for students, PSU will improve strategic communication and partnerships with students.

Goal 3.3: Establish an environment at PSU that is welcoming, inclusive and diverse. In announcing the hiring of the university's first Chief Diversity Officer in Summer 2010, President Wim Wiewel remarked that the position had been created "because as a society and as an institution, we all still have much to learn about how we practice and live diversity." That sentiment drives efforts at PSU to improve the cultural competency of faculty, staff and students and ensure that the learning and working environment at the university is welcoming, inclusive and diverse.

Goal 3.4: Recruit and retain cross-culturally sophisticated faculty, staff and students. While PSU is the most diverse public university in Oregon, many populations are still underrepresented among faculty, staff and students. This is a problem not just of recruitment, but also of retention.

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas.

Goal 1.2: Given continued high unemployment and other economic challenges in the Portland metropolitan area, place particular emphasis on working with regional stakeholders to develop and implement strategic initiatives that will promote regional economic development.

GOAL 1.3: Enhance PSU's collaborations with OHSU, community hospitals and health and bioscience businesses/organizations to foster economic development, improve efficiencies and improve health status in the metropolitan area and throughout Oregon

Goal 2.1: Develop and implement a five-year strategic enrollment management plan that supports the academic and fiscal goals of the university

Goal 4.3: Address financial challenges to maintain and expand access

PRIORITY/THEME 5: EXPAND RESOURCES AND IMPROVE EFFECTIVENESS: Expand resources in each of the funding streams (state, private, business partnerships, research, and tuition), manage resources effectively, engage employees, and match investments to strategic priorities.

**The website URL where information about the strategic plan is available :**

<http://www.pdx.edu/president/sites/www.pdx.edu.president/files/Portland%20State%20University%20Strategic%20Plan%202011-2014.pdf>

# Physical Campus Plan

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

## Does the institution's physical campus plan include sustainability at a high level? :

Yes

## A brief description of how the physical campus plan or amendment includes sustainability :

The five key FP goals include advancing PSU as “a model sustainable community” (p. 5)

The Framework Plan commits PSU to long-range strategies for developing system sustainability on a neighborhood/district scale with many partner organizations. The EcoDistrict approach influences nearly every aspect of the FP as a way of guiding sustainable development and strengthening the University's bonds in the neighborhood (Economic and Social Sust.)

EcoDistrict Initiative calls for code revision to allow increased mixed-use and solar installations, system energy and heating/cooling, water use reduction, LEED (or similar) building certification, and energy/resource data tracking procedures.

The Framework Plan explicitly outlines sustainability goals to be met with the below strategies:

- Functioning, “living laboratory” of sustainability practice and research
- Green Streets to support active transportation and stormwater management
- High-intensity, mixed-use development that supports live/work/learn lifestyles
- Promotion of transit access and transit-served building uses

- Reduce automobile trips and relocate parking to campus periphery, allowing more intense campus core uses
- Prioritize building reuse/renovation and pursue green strategies for all new and rebuild work.
- Investment in walking and bicycling infrastructure and amenities
- Increasing open space and for recreation and as an energy or stormwater mgmt. venue

The plan includes transportation options that preserve PSU's place as a national leader in transportation management. In addition, there are elements dealing with climate change, such as clustering of buildings, district energy, and stormwater management. Key elements of the plan are green streets, which establish east-west corridors for non-motorized traffic and stormwater management.

#### Economic/Social

- FP developed in partnership with PDC's Economic Development Plan and PoSi's EcoDistrict Initiative to promote public/private partnerships towards development, research, and district opportunity equity.

#### **The year the physical campus plan was developed or adopted :**

2010

#### **The website URL where the physical campus plan is available :**

<http://pdx.edu/planning-sustainability/university-district-framework-plan-0>

# Sustainability Plan

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## Responsible Party

**PJ Houser**  
Office Assistant  
Campus Sustainability Office

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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### Submission Note:

There are two phases to our planning process:

Phase I: Climate Action Plan (completed May 2010)

Phase II: Includes biodiversity, toxics reduction, potable water & stormwater management (to be completed May 2011)

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

**Does the institution have a sustainability plan that meets the criteria for this credit? :**

No

**A brief description of how multiple stakeholder groups were involved in developing the plan :**

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**A brief description of the plan's measurable goals :**

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**A brief description of how progress in meeting the plan's goals is measured :**

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**The website URL where more information about the sustainability plan is available :**

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**The year the plan was developed or last updated :**

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# Climate Action Plan

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## Responsible Party

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

## Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

## A brief summary of the climate plan's long-term goals :

PSU's goal is to neutralize carbon emissions by 2040. In order to achieve this goal, the CAP outlines long-range targets and near-term actions that align with the State goals found in OR HB 3543, the State mandates OR HB 3612 and EO98-07, and the City of Portland and Multnomah County Climate Action Plan. In order to track performance and ensure PSU is making incremental steps towards carbon neutrality, near-term (one to three-year) actions and 2030 Targets have been identified for each of six sectors: Buildings, Materials, Travel, Commuting, Research and Education, and EcoDistrict Development.

## A brief summary of the climate plan's short-term goals :

The short-term goals are extensive in the six sectors. See the link to the CAP below for one and three year goals in each of the sectors.

## Year the climate plan was formally adopted or approved :

2010

## An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

Yes

## List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

1,2,3

**The reduction level (percentage) institution has committed to :**

80% below 2008 levels by 2030 / Carbon Neutral by 2040

**The baseline year the institution used in its GHG emissions commitment :**

Jan. 1, 2008

**The baseline emissions level institution used in its GHG emissions commitment :**

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**The target year the institution specified in its GHG emissions commitment :**

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**The website URL where information about the climate plan is available :**

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

# Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**Crystal Roberts**

Investigator

Office of Diversity & Inclusion

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

## Does the institution have a diversity and equity committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The mission of the Diversity Action Council(DAC) is to work towards the goals of the Diversity Action Plan. The DAC meets in retreat every June to review progress made over the past year and formulate specific goals for the coming academic year. We are guided in our work by the vision statement shown below. The DAC engages in diversity planning and advises the university President, by way of his Chief Diversity officer on matters of concern to its members.

## Members of the committee, including job titles and affiliations :

Members of DAC were appointed by by the President, as they were founded as part of his Diversity Initiative, and represented a healthy cross section of faculty, staff, and students from all corners of campus that also had an interest in and commitment to enhancing diversity and the educational enhancement that it encourages. Currently, under the newly appointed Chief Diversity Officer, DAC membership is in the process of being expanded to require representation from every practical entity across campus.

To see current membership go to:

<http://www.pdx.edu/diversity/diversity-action-council-members-2009-2010>

## The website URL where information about the diversity and equity committee is available :

<http://www.pdx.edu/diversity/dac>

## Does the institution have a diversity and equity office? :

Yes

**A brief description of the diversity office :**

The Office of Diversity and Equity is now housed in the Office of Diversity & Inclusion (ODI) alongside the Office of Equity & Compliance. It is now called the Office of Diversity Advocacy (ODA).

The ODI's mission is to create a university learning environment that celebrates diversity, builds partnerships, promotes equity, and provides support to enhance the successes of the campus community. It's vision is to promote the value of diversity and the recognition that it enriches our campus community by supporting and enhancing an inclusive and culturally respectful university environment.

Under the guidance and with the support of the ODI, the ODA offers support, information, and advice to the many Portland State people who work to make our campus a welcoming place for everyone. ODA plays an increasingly important role in student, faculty, and staff recruitment and retention. Regarding Faculty, employees in the ODA act as, and train Search Advisors. Search Advisors offer education, advice, and support in diversity recruitment/retention best practices efforts geared at attracting a qualified diverse applicant pool.

Historically, the ODA was advised by and provided support to the Diversity Action Council (DAC), a group of faculty, staff, and students from all corners of campus appointed by the President. The DAC engages in diversity planning and advises the university president on matters of concern to its members. Through working with the DAC, the ODE gained a wider frame of reference and benefits from a diversity of insight and opinion. Now the ODA works directly with the Chief Diversity Officer and is supported by the Office of Diversity & Inclusion.

**The number of people employed in the diversity office :**

6

**The website URL where information about the diversity and equity office is available :**

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

**Does the institution have a diversity and equity coordinator? :**

Yes

**Diversity coordinator's name :**

Jilma Meneses/ Ed Washington

**Diversity coordinator's position title :**

Community Liaison

**A brief description of the diversity coordinator's position :**

On September 1, 2010, Jilma Meneses (HEEL-ma ME-ne-sis) was appointed as the new Chief Diversity Officer (CDO) at PSU. The CDO oversee the Office of Diversity & Inclusion, the Office of Diversity Advocacy, and the Office of Equity and Compliance. The CDO is committed to building partnerships with external and internal stakeholders to help with diversity efforts that relate to five overarching categories: (1) Students (Admissions, Financial Aid, Scholarships, Internationalization, University Relations, Support, Retention); (2) Faculty Recruitment & Retention (Search Committees, incentives); (3) Employee R&R (Searches, HRIS, AAP); (4) Compliance (develop mandatory Online-Training, Investigations); and (5) Community (outreach, partner with Chamberss, School districts, Alumni, Local community organizations, Foreign universities, Nations). In the short term the CDO has taken inventory of the needs of PSU, and started [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

developing and implementing recruitment and retention plans for students, faculty, staff and employees from under-served or historically discriminated populations. Her long term goals include: Preparing and implementing a revised university wide Diversity Action Plan, Connecting existing programs and services, and developing new initiatives.

(Source:

<http://www.pdx.edu/news/jilma-meneses-joins-portland-state-university-leadership-as-new-chief-d>

[iversity-officer](#)

Additionally, the Office of Diversity Advocacy has a Community Liaison that focuses on training and outreach. He develops and implements diversity training programs on campus primarily for faculty and staff, though professors sometimes request training for students in the classroom.

The Coordinator also oversees the Diversity Advocacy Search Advisors for search committees. Each search committee (for new faculty) is assigned a Search Advisor which gives tips on how to broaden the applicant pool, such as ad placement and writing, and seeks to improve retention of hired faculty. He also oversees the newly implemented Student-to-Student Outreach, where current PSU students go into the local area high schools and discuss why they, despite racial, social, or economic oppression decided to pursue higher education and how PSU is supporting them in their efforts to better themselves. The coordinator also serves on the Diversity Action Council as a permanent member.

**The website URL where information about the diversity and equity coordinator is available :**

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

# Measuring Campus Diversity Culture

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## Responsible Party

**Crystal Roberts**

Investigator

Office of Diversity & Inclusion

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## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

## **Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :**

Yes

## **A brief description of the assessment(s) :**

Diversity Assessment at Portland State:

DAPS presents information about PSU's progress towards meeting our diversity goals. We have defined 12 key indicators to track our progress. These indicators relate to campus climate, education and scholarship, student success, and institutional commitment to diversity — all of which are central to our institutional mission.

(

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

)

PSU administers the National Survey of Student Engagement (NSSE) every two years to first-year students and seniors. With regard to student perceptions and experiences, several questions from the NSSE are relevant.

(

<http://www.pdx.edu/diversity/daps-a1-perceptions>

,

<http://www.pdx.edu/diversity/daps-a2-experiences>

)

Surveys of faculty and staff were too general or too small to analyze.

Regarding staff and faculty perceptions, we have found very little. A 2007 survey of tenured faculty generated some general information about satisfaction and morale within that group, but does not offer specific information about perceptions of climate for diversity. Regarding staff and faculty experience, we have found no relevant information to date.

**Year the assessment was last administered :**

2007

**A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :**

Diversity Action Plan

Portland State's present Diversity Action Plan was written by the Diversity Action Council (DAC) in 2001, following the recommendations made in the 1999 Report of the Commission on Campus Climate and Life. The Diversity Action Council continues to work towards the realization of the Commission's recommendations and the goals set out in the Diversity Action Plan (see progress reviews from August 2008, January 2007, and October 2005; also see a brief history of the ODE). In brief, the four major goals of the Diversity Action Plan are:

Goal 1: Enhancing the institutional environment, curriculum, and scholarship.

Goal 2: Increasing numbers of students from under-represented groups.

Goal 3: Increasing numbers of persons from under-represented groups in faculty, classified staff, and administration.

Goal 4: Strengthening connections with diverse communities in the region.

(Source:

<http://www.pdx.edu/diversity/diversity-action-plan>

)

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

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

# Support Programs for Underrepresented Groups

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## Responsible Party

**Crystal Roberts**

Investigator

Office of Diversity & Inclusion

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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### Submission Note:

Sherie Guess, Assistant Director and Coordinator Diversity Scholarship Programs

Perla Pinedo, Coordinator Latino Student Services

Jon Uto, Coordinator Equity Retention Services

Dean Azule, Coordinator Native American/Alaskan Native Student Services

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

**Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :**

Yes

**A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :**

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

The mission of Diversity and Multicultural Student Services (DMSS) is to provide academic support services to Portland State students. Opportunities to enhance academic success through comprehensive academic support programs such as:

(Source:

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

)

+African American Student Services (Summer 2010): A professional will provide support services and information to African-American students and their families. (

<http://www.pdx.edu/dmss/african-american-student-services>

)

+Native American/Alaskan Native Student Services provides support for Native American (NA) and Alaskan Native (AN) students: Provides advising, counseling, advocacy, and referral to appropriate student services and intervention assistance.

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

(Source:

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

)

+Latino/a Student Services: A professional of Latino/a heritage provides support services to Latino/a students and their families. She provides support services and information to new and current students. Services in Spanish are offered. (

<http://www.pdx.edu/dmss/latino-student-services>

)

#### Diversity Scholarship Programs

Attracts outstanding students from diverse backgrounds, including racial and ethnic backgrounds that are traditionally underrepresented in higher education.

(

<http://www.pdx.edu/dmss/diversity-scholarship-programs>

)

#### Multicultural Center

Our mission is to bring together students, faculty, staff, and the community to promote respect, understanding, equality, social justice, and interdependence among people of diverse backgrounds. The Multicultural Center (MCC) provides a forum for collaborative cultural, educational, and social experiences at PSU and beyond.

(Source:

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

)

#### Native American Student & Community Center

The Portland State University Native American Student and Community Center located on the Portland State University Campus strives to be a self-sustaining learning environment that encourages Self-determination and inspires cooperation and appreciation for all generations of all Nations; it is a gathering place based on traditional indigenous values to invigorate, promote, and engender health, goodwill, and community esteem.

(Source:

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

)

#### 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.

### Diversity & Multicultural Study Community

The Multicultural Study Community delivers a package of services and support to students of color through a structured study hall offered every Tuesday from 4-6 pm. Students build community with staff and other students that leads to continued success throughout their academic career.

### **A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :**

#### Chief Diversity Officer (CDO)

The CDO will support a wide range of diversity-related programs at PSU, including the Office of Diversity and Equity (ODE); the Office of Affirmative Action, and work in partnership with the Office of the Ombuds and dozens of student groups. Jilma Meneses starts September 1, 2010.

(Source:

<http://www.pdx.edu/news/jilma-meneses-joins-portland-state-university-leadership-as-new-chief-d>

[iversity-officer](#)

)

The Lavender caucus within SEIU supports Lesbian/Gay/Bisexual/Transgender employees on campus.

<http://www.seiu.org/a/ourunion/lavender-caucus.php>

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EMPLOYEE RESOURCES

<http://www.pdx.edu/hr/balancing-life-and-wellness>

Office of Diversity & Equity

The Office of Diversity and Equity promotes diversity and inclusion at Portland State University. We offer support, information, and advice to the many Portland State people who work to make our campus a welcoming place for everyone. ODE plays an important role in campus leadership for diversity, but many offices, programs, and campus leaders are involved in diversity efforts that are entirely

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

independent of our work.

(

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

)

President's Commission on the Status of Women

The commission is committed to creating a campus climate that supports, encourages and values the full participation of all women within the PSU community

(

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

)

Multicultural Center

Provides a forum for collaborative cultural, educational and social experiences at PSU and beyond.

(

<http://culture.pdx.edu/>

)

Native American Center

Provides a learning center to unite all communities

(

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

)

PSU Women's Resource Center

The Women's Resource Center seeks to empower women and to encourage their active and equal participation in all levels of the university community and the larger society.

(

<http://wrc.pdx.edu/>

)

Office of Affirmative Action

A resource for information on several PSU networks and task forces, including the interpersonal violence network, safe space network, sexual harassment task force and the sexual diversity task force.

(

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

)

President's Sexual and Gender Equality Task Force (SAGE)

The task force is committed to creating a campus environment that supports and encourages full participation of sexual minorities in all aspects of campus life.

(

<http://www.sage.groups.pdx.edu/>

)

PSUnity Diversity Workshops

Experienced workshop facilitators foster open dialogue in a positive and supportive environment. For work groups, faculty groups, student groups, or classes.

(

<http://www.pdx.edu/diversity/psunity>

)

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Recruitment and hiring procedures

Diversity Action Hiring and Retention Team (DAHRT): DAHRT presentations include advice on recruiting for diversity, retaining new colleagues, and maintaining a welcoming workplace. Our goal is to help you avoid hiring and retention practices that inadvertently act against building campus diversity.

(

<http://www.pdx.edu/diversity/diversity-action-hiring-and-retention-team-dahrt>

)

**A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :**

See programs for faculty.

**The website URL where more information about the programs in each of the three categories is available :**

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

# Support Programs for Future Faculty

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## Responsible Party

**Crystal Roberts**

Investigator

Office of Diversity & Inclusion

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

## Submission Note:

Information from: Dana Lundell, Director of Mentor Programs, PSU

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

## Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty :

The Office of 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 a \$700K 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.

The President's Office also demonstrates its commitment to increasing the diversity of faculty by offering to pay a percentage of salary of any new faculty hired from an underrepresented group on campus.

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.

Additionally, a faculty mentor plan is currently being developed to help new faculty become more familiar with the university culture, increase their learning curve, become aware of University resources, and contribute to a sense of community. PSU's mentoring effort is open to all faculty members who wish to participate, although it is our intention that all non-tenured, tenure-track faculty members participate in a mentoring effort. Given PSU's commitment to diversity and shared community, our mentoring effort can serve as a cornerstone to cultivate and retain a diverse and productive faculty

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

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# Affordability and Access Programs

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## Responsible Party

**Crystal Roberts**

Investigator

Office of Diversity & Inclusion

---

## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

---

### Submission Note:

Source: Diversity and Multicultural Student Services  
ANNUAL REPORT 2009-2010  
Paulette Watanabe, Executive Director

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?**

:

Yes

**A brief description of the institution's participation in federal TRIO programs :**

The Student Support Services / Educational Opportunity Program is a federally funded TRIO program of the U.S. Department of Education. The mission of TRIO programs is to expand educational opportunity to persons often underrepresented in higher education. The SSS/EOP is available to first generation, low income, and/or disabled students who have a need for academic support. The program provides academic counseling, tutoring and enrichment classes to help students maintain achievement standards and graduate.

Professional counselors and peer advisors assess student needs, help students plan schedules, and offer guidance and referrals. PSU has [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

been awarded a \$1.85 million grant to continue programs for 2010-2015.

(Source:

<http://www.pdx.edu/sss-eop/>

)

Pre-college TRIO programs include Educational Talent Search and Upward Bound.

Objectives met or exceeded by Educational Talent Search were (goals in parenthesis): Participants served – 610 (600); 2/3 of participants are low-income & first generation participant – 418 (406), low-income only – 31 or first generation only – 146; 1/3 of participants are Hispanic or Latino (no objective); secondary school promotion – 98.6% (90%); secondary school graduation – 80% (98.8%); application for student financial aid – 93.9% (75%); application for postsecondary education admissions – 96.1% (75%); postsecondary enrollment – 91.6% (80%).

Objectives met or exceeded by Upward Bound were (goals in parenthesis): Students served – 113 (81); Black or African American students – 46, Latino – 17, Asian – 18, White – 23 (no required objective); participants meet State Benchmarks – 52.2% (50%); 9th-11th grade participants are retained 79.4% (75%); participants who enrolled in postsecondary the following fall – 84.4% (75%).

### **A brief description of the institution's 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.

### **A brief description of the institution's 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 the institution's 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. 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

(Source:

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

)

#### McNair Scholars

The McNair Scholars Program 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. It has academic-year activities and a full-time summer research internship. Scholars take academic and skills-building seminars and workshops during the year, and each scholar works closely with a faculty mentor on original research in the summer. Scholars present their research findings at the McNair Summer Symposium and at other conferences, and are encouraged to publish their papers in the McNair Journal and other scholarly publications.

(Source:

<http://sites.google.com/site/psumcnairscholars/home/>

)

PSU has many programs geared toward low-income students to prepare them for higher education, and they take many forms. The admissions area works with high school students on a regular basis to familiarize them with higher education. Beyond our regular interactions, we also have special programs geared toward students of color, first generation students, and low income students, specifically our Bridges programs with workshops specially designed to prepare these students for higher education. We also do work with middle school students, most notably in our Viking 101 program. Viking 101 is a day long program where middle school students, often from low-income backgrounds, visit campus and go through a series of workshops geared toward participation in higher 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>

)

#### 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/>

)

#### **A brief description of the institution's 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, we have our fall and spring visit programs (including the Bridges programs) and our regular Orientation programs. All of these programs have workshops, panels, and receptions specifically geared toward parents of prospective and incoming students.

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.

(Source: handbook for Upward Bound

<http://www.pdx.edu/ubets/node/30>

)

#### **A brief description of the institution's 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. Bridges II PSU is a spring program for the same populations designed to woo admitted students to choose to attend PSU. Students who attend a Bridges program will learn more about the admissions process, Financial Aid, Scholarships and how to be a successful student at PSU. A series of workshops and tours assists students in gathering essential information needing to make informed decisions about attending college.

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.

Upward Bound

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, Marshall Campus, and Benson High School.

(Source:

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

)

#### Gaining Awareness and Networking for Academic Success (GANAS)

Implemented a year-long support/mentor program designed to help new Latina/o students transition to PSU from high school. The program has recruited and enrolled 20 new students from various schools in Oregon. The program also has 4 continuing Latino students who will help mentor the 20 new freshmen.

#### Bilingual Family Orientation

Alongside New student Orientation I co-planned the first Bilingual Spanish Orientation for Latino Families on July 17, 2010. Approximately 20 family members participated.

### **A brief description of the institution's other admissions policies and programs :**

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 thrive in the PSU environment. Initial evaluations of students take into account their GPA and possibly their 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 them opportunities to explain why and prove they would be successful candidates for admission through a more holistic admission process. We also have a rolling admission process which is another example of our commitment to access.

### **A brief description of the institution's other financial aid policies or programs :**

<http://www.pdx.edu/finaid/financial-aid-publications>

### **A brief description of the institution's other policies and programs not covered above :**

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### **The website URL where information about programs in each of the areas listed above is available :**

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

# Gender Neutral Housing

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :**

Yes

**A brief description of the program, policy, or practice :**

We have several options for students that are interested in living on campus. The easiest option for students that are at any stage in their transition process is selecting a single unit. There are several types of single units available, most being studio style apartments with private bathrooms. If the student wishes to live with a roommate, the housing and res life office will work with them to find a compatible roommate. If the student has someone in mind they would like to share a room with, they can select their own roommate. If they do not know anyone, we will try to find a roommate that has indicated that they are trans-friendly.

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

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# Employee Training Opportunities

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## Responsible Party

**Crystal Roberts**

Investigator

Office of Diversity & Inclusion

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

## Does the institution make cultural competence trainings and activities available to all employees? :

Yes

## A brief description of the cultural competence trainings and activities :

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.”

The learning module has been pilot-tested by several groups of PSU faculty, staff, and students; it takes 40-60 minutes to complete and offers beneficial information and strategies to help address some of these difficult situations. One of our colleagues in the pilot group commented, “Though I have been involved in higher education for many years, I still found this program to offer very useful new information and a lot of good reminders.”

All faculty, staff and student employees have been asked to complete the learning module in order to advance our efforts to make Portland State a more inclusive place to work and learn.

## The website URL where information about the trainings and activities are available :

<http://www.pdx.edu/diversity/learning-module>

# Student Training Opportunities

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## Responsible Party

**Crystal Roberts**

Investigator

Office of Diversity & Inclusion

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

## Does the institution make cultural competence trainings and activities available to all students? :

Yes

## A brief description of the cultural competence trainings and activities :

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.

The goals of the BRT are:

- \* To increase opportunities for communication and restorative justice for students, staff, and faculty
- \* To collect data demonstrating how student, staff, and faculty experiences affect overall campus climate
- \* To address incidents and trends as they are identified through trainings or other means that will improve the campus climate in regards to bias.

Students, staff and faculty accessing the BRT will learn

Those who file will...

- \* Increase their ability to identify and access campus resources.
- \* Learn tools to advocate for themselves
- \* Understand how to navigate the complexities of PSU

Those who advocate will...

- \* Broaden their understanding around referral options to other campus services
- \* Empower targets of bias and increase conflict resolution skills

## The website URL where information about the trainings and activities are available :

<http://www.pdx.edu/dos/bias-response-team>

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

## **Total number of employees working on campus (including contractors) :**

3773

## **Number of employees (including contractors) that the institution ensures earn sustainable compensation :**

3773

## **A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :**

Of the 3,575 PSU employees 2,732 are represented employees compensated according to negotiated salary and benefits in compliance with our 3 labor union agreements.

Of the remaining 843 employees:

475 administrative, supervisory and managerial employees follow or exceed union pay scales for the groups they supervise;

110 temporary employees follow SEIU pay scales;

258 are hired at market rates for their area of specialization for short term and intermittent project work and are paid at or above the

Oregon Minimum Wage.

In 2006 an in-depth faculty compensation study took place.

Contractors: The Bureau of Labor and Industries (BOLI) is responsible for ensuring payment of appropriate wages to Contractors' employees. On certain projects, the University does require Payment of BOLI prevailing Wage which is well above the minimum wage in most every trade.

198 Aramark employees provide custodial and dining services to PSU. All employees receive at least Oregon's minimum wage: \$8.40 per hour.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

2010

**The website URL where information about the institution's compensation policies and practices is available :**

<http://www.pdx.edu/hr/compensation>

# Employee Satisfaction Evaluation

## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

**Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :**

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**A brief description of the institution's methodology for evaluating employee satisfaction :**

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**The year the employee satisfaction evaluation was last administered :**

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**The website URL where information about the institution's employee satisfaction evaluation process is available :**

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# Staff Professional Development in Sustainability

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

## Does the institution make training and professional development opportunities in sustainability available to all staff? :

Yes

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

PSU staff and faculty green teams attend quarterly education and training meetings on the following seasonal subjects, fall: energy conservation, winter: waste reduction and materials, spring: food and commuting, summer: purchasing.

Upon formation of a new green team, each office is supplied with a "Green Office Resources" binder that includes a comprehensive reference called the "Green Guide," as well as other informational materials designed to facilitate sustainable operations and educate staff. The Climate Champions program takes the process a step further for departments seeking to be leaders in sustainability on campus:

<http://www.pdx.edu/planning-sustainability/psu-climate-champions>

In addition, educational resources and information are distributed weekly via an email list serve, a PSU EcoWiki (

<http://ecowiki.pdx.edu/>

) digest, a shared website portal, Facebook page, and newsletter. The monthly "Green Campus Spotlight" publication contains news about sustainability programs, projects, and successes on campus.

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 website URL where information about staff training opportunities in sustainability are available :**

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

# Sustainability in New Employee Orientation

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

**Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :**

Yes

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

Upon reading a NWF Campus Ecology report in 2008 that stated few universities incorporate sustainability into orientation, Dr. Leslie McBride convened a group to create the following video:

[http://www.youtube.com/watch?v=K1ps3ds2m\\_8](http://www.youtube.com/watch?v=K1ps3ds2m_8)

A day-long new employee orientation takes place twice each month. During orientation, new employees watch the sustainability orientation video and PowerPoint slides on sustainability and recycling. New employees also receive a brochure highlighting resources and the five best practices we are currently promoting (from the Climate Champions certification program).

**The website URL for the information about sustainability in new employee orientation :**

[http://www.pdx.edu/hr/New\\_Employee\\_Toolbox](http://www.pdx.edu/hr/New_Employee_Toolbox)

# Employee Sustainability Educators Program

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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## 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.

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### Submission Note:

University employees in Fall 2010: 3575  
(Source: Office of Institutional Research and Planning,  
[http://www.oirp.pdx.edu/source/fact09f/4\\_09.htm](http://www.oirp.pdx.edu/source/fact09f/4_09.htm)  
)

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

### Total number of people employed by the institution :

3575

### Program name (1st program) :

PSU Green Teams

### Number of employees served by the program (1st program) :

1000

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

Green team leaders volunteer to help their department implement best practices. When they contact the Campus Sustainability Office about forming a green team, green team leaders' email addresses are added to the contacts sheet and email list for green teams.

Recently, the Campus Sustainability Office is taking a more strategic approach to starting green teams on a building-by-building basis. This builds cohesion among departments around energy/materials waste prevention issues and will one day enable building energy competitions. For now, we are working with green team reps from each department to install motion-sensor surge protectors, enhance recycling and waste prevention awareness, and shift purchasing practices.

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

Green team leaders and their teams attend quarterly themed meetings. During these meetings, these employees receive information, resources, and support for implementing best practices within their departments. The themes are: Fall-energy conservation, winter-materials and waste reduction, spring-food and commuting, and summer-purchasing. In addition to the quarterly meetings, the Green Team Coordinator sends out sporadic email information, referrals and opportunities to the employees, and also posts relevant resources and files on a shared internet portal.

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

At this time, one .49 FTE Graduate research assistant serves as the Green Team Program Coordinator, and is funded half by student fees and half by Finance & Administration (\$21,000). The coordinator facilitates education and outreach to campus staff and green team leaders about sustainability and best practices for the workplace. The Campus Sustainability Office is working to formalize participation in the green team program so that employee work time can be officially used for green team and sustainability efforts within departments. At this time, it is at the discretion of the supervisor of each staff member whether they can use work time for these efforts.

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

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

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

Sustainable Systems at Work discussion course

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

14

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

Motivated employees wanted to put together a discussion course to build community and educate themselves. The Campus Sustainability Office purchased 15 books to host Northwest Earth Institute's Discussion course: Sustainable Systems at Work. In Summer 2010, 14 staff members participated and in winter 2011 a second group will begin the course.

As a result of the course, employees drew up a set of recommendations for PSU Sustainability and have shared them with leadership at the University. These employees have motivated the sustainability personnel to expedite a strategic planning process.

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

The group meets at lunchtime for six weeks and discusses readings on the topics listed at the following link:

[http://nwei.org/discussion\\_courses/course-offerings/sustainable-systems-at-work-2](http://nwei.org/discussion_courses/course-offerings/sustainable-systems-at-work-2)

Promotional flier:

[http://nwei.org/course\\_resources/ssw-materials/SSW%20Business%20Intro%20Packet.pdf](http://nwei.org/course_resources/ssw-materials/SSW%20Business%20Intro%20Packet.pdf)

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

15 books x \$35ea = \$525

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

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**Program name(s) (all other programs) :**

Climate Champions Certification Program

**Number of employees served by the program(s) (all other programs) :**

100

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

Employees in any department are welcome to participate in this program.

The Portland State University Campus Sustainability Office (CSO) has developed the PSU Climate Champions program to promote and recognize resource conservation and stewardship within PSU departments. Modeled after Portland Best Business Center's Climate Champions, the program includes an assessment checklist that departments use to track their progress on sustainable best practices for the workplace. The following checklist outlines best practices in areas such as:

Energy conservation

Transportation

Water conservation

Purchasing & waste reduction

Recycling & composting.

Please use this checklist as a way to track progress and set goals for greening your department. The CSO would like to recognize departments that have taken verifiable steps toward a reduction in PSU's carbon footprint and increased stewardship of our natural resources by completing the Climate Champions checklist.

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

The Green Team Coordinator meets with interested staff, reviews the guiding documents with the applicants and provides technical assistance in completing the necessary steps to become a Climate Champion department. To date, only one department has received this certification.

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

The sustainability outreach coordinator (.7 FTE) coordinates and manages the PSU Climate Champions program.

**The website URL where information about the program(s) is available (all other programs) :**

<http://www.pdx.edu/planning-sustainability/psu-climate-champions>

**Responsible Party**

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :**

Yes

**A brief description of the child care program, policy, or practice :**

Student Parent Services:

-Childcare resources: "SPS provides current listings of childcare providers, as well as consumer education, and individual consultation to assist parents in their search and selection of childcare. The program helps parents discern their concerns regarding child and family issues and locate child and family resources in the community that can help. SPS offers support groups, parenting workshops, and forums on child and family issues."

-Financial resources: "SPS offers childcare financial assistance to low-income student parents who use off-campus childcare, and an emergency loan program for student parents who are confronted with unforeseen financial crises."

-<http://www.sps.pdx.edu/>

ASPSU Children's Center:

-The Center is an alternative to full time care for children ages 1 year through 6 years of age. There is a minimum four - hour block twice a week. It is paid for by student fees. The Center is open to children of student, staff and faculty.

-<http://www.tcc.pdx.edu/index.php>

Helen Gordon Child Development Services:

-HGDCS is "Portland State University's full-day infant/toddler, preschool and kindergarten program and laboratory, which serves 200 children aged four-months to six years." It is available to students, faculty, and staff, though the wait list is lengthy. Rates are subsidized for PSU students with need.

-<http://www.hgcdc.pdx.edu/>

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

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

# Employee Wellness Program

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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

## **Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :**

Yes

## **A brief description of the employee wellness program, policy, or practice :**

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

[http://www.pdx.edu/hr/employee\\_assistance\\_program](http://www.pdx.edu/hr/employee_assistance_program)

## Socially Responsible Retirement Plan

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### Responsible Party

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

**Does the institution offer a socially responsible investment option for retirement plans? :**

No

**A brief description of the socially responsible investment option for retirement plans :**

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

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# 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.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Noelle Studer-Spevak**  
Sustainability Coordinator  
FADM

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## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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## 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 committee on investor responsibility or similar body that meets the criteria for this credit?**

:

No

**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 :**

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**Members of the CIR, including affiliations :**

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**Recent examples (within the past 3 years) of CIR actions :**

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

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# Shareholder Advocacy

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## Responsible Party

Noelle Studer-Spevak  
Sustainability Coordinator  
FADM

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## Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :**

No

**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :**

No

**Has the institution conducted a negative screening of its entire investment pool within the last three years? :**

No

**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

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**The website URL where information about the negative screen, divestment effort, and/or direct engagement with**

**companies in which the institution holds investments is available :**

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# Positive Sustainability Investments

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## Responsible Party

Noelle Studer-Spevak  
Sustainability Coordinator  
FADM

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## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

**Total value of the investment pool :**

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**Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :**

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**Value of holdings in businesses selected for exemplary sustainability performances :**

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**Value of holdings in sustainability investment funds, such as a renewable energy investment fund :**

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**Value of holdings in community development financial institutions (CDFIs) :**

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**Value of holdings in socially responsible mutual funds with positive screens :**

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**A brief description of the companies, funds, and/or institutions referenced above :**

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**The website URL where information about the institution's sustainability investment activities is available :**

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# Student-Managed Sustainable Investment Fund

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## Responsible Party

Noelle Studer-Spevak  
Sustainability Coordinator  
FADM

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

**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :**

No

**A brief description of the student-managed sustainable investment fund :**

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

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# Sustainable Investment Policy

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

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :**

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**A brief description of the sustainable investment policy :**

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

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## Investment Disclosure

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### Responsible Party

Noelle Studer-Spevak  
Sustainability Coordinator  
FADM

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

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

No

**A brief description of the institution's investment disclosure practices :**

The Foundation receives quarterly statements from Commonfund about its investment holdings, but these are not publicly available.

**The website URL where information about investment disclosure available :**

<http://www.commonfund.org/AboutUs/Pages/default.aspx>

# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

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

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### Submission Note:

See also:

<http://www.pdx.edu/cae/faqs/what-types-of-community-university-partnerships-are-offered-at-portland-state>

<http://www.pdx.edu/cae/cbl-partner-resources>

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

**Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :**

Yes

**A brief description of the institution's sustainability partnerships with the local community :**

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.

Environmental Sustainability Partnership Example: Community Watershed Stewardship Project (CWSP). In partnerships with the Bureau of Environmental Sciences, graduate students administer a grant program to community groups working on watershed improvement projects.

<http://www.portlandonline.com/bes/index.cfm?c=43077>

Social Sustainability Example: Working with a local homeless youth serving organization, peer, faculty and students are using mentorship and the tools of education, art and recreation. peer's Kitchen and Food program in partnership with PSU hands-on training for

youth in the areas of food preparation, nutrition, and the economics of eating.

#### First Stop Portland

Each year Portland receives thousands of visitors coming to learn about leading practices and sustainable technologies. First Stop Portland is provides the following services to visiting delegations:

- Assistance in planning and logistics support for your itineraries, conferences, events
- Organized site visits, Study Tours, and mobile workshops, and presentations
- Unparalleled access to Portland's experts and researchers
- Meeting spaces for workshops, lectures, and debriefing

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

Solutions Journal Seminars are free and open to the public. PSU partners with Illahee Institute to bring sustainability leaders to Portland and share the talks online.

[http://www.thesolutionsjournal.com/seminarserieslive?quicktabs\\_1=2](http://www.thesolutionsjournal.com/seminarserieslive?quicktabs_1=2)

**The website URL where information about sustainability partnerships is available :**

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

# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

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## Criteria

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

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*"---" 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. Campus Sustainability Coordinator, Noelle Studer-Spevak, discussed carbon inventories, climate planning, and the benefits of having a sustainability program with facilities directors from eight Portland area private colleges in 2009. Judy Walton and Noelle Studer-Spevak presented ACUPCC at the Pacific Rim APPA meeting in 2008. Several PSU students, faculty, and staff presented at the 2010 AASHE conference. University faculty and staff from other colleges and other countries visit to learn about our programs on a monthly basis. Visitors receive a tour and info is exchanged over lunch. Questions from other universities by phone/e-mail about our programs are fielded on a weekly basis. Professor David Erin was invited to present "Building Sustainability Scholarship at Portland State University: War Stories and Lessons," Michigan State University conference on Engaged Sustainability Scholarship: Accelerating Change, April 30, 2009.

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

AASHE  
Oregon University System Sustainability Officers  
Willamette Valley Public Sector Sustainability Coordinators

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

Oregon University System Sustainability Conference occurred first in 2008 and the second, in February 2011. All sustainability coordinators within the system collaborate to provide meaningful breakout sessions to educate and inspire our students, staff, and faculty.

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

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# Sustainability in Continuing Education

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## Responsible Party

Jenny McNamara

Sustainability Manager

Campus Sustainability Office

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## Criteria

### Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

### Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

**Does the institution offer continuing education courses that are focused on or related to sustainability? :**

Yes

**Number of sustainability continuing education courses offered :**

12

**Total number of continuing education courses offered :**

80

**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

Yes

**A brief description of the certificate program :**

The Sustainable Design and Development program:

Our green building program focuses on developing knowledge and strategies for professionals looking to transition to the green economy and those seeking LEED® Green Associate, LEED® AP, or BPI® Exam Prep courses.

[http://pdc.pdx.edu/sustainable\\_design/](http://pdc.pdx.edu/sustainable_design/)

**Year the certificate program was created :**

2008

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

[http://sesweb.ses.pdx.edu/pdc\\_cat/catalog/program\\_lst.cfm?prog=LEED](http://sesweb.ses.pdx.edu/pdc_cat/catalog/program_lst.cfm?prog=LEED)

# Community Service Participation

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

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

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

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### 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/cae/cbl-home>

)

#### 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](http://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.

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Fall 2009

Full-time students (part-time students excluded): 15,839

Student headcount: 24,942

(From Office of Institutional Research & Planning
http://www.oirp.pdx.edu/source/fact09f/psu_all.htm
)

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

The number of students engaged in community service :

10843

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

15839

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

<http://www.pdx.edu/cae/cbl-home>

Community Service Hours

Responsible Party

Jenny McNamara

Sustainability Manager

Campus Sustainability Office

Criteria

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

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

Submission Note:

See PAE-22 for info about the programs

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Fall 2009

Student headcount: 24,942

(From Office of Institutional Research & Planning

[http://www.oirp.pdx.edu/source/fact09f/psu\\_all.htm](http://www.oirp.pdx.edu/source/fact09f/psu_all.htm)

)

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

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

1550000

**Total number of students, which may exclude part-time, continuing education and/or non-credit students :**

24492

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

<http://www.pdx.edu/cae/cbl-home>

## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

## **Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :**

Yes

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

PSU has advocated and continues to for policies that encourage institutions to enhance their academic programs to include sustainability and to increase sustainability in their operations.

### University Sustainability Program:

PSU was a strong advocate for the University Sustainability Program (USP) authorized in the Higher Education Opportunity Act of 2008, formally the Higher Education Sustainability Act authored by Congressman Earl Blumenauer. This program, if funded, supports between 25 and 200 sustainability projects at individual higher education institutions and higher education consortia/associations.

### Oregon Sustainability Center:

PSU also advocated for the Oregon State Legislature to invest in the Oregon Sustainability Center (OSC). The OSC will be located on the edge of the PSU campus in downtown Portland and will bring together academic, government, nonprofit and business sectors to advance the region's innovation in sustainability. It aims to be the highest performing commercial building in the world and will achieve triple net-zero performance in energy and water use and carbon emissions.

### Portland's Bicycle Master Plan:

PSU was involved as a stakeholder in the recent drafting of the city's Bicycle Master Plan for 2030. PSU submitted a letter of support for BMP before it went to the Portland Planning Commission and the Portland City Council.

### 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.pdxinstitute.org/index.php/ecodistricts>

Transportation policy recommendations to Congress by Second Nature task force:

As part of the Second Nature task force, a 15 member group of university leaders, President Wim Wiewel of Portland State advocated for federal transportation policy changes in April 2010. "The task force called on Congress to make reducing greenhouse gas emissions a fundamental goal of transportation policy – on a par with mobility and safety.... Noting that our current transportation financing and pricing system is badly broken, the task force urged Congress to adopt carbon-based fees to act as a strong price signal for both the purchase and use of vehicles. Other task force recommendations call for U.S. leadership in vehicle efficiency and clean fuels, expanding transportation options to meet local needs, improving the condition and efficiency of our transportation system, and expanding innovation, research and evaluation." (Source:

<http://secondnaturebos.wordpress.com/2010/05/20/second-nature-task-force-urges-transportation-p>

[olicy-overhaul/](#)

)

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

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# Trademark Licensing

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## Responsible Party

**PJ Houser**  
Office Assistant  
Campus Sustainability Office

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## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

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

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

No

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

No

**Has the institution expressed intention to participate in the Designated Suppliers Program? :**

No

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

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# Graduation Pledge

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## Responsible Party

**Heather Spalding**

Sustainability Leadership and Outreach Coordinator  
PSU

---

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

## **Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :**

Yes

## **A brief description of the graduation pledge program :**

2009/10 was the first year PSU had a graduation pledge program. It is the pledge provided by Graduation Pledge Alliance. When students register for commencement, they are asked if they'd like to sign the pledge. If so, they are given a small card with the pledge to sign and keep in their wallet and a green ribbon for their gown.

During summer 2010 commencement (pilot), 249 out of 500 graduates signed the pledge.

During spring 2011 commencement, an estimated 2,300 out of 4,500 graduates signed the pledge.

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

<http://ecowiki.pdx.edu/content/graduation-sustainability-pledge>

## Community Service on Transcripts

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**Responsible Party**

**PJ Houser**

Office Assistant

Campus Sustainability Office

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

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

No

**A brief description of the practice :**

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

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# Farmers' Market

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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

## Does the institution host a farmers' market for the community? :

Yes

## A brief description of the farmers' market :

Consistently ranked as one of the best farmers markets in the country, our Saturday Market at PSU has grown to become one of Portland's premier events for locals and tourists alike. After spending some time experiencing its energy, diversity and abundance, it is easy to understand why.

[http://www.portlandfarmersmarket.org/sec\\_Experience/experience.php](http://www.portlandfarmersmarket.org/sec_Experience/experience.php)

## The website URL where information about the market is available :

<http://www.portlandfarmersmarket.org/>

# 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.

<b>Credit</b>
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

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## Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

## A brief description of the innovative policy, practice, program, or outcome :

The installation of Electric Avenue in August 2011 continues Portland State University's commitment to leadership in urban mobility research. Through partnership with Portland General Electric (PGE) and the City of Portland, an entire block face was transformed into a showcase of Electric Vehicle Support Equipment (EVSE).

Seven charging stations were provided by different manufacturers, creating a unique living laboratory within the public right-of-way. The pilot project includes an Eaton Quick Charger and the first JFE Rapidas Quick Charger (distributed by Kanematsu) in the nation.

Charging for electric bicycles is also available. More information is available on the project website:

<http://pdx.edu/electricavenue/>

**Primary Project Benefits:**

- Current (and potential) drivers of electric vehicles have an opportunity to familiarize themselves with different types of chargers.
- The manufacturers are able to demonstrate new equipment in a real-world setting, and plan for improvements based on user feedback.
- Portland General Electric has an opportunity to further solidify expertise with current EVSE technology, and effectively prepare for wider adoption.
- The City of Portland has used the pilot project to identify the challenges associated with the installation of EVSE within the public right-of-way.
- Portland State University has an opportunity to study the choices and behavior of electric vehicle drivers.
- The distribution of “lessons learned” will benefit other institutions and cities considering similar installations.

In addition to Electric Avenue, Portland State University engages in several other activities related to the transportation electrification:

- EV Roadmap conference series: PSU partners with PGE to convene industry representatives, decision-makers, and researchers to discuss issues related to the adoption of electric vehicles. The fifth conference is scheduled in June 2012.
- Vehicle testing & launches: PSU partners directly with vehicle manufacturers to coordinate vehicle testing and product launches in Portland.

**A letter of affirmation from an individual with relevant expertise :**

[PSU-EV-STARs-innovationLetter.pdf](#)

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

<http://pdx.edu/electricavenue/>

### Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

---

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
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  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

Community Environmental Services (CES) is a self-supported research and service unit within the Center for Urban Studies in the College of Urban and Public Affairs at Portland State University. CES has provided high quality research, technical assistance, data collection, and educational outreach services in the areas of solid waste management, recycling, waste prevention, and other resource conservation and business sustainability issues since the late 1980's.

CES has secured over half a million dollars in new contracts in each of the past three calendar years with community partners in the Portland region to perform research and technical assistance.

CES employs 20 students annually, giving them the opportunity to develop leadership capacity and practical job skills through education, service, and research. Over 80% of CES staff are graduate students from programs within Portland State University including Urban and Regional Planning, Urban Studies, Public Administration and Portland International Initiative for Leadership for Sustainability Education (LSE).

Below is a list of current projects.

- Port of Portland Technical Assistance Project (Portland International Airport)
- Portland Major Event Recycling (Waterfront Park, the Rose Garden Stadium)
- Private Waste Audits
- Portland Single Family Weight Study
- Portland Multifamily Recycling
- Metro Multifamily Outreach
- Metro Multifamily Service Provisions Evaluation Study
- Metro Multifamily Field Services

In 2008 CES received the Association of Oregon Recycler's Leadership Development Award:

[http://www.aorr.org/awards\\_2008.html](http://www.aorr.org/awards_2008.html)

**A letter of affirmation from an individual with relevant expertise :**

[STARS-CESinnovation.pdf](#)

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

<http://www.pdx.edu/ces/home>

### Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

The PSU University EcoDistrict -

The nonprofit Portland+Oregon Sustainability Institute (PoSI) defines an EcoDistrict as a neighborhood or district with a broad commitment to accelerate neighborhood-scale sustainability. The institute has helped generate proposals, which established five pilot EcoDistricts. One is the South Waterfront area where the institute is working with Oregon Health & Science University. The others are at Portland State University, in the Lloyd District and in Portland's Lents and Gateway neighborhoods.

The SOMA (South of Market St) EcoDistrict initiative enhances PSU's role in Portland's plans for sustainable growth. PoSI shares an office with PSU's Institute for Sustainable Solutions.

PSU hosted an EcoDistricts Summit in 2010:

[http://www.pdx.edu/news/the-oregonian-ecodistricts-summit-making-a-city-more-sustainable-through](http://www.pdx.edu/news/the-oregonian-ecodistricts-summit-making-a-city-more-sustainable-through-its-neighborhoods)

[h-its-neighborhoods](http://www.pdx.edu/news/the-oregonian-ecodistricts-summit-making-a-city-more-sustainable-through-its-neighborhoods)

The University EcoDistrict will be anchored by the Oregon Sustainability Center, the first high-rise Living Building Challenge structure of its size as determined by the US Green Building Council.

Capstone students are engaged in University EcoDistrict projects in modeling, communication, and materials process improvement. Research faculty are focusing on a major GIS modeling project for the EcoDistrict.

**A letter of affirmation from an individual with relevant expertise :**

[EcoDistricts STARTS Innovation.pdf](#)

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

[http://www.pdx.edu/news/the-oregonian-ecodistricts-summit-making-a-city-more-sustainable-through](http://www.pdx.edu/news/the-oregonian-ecodistricts-summit-making-a-city-more-sustainable-through-its-neighborhoods)  
[h-its-neighborhoods](http://www.pdx.edu/news/the-oregonian-ecodistricts-summit-making-a-city-more-sustainable-through-its-neighborhoods)

## Innovation 4

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### Responsible Party

**Molly Bressers**

Green Team Coordinator  
Campus Sustainability Office

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
  - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
  - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
  - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
  - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

While the Initiative for Bicycle and Pedestrian Innovation's aim is a regional one: to advance bicycling and walking as integral elements of the transportation system in Oregon's communities, IBPI's efforts have had a national impact on the field of bicycle and pedestrian infrastructure planning. IBPI has developed design manuals for a field that previously had none. IBPI provides technical training for planning professionals across the US who have graduated from planning programs with no courses on bicycle and pedestrian planning.

IBPI's efforts fill a critical gap in knowledge on this topic through research and evaluation, curriculum development and education. The City of Portland's outstanding bicycle and pedestrian network provides a living laboratory for research and teaching.

The Initiative's programs include research, education, and information-sharing across sectors, interests, and institutions that will enhance policies, programs, and projects focused on promoting bicycle and pedestrian transportation.

CycleTrack -

<http://www.portlandonline.com/transportation/index.cfm?c=50254>

A cycle track is a bike lane nestled between the curb and on-street parking, providing a sanctuary for cyclists from fast moving traffic downtown.

SW Broadway was chosen to debut the demonstration cycle track because it's highly visible location in downtown Portland and relation to PSU. The university is known to do more than just study sustainability; PSU engages directly with the community around them to make sustainability real. The idea for the Broadway location came from conversations between the Bicycle Transportation Alliance and city traffic engineers after visiting Copenhagen last year.

PSU President Wiewel praised the commitment to bicycle infrastructure at the state's largest university.

"As part of Portland State's commitment to sustainability, we continue to promote alternative transportation through partnerships such as this as well as providing services on campus," President Wiewel said. "We're pleased that Mayor Adams and his transportation team selected Portland State for the first installment of what we hope will be many more cycle tracks throughout Portland and our faculty look forward to assisting in the ongoing evaluation of its effectiveness."

The demonstration project is the city's first cycle track and marks a new phase in Portland's development as a world-class bicycling city. The Bureau of Transportation and PSU partnered to move forward with the conversion of SW Broadway – between SW Clay and Jackson streets – to create a safer, more convenient arrangement for both cyclists and drivers.

In surveys, Portlanders have said that separating cyclists and vehicles would encourage them to travel and, specifically, commute by bike. Cycle tracks differ from traditional bike lanes by placing a pedestrian buffer zone and space for parked cars between the cyclist and vehicular traffic. The pedestrian buffer zone allows space for people to exit and access their vehicles and open doors safely and are off limits to bikes.

To help cyclists and drivers understand how the cycle track works, PBOT will distribute educational materials to PSU, local bicycle shops, parking enforcement and police officers.

For more information about the project, visit the Portland Bureau of Transportation's project web site at

<http://www.portlandonline.com/transportation/index.cfm?c=50254>

**A letter of affirmation from an individual with relevant expertise :**

[PSU STARS support letter - Alta.pdf](#)

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

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



# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

# New Student Orientation

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## Responsible Party

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

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## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :**

Yes

**Provide a brief description of the presentations, speakers or skits :**

Our programs do not include skits or large presentations that address sustainability specifically. This message is, however, interwoven throughout the day.

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

Yes

**Provide a brief description of the presentations :**

Yes, sustainability is often incorporated into various presentations. A sample agenda from last year is attached to this message. You will also notice that sustainability is listed as a learning outcome.

**Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :**

Yes

**Provide a brief description of the activities :**

Yes, this typically occurs during Viking Days, which is PSU's welcome week prior to fall term. There are hundreds of activities, many of which promote sustainability specifically or include that message as part of their program. The 2010 Viking Days schedule is attached (we didn't print a 2011 schedule; it was web-based).

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

Yes

**Provide a brief description of the efforts :**

Recycling, composting, and compostable service ware are incorporated as much as possible at orientation events. These operational efforts set an example for best practices and encourage conservation and waste reduction behaviors.

**Does the institution incorporate sustainability into new student orientation in other ways? :**

Yes

**Provide a brief description :**

We incorporate sustainability through practices, such as composting waste during meals, handing out reusable water bottles at some events, and striving to be as paperless as possible.

# Food Education

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

Institution provides education about eco-positive food and gardening techniques.

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

### **Are students educated in an academic class about how to make eco-positive food choices? :**

Yes

### **Provide a brief description :**

There are several classes across disciplines that address eco-positive food choices.

PSU offers a class that works at a local farm, Wealth Underground, and addresses issues like growing and sourcing local food.

More information can be found here:

<http://pdx.edu/sustainability/news/farm-school-new-outdoor-classroom-psu>

Now in it's second year, PSU also offers a Freshman Inquiry class around our campus "Legacy Garden" which tailors curriculum around food, sustainability, leadership, art, social responsibility, and the interconnections that exist within these topics.

There have also been several food based capstone courses offered including: "Food, Democracy and Sustainability", "Urban Agriculture and Food Systems", and "Indigenous Gardens and Food Justice"

PSU owns a large site called the Learning Gardens Laboratory where permaculture courses are taught through the Leadership for Sustainability Education program

Finally, there are several classes taught through the Business and Administration department around the impacts of our food supply chain.

### **Are students educated in dining facilities about how to make eco-positive food choices? :**

Yes

**Provide a brief description :**

There are campus events, such as the Conservation Challenge which highlight the impacts of various food choices and work with dining services to implement events like "meatless Mondays" to bring attention to the environmental impacts of meat production and consumption.

Dining services sometimes uses a system of icons in dining halls and at campus events to denote certain food options like vegan, vegetarian, local, organic, etc. for consumers.

An upcoming student project, "Bringing Farm Workers to the Sustainable Food Table at PSU" will take place during National Farm Worker Awareness Week. Visible resources will be situated within the Smith Memorial Student Union Food Court to educate students on the intersection between the origins of the food they are consuming and the farm workers who grow and harvest it in Oregon. There will also be 30-minute lunch sessions at the PSU food court that create a space for more discussion around strengthening the link between the food in our dining facilities and the rights of farm workers.

**Are students educated during orientation about how to make eco-positive food choices? :**

No

**Provide a brief description :**

Party in the Park, a welcome event for students, includes booths about local food, gardening, and other eco-food related topics.

**Are students educated in other venues about how to make eco-positive food choices? :**

Yes

**Provide a brief description :**

Dining services also uses a system of icons where appropriate at campus events to denote certain food options like vegan, vegetarian, local, organic, etc. for consumers.

Several student groups - Food Action Coalition and the Ecological Restoration Guild hold food focused events that inform the student community and increase Eco-positive food choice awareness.

**Is there a program by which students are encouraged to and/or taught how to grow their own food? :**

Yes

**Provide a brief description of the program :**

The garden task force within the Sustainability Volunteer Program allows students to gain hands-on experience working in gardens. They are provided the opportunity to grow edibles and educate their peers. They also host workshops that share how to preserve fresh foods (ex: elderberry workshop, fermentation workshop).

Students can also apply for one of ~ 45 spaces in PSU's community garden. They can plant and harvest their own foods. Workshops are offered to teach skills about harvesting and cooking foods.

The Sustainability Leadership Center offers some container gardening workshops for on-campus residents and other students.

The PSU Community Orchard is one of the newest student projects on campus. The goal is to transform a piece of vacant land adjacent to the PSU Community Garden into a thriving small fruits orchard and to provide students with research and experimentation opportunities to practice urban ecological restoration techniques and small-scale agriculture.

# Food and Beverage Purchases

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## Responsible Party

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

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## Criteria

Institution provides details of its food and beverage purchases.

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

**The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :**

6

**The percentage of food and beverage expenditures that were grown within 100 miles of the institution :**

11

**List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :**

Questioning vendors directly and vendor invoices

**List items procured for dining services from on-campus organic garden(s) :**

The campus cafe, Food for Thought has a few garden plots on campus from which they source some produce.

**The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :**

0

**List all Fair Trade certified items purchased :**

Coffee

# Confinement-Free Food Purchases

---

**Responsible Party**

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

---

**Criteria**

Institution provides details of its confinement-free animal product purchases.

---

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

**Type of cage-free / free-range eggs purchased :**

---

**Percentage purchased :**

1

**Comments :**

---

**Type of confinement-free product purchased (1st product) :**

eggs

**Percentage purchased (1st product) :**

0.30

**Comments (1st product) :**

---

**Type of confinement-free product purchased (2nd product) :**

liquid eggs

**Percentage purchased (2nd product) :**

0.70

**Comments (2nd product) :**

---

**Type of confinement-free product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

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**Comments (3rd product) :**

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**Type of confinement-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

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**Comments (4th product) :**

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# Vegetarian-Fed Food Purchases

## Criteria

Institution provides details of its vegetarian-fed animal product purchases.

---

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

**Type of vegetarian-fed product purchased (1st product) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

**Type of vegetarian-fed product purchased (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of vegetarian-fed product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of vegetarian-fed product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

**Type of vegetarian-fed product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Hormone-Free Food Purchases

## Criteria

Institution provides details of its hormone-free animal product purchases.

---

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

**Type of hormone-free product purchased (1st product) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

**Type of hormone-free product purchased (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of hormone-free product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of hormone-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

**Type of hormone-free product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Seafood Purchases

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

---

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

### **Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :**

Salmon

### **Percentage purchased (1st product) :**

1

### **Standard used (1st product) :**

---

### **Comments (1st product) :**

---

### **Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :**

Shrimp

### **Percentage purchased (2nd product) :**

0.50

### **Standard used (2nd product) :**

---

### **Comments (2nd product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Standard used (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Standard used (4th product) :**

---

**Comments (4th product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Standard used (5th product) :**

---

**Comments (5th product) :**

---

# Dishware

---

## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

---

## Criteria

Institution provides details of the dishware its provides at its dining services locations.

---

### Submission Note:

Our student run dining location, "Food for Thought" and our residential dining halls offer reusable dishware.

Our food court areas offer compostable plastic, as well as other disposable dishware options, but we hope to incorporate durables into these areas in the future.

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

**Does the institution offer reusable dishware at its dining services locations? :**

Yes

**Does the institution offer plastic dishware at its dining services locations? :**

Yes

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

No

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

Yes

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

Yes

**Does the institution offer other types of dishware at its dining services locations? :**

Yes

**Provide a brief description. :**

Compostable wooden chop sticks, wooden stir sticks that are not advertised as compostable, non compostable plastic straws AND compostable straws



## Responsible Party

Noel Mingo  
Utility Manager  
FAP

---

## Criteria

Institution provides details about its energy initiatives.

---

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

**The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :**

7.30

**The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

2

**The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :**

2

**The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

2

**The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

0

**The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

---

**The combined gross square footage of all buildings that are ENERGY STAR labeled :**

0

**The names of all buildings that are ENERGY STAR labeled :**

---

# Energy Use by Type

---

## Responsible Party

Noel Mingo  
Utility Manager  
FAP

---

## Criteria

Institution reports its energy use by type.

---

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

**The percentage of total electricity use from coal. :**

29

**The percentage of total electricity use from wind. :**

13

**The percentage of total electricity use from biomass. :**

0

**The percentage of total electricity use from natural gas. :**

32

**The percentage of total electricity use from solar PV. :**

1

**The percentage of total electricity use from geothermal. :**

---

**The percentage of total electricity use from nuclear. :**

0

**The percentage of total electricity use from hydro. :**

25

**The percentage of total electricity use from other. :**

0

**Provide a brief description. :**

Represents base PGE Resource Mix, excluding market purchases, added 1 % for Solar

**The percentage of total energy used for heating buildings from coal. :**

0

**The percentage of total energy used for heating buildings from biomass. :**

0

**The percentage of total energy used for heating buildings from electricity. :**

7.50

**The percentage of total energy used for heating buildings from natural gas. :**

92.50

**The percentage of total energy used for heating buildings from geothermal. :**

0

**The percentage of total energy used for heating buildings from fuel oil. :**

0

**The percentage of total energy used for heating buildings from other. :**

0

**Provide a brief description. :**

Market Center Building is all electric heat most other buildings are predominantly Natural Gas Heated.

**If cogeneration, please explain. :**

---

# Procurement

## Criteria

Institution provides details about its procurement efforts.

---

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

# Bike Sharing

---

## Responsible Party

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

---

## Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

### Submission Note:

We don't currently have a typical bike sharing program at PSU, but we'll likely have one by Spring/Summer 2013 through a partnership with the city.

We also have a long-term rental program called VikeBikes, which uses 20 refurbished bikes and lets students rent them out for a term or a year at a time. More info here:

<http://www.pdx.edu/bikehub/vikebikes>

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

## The number of bicycles available through bike sharing programs :

0

# Water Initiatives

---

## Responsible Party

**Noel Mingo**  
Utility Manager  
FAP

---

## Criteria

Institution provides details about its water initiatives.

---

### Submission Note:

The Sustainable Drinking Water Task Force, appointed by the president, recently convened around reducing bottled water sales on campus. The final report was published in early 2012 and includes several recommendations for moving forward with bottled water reductions and restrictions. The task force is now in the implementation stage.

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

### Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

### Provide a brief description of any bottled water ban or restriction :

---

### Does the institution meter any of its non-potable water usage? :

Yes

### The percentage of urinals on campus that are waterless :

2

# Endowment

---

## Responsible Party

**Jenny McNamara**  
Sustainability Manager  
Campus Sustainability Office

---

## Criteria

Institution provides details about its endowment.

---

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

## The institution's total endowment market value as of the close of the most recent fiscal year :

40860475 US/Canadian \$

## Date as of :

June 30, 2011

## Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

## If yes, or if currently under consideration, provide a brief description :

This does not include alumni green funds or other giving options that simply directs gifts to be spent on sustainability programs

## Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

No

## Size of capital commitments made within past 3 years :

---

## Provide a brief description :

---

## Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Yes

**Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :**

Yes

**Do investment managers handle the details of proxy voting on environmental and social resolutions? :**

Yes

**Do investment managers handle the details of proxy voting on corporate governance resolutions? :**

Yes

**Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :**

No

**Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :**

No

**Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :**

No

**Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :**

No

**Does a single administrator determine proxy votes on environmental and social resolutions? :**

---

**Does a single administrator determines proxy votes on corporate governance resolutions? :**

---

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :**

---

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :**

---

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy**

**votes on environmental and social resolutions? :**

---

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :**

---

**Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :**

No

**Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :**

No

# Sustainability Staffing

---

**Responsible Party**

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

---

**Criteria**

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

---

**Submission Note:**

We also have around 80 volunteers who each contribute 4 hours of work per term comprising 320 collective hours per term.

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

**The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :**

8.50

**FTE staff on payroll :**

7.20

**FTE student intern/fellow :**

1.30