**Executive Summary**

In 2011, Lane Community College released a plan to become carbon neutral by 2050. The 2017 Climate Action Plan 2.0 update represents the accomplishments and lessons learned in the six years since the first plan was published. This revised plan takes from the work of the previous plan noting completed items, items still in progress, and new initiatives to move the college forward on the path toward carbon neutrality.

The 2017 revision retains the same five strategies as the first plan: Energy Use Reduction, Renewable Energy, Transportation and Land Use, Reduced Waste and Purchasing, and Adaptation, Education, and Habituation. It details timelines for completing items and initiatives, keeping in mind that technologies, attitudes, and availability of resources will change over time.

Please see Appendix A for a graphical representation of the completion of the 2011 plan.

***Institutional Structures***

Institutional structures that have supported this document include:

**Lane’s Sustainability Core Value**

• Integrate practices that support and improve the health of systems that sustain life.

• Provide an interdisciplinary learning environment that builds understanding of sustainable ecological,

social, and economic systems, concern for environmental justice, and the competence to act on such

knowledge.

• Equip and encourage all students and staff to participate actively in building a socially diverse, just,

and sustainable society, while cultivating connections to local, regional, and global communities.

**Sustainability Policies and Procedures**

• Sustainability: Design and Construction (<http://www.lanecc.edu/cops/sustdsgn.htm)>.

• Sustainability: Energy Conservation (<http://www.lanecc.edu/cops/sustenrg.htm)>.

• Sustainability: Recycling (<http://www.lanecc.edu/cops/sustrecy.htm)>.

• Purchases: Recycled Paper (<http://www.lanecc.edu/cops/purcycle.htm)>

***Greenhouse Gas Inventory***

Greenhouse gas inventory (2016)

**Total Emissions: 66,765 metric tons CO2e**

• Stationary combustion (natural gas and propane): 2,679 metric tons CO2e

• Mobile combustion (college-owned vehicles & airplanes): 34 metric tons CO2e

• Purchased electricity: 5,337 metric tons CO2e

• Commuting: 58,444 metric tons CO2e

• Air travel: 235 metric tons CO2e

• Solid waste: 70 metric tons CO2e

**Total Mitigation: 1972 metric tons CO2e**

• Emissions reductions due to the purchase of Rnewable Enegy Credits: 886 metric tons CO2e

• Emissions reductions from on-site forest sequestration: 1086 metric tons CO2e

Net Emissions: 64,793

***Process for Updating***

In spring 2017, the Institute for Sustainable Practices engaged in a comprehensive process to gather feedback, ideas, and concerns about the 2011 Climate Action Plan.

**Governance Council Meetings:**

The Institute for Sustainable Practices visited all college governance councils during the regular council meeting times to discuss the 2017 update:

Facilities Council – April 11th, 2017

Diversity Council – April 14th, 2017

Learning Council – April 14th, 2017

Technology Council – May 3rd, 2017

Student Affairs Council – May 5th, 2017

Finance Council – May 17th, 2017

College Council – May 25th 2017

**Information Sessions**

In conjunction with governance council meetings, the Institute for Sustainable Practices also held public information sessions to gather feedback for each climate strategy from the college community. All sessions offered a presentation of the strategy followed by a completion update.

**Schedule for Information Sessions:**

Energy Efficiency: April 17th, 2017

Renewable Energy: April 27th, 2017

Transportation and Lane Use: May 1st, 2017

Reduced Waste and Purchasing: May 8th, 2017

Adaptation, Education, and Habituation: May 15th, 2017

**Energy Use Reduction**

Under the original Climate Action Plan, the Energy Use Reduction section was titled “Energy Efficiency.” The Institute for Sustainable Practices has changed the title to “Energy Use Reduction” as a way to reflect the desired outcome of the actions outlined here.

Emissions from natural gas for heating represent the second largest contributor to Lane Community College’s greenhouse gas inventory. In 2014, the college identified a path to net-zero energy through a combination of on-site generation, efficiency measures, education, green revolving loan funds, and renewable energy credits. The Green Revolving Fund was updated in 2017 and continues to be refined as cost structures and technology improves. The college employs a full time Energy Analyst who is tasked with developing and implementing energy conservation and renewable energy projects.

Lane has set a goal to decrease energy use by two percent per year, and will also increase on-site renewable energy generation and purchase off-site renewable energy credits to meet energy needs while reducing carbon emissions.

***Updates on 2011 Initiatives:***

**Complete:**

1. Central Plant Equipment Upgrade

An upgrade to the main campus central plant controls and boiler and chiller equipment was completed in 2016. This project was funded by a local bond levy and was completed in three phases:

Phase 1: New hot water boilers and condensing units

Phase 2: Cooling tower replacement

Phase 3: New chiller and chiller building

1. Heating Ventilation and Air Conditioning Mechanical System Upgrades

Upgrades to Lane’s heating ventilation and air conditioning mechanical systems were implemented in 2011 and 2012 with funds from Lane’s current bond levy.

Upgrades in conjunction with major remodels of Buildings 10, 11, 15, 18, and Center included sealing ducts, variable air volume conversions, and multi-zone heating, ventilation, and air conditioning unit rebuilds.

**Partially Complete:**

1. Training and Education

The habits and behaviors of building occupants can cause even the highest-functioning buildings (such as a LEED certified building) to perform or underperform with regard to energy use. According to a 2014 study commissioned by the US Department of Energy, the “social potential” of energy use reduction in workplaces “is as or more important than the ‘technological potential’ “of high performing buildings and building upgrades.[[1]](#footnote-1) Educating building occupants to live within the boundaries of building systems and properly operate building interfaces is primary to college achievement of energy use reduction goals.

Training maintenance staff and contractors about proper maintenance and troubleshooting of building systems is key to protecting the asset, extending the life of the system, and achieving energy use reduction goals. As part of this effort, the college and the ISP will create a “rules, roles, and tools” reference for occupants and maintenance staff as guidelines for best practices.

***Plan to Complete:***

* Finalize the Lane Energy Conservation Master Plan, a new and comprehensive plan to address occupant and maintenance staff behavior. The Energy Conservation Master Plan addresses four areas: building energy modeling, behavior change education for building occupants, real-time building scheduling, and indoor temperature guidelines.
* Complete biannual comfort survey of building occupants in 2017, 2019, and 2021.
* Conduct either one behavior campaign for building occupants or one training opportunity for maintenance staff per term.

1. Roof Replacements The college performed several roof replacements, which has resulted in increased insulation and subsequent reductions in heating and cooling. The roof replacements have been and will continue to be funded by the general fund major maintenance budget and bond funds. The current status of roof replacements is:

* Replace the Building 15 roof in 2011 (complete)
* Replace the Building 11 roof in 2012 (complete)
* Replace the Building 6 roof in 2013 (complete)
* Replace the Building 17 roof in 2014 (not complete)
* Replace the Building 3 roof in 2014 (complete)
* Replace the Building 19 roof in 2018 (in progress)
* Replace the Building 1 roof in 2019-2020.

***Plan to Complete:***

The budget for roof replacements comes from the major maintenance portion of the Facilities Management and Planning (FMP) budget, and is not controlled or managed by the Institute for Sustainable Practices. However, through a collaboration between FMP and the ISP to improve college facilities, all replacements will include improved insulation and metal roofing to extend the life of the new roofs.

1. Improve Building-Level Utility Sub-Metering

Lane plans to connect building-level utility sub-meters to a supervisory control and data acquisition (SCADA) system using a combination of capital outlay funding and

future deferred maintenance funding. This building automation system is a web-based graphical interface that helps users better understand and work with the data collected by the sub-meters. This information helps building operators control and schedule buildings for maximum life of the equipment and energy savings.

1. Continue to Improve Lighting and Lighting Control Systems

* Improve the interior lighting automation systems in Buildings 1 and 16 to enable more consistent energy efficient daylight controls. This project will be a continuation of lighting commissioning projects that were funded from the Green Revolving Loan fund.
* Complete the interior and exterior lighting control panel upgrades at Buildings 6, 19, and 24 to interface with a campus lighting control network.
* Fine tune and commission exterior lighting controls for the recent LED lighting upgrades to exterior and parking lot lights on main campus.

(Complete)

***Plan to Complete Items 3 and 4:***  
These items require significant investment though capital request or major maintenance. The Institute for Sustainable Practices will partner with Facilities Management and Planning to advocate for increased major maintenance funding. The ISP will continue to make capital funding requests as well. Adopting the Lighting Control Plan, below, will also help accomplish item 4.

**Removed:**

1. Retro-Commission Building 1 and Building 19

Building 1 was constructed in 2001 and Building 19 had a major remodel and large addition in 2003. Both projects were funded by Lane’s 1995 bond levy. Both of these buildings were constructed before the college implemented commissioning as a standard practice.

***Update:***

Due to the high cost of complete retro-commissioning, the college will defer this item. Retro-commissioning remains a goal, however, and the college will strive to integrate these measures as deferred maintenance funds become available. The college will focus on HVAC upgrades as part of the plan to accomplish deferred maintenance items..

***New Initiatives:***

Finalizing and adopting the following initiatives will require close collaboration with Facilities Management and Planning. In most cases, adopting and realizing these plans will require investment though future bonds, public-private partnerships, internal loan fund mechanisms, or improved major maintenance budgets. Supporting Facilities Management and Planning with the quest to tackle Lane’s $40 million deferred maintenance backlog will be essential in adopting and accomplishing these plans.

1. **Adopt the Energy Efficiency Master Plan**

The Energy Efficiency Master Plan seeks to implement campus-wide energy saving

technology by focusing on the following areas:

* HVAC retro-fits or replacements,
* Lighting system upgrades and replacements,
* Plug loads,
* Improved insulation of wall, window, and door systems, and
* Other equipment

***Plan to complete:***

**2017-2018:** Work with Facilities Management and Planning to refine the

plan.

**2018-2019:** Plan will be submitted to Facilities Council for review and discussion.

**2019-2022:** Finalized plan will inform all remodels, new construction, and

major maintenance.

1. **Adopt the Energy Conservation Master Plan**

The Energy Conservation Master Plan seeks to leverage people to change

behaviors in their spaces and improve maintenance practices though

monitoring and scheduling. The Energy Conservation Master Plan

focuses on the following areas:

* Building energy monitoring (performance metrics, improved data collection,
* Behavior change education for maintenance staff, college employees, and students,
* Integration of building equipment schedules and room scheduling, and
* Increased range of indoor temperatures.

***Plan to complete:***

**2017-2018:** Work with Facilities Management and Planning to refine

the plan.

**2018-2019:** Plan will be presented to Facilities Council for review and discussion.

**2019-2022:** Finalized plan will inform all remodels, new construction, and

major maintenance.

1. **Update Design and Construction Policy**

The current Design and Construction Policy was adopted in 2007. Since that time, the college has constructed four LEED buildings and has set a higher standard for construction and renovation of its spaces. In order for the college to realize its net-zero energy goals, new spaces must reduce energy by 11% per year over the 2008 baseline year. The updated Design and Construction Policy will recommend the following:

* All construction or renovation should meet or exceed LEED Silver rating.
* Integrate the Green Standards Checklist, a guide for facilities construction and renovation to ensure minimum sustainability requirements.
* Improve front-end construction documents for standardization, adherence to sustainability and efficiency measures, and design guidelines.
* All new construction or renovation should include utility metering for electricity, water, natural gas, and steam.

***Plan to Complete:***

**2017-2018:** Since this is a major revision of a policy that affects all construction, the

Institute for Sustainable Practices will partner with Facilities Management and Planning to co-sponsor the policy update. Facilities Council and the Vice President for College Services will also be involved. The goal is to create a policy that is flexible, but adherent to modern efficiency standards.

**2018-2019:** The updated Design and Construction Policy will be presented to Facilities

Council for review, revision, and approval. Policy will progress through College Council approval process.

**2019-2022:** Finalized plan will inform all remodels, new construction, and

major maintenance.

**Renewable Energy**

Historically, Lane has been a leader in adopting renewable energy as a path toward crafting solutions to its own and the world's environmental challenges. Examples of the college’s strategies to fulfill its 2005 Talloires Declaration and 2006 Climate Leadership Commitment commitments include:

* Purchase of 10% of offsite renewable energy.
* Offset electricity use with 1% on-site renewable energy generation.
* Institute a revolving loan fund for energy conservation and renewable energy projects.
* Develop a strategy for becoming carbon neutral.
* Allocate $830,000 for on-site renewable energy from a 2008 $83 million capital project bond.

Lane uses about 3 megawatts of renewable energy annually from on-site and off-site generation resources. An annual review of renewable energy resources is conducted by the college Energy Analyst, and adjustments are made to green power purchases to support the college’s commitments. The college has met and surpassed both of its renewable energy goals in 2014, and is currently drafting a new set of goals with assistance from the National Renewable Energy Lab. Lane’s initial success with renewable energy goals can be contributed in part to completion of a major wind power purchase in 2006 and construction of a series of solar electric projects from 2005 thru 2013.

One significant benefit of Lane’s commitment to green power has been student and faculty involvement in construction of solar electric generation resources like the 36 KW Solar Station (2009), three 1.8 KW arrays at Lane’s child care center (2008-2011), a 11.8 KW learning lab at the Mary Spilde Center (2012), and connection of a 1.1 KW roof top array to the science building (2017).

***Updates on 2011 Initiatives***

**Complete**

1. **On-site Generation – Downtown Campus**

In 2012 Lane completed a new downtown center that includes a 76,432 square foot LEED Gold certified campus housing structure and a 90,016 square foot LEED Platinum certified educational building. This high performance college provides a large portion of heating, and cooling needs through geothermal and solar thermal sources.

1. **Finish Connecting Solar Electric at Building 24**

This project was completed in 2017.

**Partially Complete**

**1. Carbon Neutral Energy Purchased from Utility Providers**

By realizing more and more savings on electricity and natural gas through energy conservation and on-site renewable energy projects, the college will be able to invest more into purchasing renewable energy from our electricity and natural gas providers. Lane County is fortunate to have electric utility providers with very climate-friendly resource portfolios. Only 3% of electricity from the Eugene Water and Electric Board (EWEB) is from coal, and 2% from natural gas. The remaining 95% of EWEB’s electric resources are from climate-neutral sources.3 The Lane Climate Action Plan calls for the purchase of more electricity and natural gas from climate neutral sources. Specific goals in this area include:

• Develop a short-term strategy to purchase 25% of electricity as green power for Lane’s

Eugene campus and centers from the Eugene Water and Electric Board.4

• Develop a short-term strategy for funding 10% of natural gas purchases through the Smart Energy program from NW Natural. Smart Energy is a renewable form of natural gas produced from cow waste and considered to be climate neutral. 5

• Develop long-term strategies to move Lane toward 100% carbon neutral electricity and natural gas purchase. Lane’s general strategy is to continue funding energy conservation and renewable energy projects with energy savings. As the amount of energy that Lane needs to purchase from utilities decreases, the college will be able to invest a greater portion of its utility budget on the increased cost of purchasing carbon neutral energy.

***Plan to complete:***

The plan to complete renewable energy credit purchases is included in the Solar Master Plan. The details of the Solar Master Plan and a proposed timeline are outlined as a “New Initiative” below.

**Not Complete**

1. **On-site Generation – Main Campus**

• Continue with small annual solar installations that are funded by Lane’s revolving loan fund.

***Update:***

***Oregon electrical codes, which govern installation of electrical generation resources, require a ratio of supervising electricians to students/apprentices that is not economically feasible for college programs. The program was discontinued in 2009.***

• Include solar thermal in the upgrade to the main campus central plant. Lane’s central plant uses natural gas fired boilers for campus heating water. The central plant will be upgraded in 2011 using funds from the local bond levy.

***Update:***

*Solar thermal technology was ultimately not supported with the final plan for the central plant upgrade due to maintenance and design issues with similar systems at the college.*

• Seek funds to build a solar station for charging electric vehicles for the east parking lot.

*#4.*

***Plan to complete:***

The college met and surpassed both of its renewable energy goals in 2014 and is currently

drafting a new set of goals with assistance from the National Renewable Energy Lab. New goals

assessments include potential installations of solar electric on Buildings 6 (14 KW), 30 (1.5 KW),

50 (42 KW), and a ground-mounted array (333 KW) on main campus gravel parking lot #4.

***New Initiatives***

1. Adopt the Solar Energy Master Plan

The Solar Energy Master Plan details a strategy to maintain and implement renewable technology systems across Lane’s facilities. Developing renewable energy sources is critical to achieving Lane’s net-zero energy goals as well as initiatives stated in the Climate Action Plan. This Solar Energy Master Plan will require close collaboration with Facilities Management and Planning.

The Solar Energy Master Plan seeks to offset 45% of Lane’s energy use by 2050 with renewable energy credits and renewable energy purchase and generation.

The Solar Energy Master Plan details five priorities:

1. Medium and large-scale projects as funding develops,
2. Continued purchase of Renewable Energy Credits,
3. Student training using Lane facilities,
4. Maintain renewable energy systems, and
5. Integrate photovoltaic systems into reroofing projects.

***Plan to Complete:***

**2017-2018:** Energy Analyst will continue to develop Solar Energy Master Plan, including collaboration with Facilities Management and Planning. Have a final draft ready for final approval by the end of 2018.

**2018-2019:** Present Solar Energy Master Plan to the Facilities Council for review and feedback. Work to incorporate the plan into construction documents, preventative maintenance systems, and campus planning process.

**Reduced Waste & Purchasing**

Perhaps the most significant development in this section was the completion of the Recycling Education Center in 2011. This integrated waste management and diversion center allows the systemization and streamlining of all outgoing material from Lane Community College: mixed compacted non-recyclable material bound for the landfill, recyclables, and surplus property. Since 2011, Lane decreased its landfilled waste by 30%.

For the past seven years, Lane Community College has achieved an average diversion rate of approximately 57%, preventing 1,717 tons of material from entering the landfill and 301 metric tons of CO2e from entering the atmosphere (calculated using Clean Air - Cool Planet v.6.6).

Key performance indicators for reduced waste & purchasing:

* Amount of material sent to landfill

Current (FY16): 227 short tons; 206 metric tons

2022 Goal: 170 short tons; 154 metric tons

* Amount of material recycled or composted

Current (FY16): 205 short tons; 186 metric tons

2022 Goal: 226 short tons; 205 metric tons

***Updates on 2011 Initiatives:***

**Complete:**

1. Expand Surplus Property

Through public online auctions, Lane has significantly improved its revenue from surplus property. Surplus property revenue has risen 260% since 2011 ($12,063 in FY11; 43,450 in FY 17). This has improved revenue for the Recycling Program, which funnels those funds into waste diversion systems improvements.

1. Expand the Reusable Office Supply Exchange (ROSE)

With the completion of the Recycling Education Center in 2011, the ROSE room was moved to a space created and designed for reusable office supplies. It is unlocked and open during regular college business hours, an improvement over the old space, which shared an office with a staff member. Since opening in its new location, ROSE room use is up 60%.

**Partially Complete:**

1. Provide Composting Collection Stations in More Locations

The Recycling Program instituted a self-service composting program for department break rooms in 2012. Currently 10 departments use the program. The Recycling Program would like to push composting out to other locations on campus, such as student study areas and selected outdoor areas. Past and recent waste audits show that compostable material comprises approximately 33% of the waste that the college directs to the landfill.

***Plan to Complete:***

**2017-2018:** Recruit six new departments to use self-service composting for breakrooms.

**2018-2020:** Begin placing public composting locations in high use building study areas

and outdoor locations.

**Investment needed:** Approximately $5,000 for composting equipment suitable for public locations.

**2020-2022:** Full integration of composting into recycling operations – 100% of department break rooms and all publically accessible locations where food is consumed.

**Investment needed:** Composting equipment suitable for public locations (cost to be determined). Increase in part-time or contracted labor to manage additional material stream (cost to be determined).

1. Develop and Implement Strategies to Reduce the Use of Common Disposables
   * Reduce the purchase of bottled water.

In 2012, Lane adopted a bottled water-free campus plan. There is no bottled water sold in any vending machine or any campus food service or bookstore location. At the same time, drinking fountains with water bottle filling functions are required in all new construction or remodels, and standard drinking fountains are being replaced with drinking fountains with water bottle filling functions as budget allows. Water bottle filling stations are in 30% of campus buildings.

***Plan to Complete:*** All remodels and new construction will require water

bottle filling stations on each floor. Existing buildings will be retrofitted as

budget and staff resources allow. This will require cooperation with

Facilities Management and Planning. Goal is 100% coverage by 2020.

* + Develop and implement a strategy to reduce paper use and the number of desktop printers in offices. Promote and encourage paperless offices.

Since 2011, Lane has increasingly moved from decentralized printer and copier

purchasing and maintenance (toner and paper) managed by individual departments, to a more centralized system managed by Lane Printing and Graphics. This shift has led to better tracking of printers and paper use, and has also motivated a change from personal desktop printers to shared multifunction network printer/copiers within offices and departments. Many departments have also moved to reduced paper offices by scanning archived and current paper files, using network printers and scanners, and shared document storage.

**Plan to Complete:**

Printing and Graphics is not a part of the Institute for Sustainable Practices. However, the ISP will continue to urge the college to attain 100% coverage as soon as possible.

**Not Complete:**

1. Encourage Green Purchasing Practices

Aside from the purchasing of green housekeeping chemicals, this effort has lacked traction since 2011. Purchasing is largely decentralized at Lane. Most materials and services are purchased directly by departments, making it difficult to track “green” purchases. The ISP has managed to set up auto-substitutions with the official college office supply vendor, which automatically substitutes more environmentally friendly products with standard ones where possible.

***Plan to complete:***

**2017-2018:**Target educational campaign toward department administrators and coordinators who regularly purchase such common items to inform them of lower-impact supplies and ROSE room availability.

**2018-2019:**Review and update purchasing policies. Research other schools that

are doing this well.

**2019-2020:** Move toward centralized purchasing for common items such as office supplies and high-footprint items such as desktop printers, air filters, and small office appliances. Purchase items in bulk at reduced prices, require environmentally friendly products, and distribute to departments as requested. Surplus items could be rerouted to centralized location for purchase by other offices or departments. Departments could still purchase task-specific items as needed.

***New Initiatives:***

1. Update Outdoor Waste Collection

The college outdoor waste collection system was designed and built in the 1960’s and consists of concrete drainage pipes stood on end and topped with dome trashcan lids. Recycling receptacles are plastic outdoor trashcans with holes in the lids to accept beverage containers. At this time, there are approximately 180 individual outdoor trashcans on campus, a number that persists from a time when landfilling material took precedence over diversion. Due to the large number of trashcans, recycling has only approximately 50% of trashcans paired with recycling containers. The old trashcans are unsafe to service due to poor ergonomics, are aesthetically unattractive, and reinforce a generations-old way of handling waste. As there are few diversion options available outdoors, over 50% of the outdoor trash collection is recyclable, with 30% of that being compostable material.

***Plan to complete:***

**2017-2018:** Reduce number of outdoor trashcans by 50%.

**Investment needed:** This work is ongoing. No additional investment needed aside from staff time.

**2018-2022:** Begin phased replacement of outdoor trashcans with modern, front-

servicing containers that feature recycling and composting options.

**Investment needed:** Approximately $150,000, broken into five $30,000 requests.

1. Complete indoor waste collection and recycling updates

With the construction of the Health and Wellness Building in 2012, Lane began updating its indoor collection system by removing individual trashcans from classrooms. Built-in waste diversion stations were placed in central locations, resulting in approximately one third less waste generated and one third more recycling generated in those locations. To date, half of Lane’s buildings have been updated with the new system.

***Plan to complete:***

**2017- 2018:** Using revenue from the recycling program, Building 19 and the fourth floor of the Center will be updated. Building 18 will be updated via a bond construction project.

**2018-2022:** Using revenue from the recycling program or planned renovations, the remainder of the college’s buildings will be updated. All new construction will include the updated waste collection stations.

1. Improve education and outreach

During Climate Action Plan information sessions, participant feedback indicated an issue with the somewhat confusing nature of modern waste diversion. The college community requested updated and timely information about what is recyclable, where items can be recycled, and how they are recycled. Recycling can reduce the amount of waste directed to the landfill, but waste prevention comes at a lower cost and is often a more environmentally beneficial option. In addition to recycling information, the Recycling Program plans to provide education and information about ways that students, faculty, and staff can prevent and minimize their waste generation. Educating the college community about how to properly interface with waste management systems can lead to greater diversion of material from the landfill.

***Plan to complete:***

**2017-2018:** Deliver fall inservice presentation. Present recycling and waste reduction training to four college departments or divisions. Institute quarterly updates to the college recycling website, and direct employees and students to the site for answers to frequently asked questions.

**2018-2022:** Deliver at least one presentation in either fall or spring in-service, and provide training to four to five departments per year.

**Transportation & Land Use**

Emissions from daily student and employee commuting continue to represent the largest contributor to Lane’s greenhouse gas inventory, and have proven to be the most difficult to mitigate. The college is working on its own internal transportation efforts, but is bound by regional and state transportation priorities to realize a low-carbon means to get students to the 30th Avenue campus. The main campus is a commuter location with very limited nearby housing. Primary campus access is via a highway and freeway, making commuting by biking or walking difficult.

In 2013, Lane Community College opened its new Downtown Center, now known as the Mary Spilde Center, with student housing adjacent to the Lane Transit District Eugene Station. Strategies to leverage this location will be discussed below.

Another significant development was the creation of Bike Lane, a bicycle loan program in 2010. This program has seen robust participation and currently consists of a fleet of 50 bicycles, complete with lights, locks, and helmets, which students may borrow free of charge for up to a full academic term. In 2017, the college will open the Lane Bike Rack, a fully secure and covered bicycle parking facility on the main campus for bicycle commuters that includes a small maintenance shop for the bicycle loan program.

In years past, the college approach to the varied and multiple transportation challenges entailed various committees and individuals studying transportation. After over ten years, it is clear that a comprehensive strategy is needed to confront this many-layered issue. It will require not only significant infrastructure investment, but also behavior change and cooperation among many different stakeholders. As transportation is a major college issue, affecting students, staff, and visitors, this plan recommends the creation of a college-wide Transportation Study Group (TSG). The TSG will be a subcommittee of the Facilities Council and will draw from a cross-section of the college community as well as the cities of Eugene and Springfield, Lane Transit District, Lane County and the Lane Council of Governments. Currently Facilities Council is working on a Facilities Master Plan, which will include transportation, and is scheduled to be complete in spring or summer 2018. This Climate Action Plan update will recommend the creation of a TSG for the 2018-2019 Facilities Council work plan after the master planning process is complete. The primary outcome for the TSG will be an updated College Transportation Plan, which will be a product of collaboration across college governance councils and community stakeholders. The desire is to have a completed plan with actionable strategies by the end of the 2019 academic year.

***Updates on 2011 Initiatives***

Complete

1. Improve Access for Lower-Emitting Vehicles

* Provide priority parking for motorcycles close to campus.
* Provide information about electric vehicle charging opportunities and how to get an electric car.

Motorcycle parking has improved significantly since 2011. Team Oregon

motorcycle training uses Lane’s north parking lots on the weekends to train

motorcyclists. In 2011, Lane completed the Solar Electric Vehicle Charging

Station. During the academic year, this charging station is full. Several staff and faculty report they have purchased electric vehicles due to the presence of the charging station.

Partially Complete:

1. Greening the Fleet

* **(*Ongoing*)** Continue replacing fleet and maintenance vehicles with more climate-friendly cars, including hybrid and electric vehicles.
* (***Not Complete***) Develop a green fleet purchasing policy.
* (***Not Complete***) Replace the gasoline-electric vehicles that the college owns with plug in electric hybrids.
* (***Ongoing***) Encourage employees to use the bus for work-day trips.
* (***Not Complete***) Explore community-wide car share options.

***Plan to complete***

Develop a green fleet purchasing policy.

**2017-2018:** The ISP will lead an effort to review existing policies with the goal of

producing a draft policy for review by Facilities Council. Replace the gasoline-electric vehicles that the college owns with plug in electric hybrids.

**2018-2019:** This will require investment and collaboration with Facilities Management and Planning. The current fleet of gasoline-electric hybrids is getting to the end of its life. Electric vehicles need to have the range needed for all college transportation.

Explore community-wide car share options.

**2018-2019:** This will be a task of the proposed Transportation Study Group.

1. Improve Access for Bicyclists

* (***Ongoing***) Improve campus roads and parking lots for bicycle safety.
* (***Ongoing***) Paint bike lanes and maintain them with regular sweeping and repair.
* (***Complete***) Remove traffic control grooves from bike lanes.
* (***Complete***) Increase covered, secure bike parking with the goal of providing bike parking for 10% of students and employees.
* (***Complete***) Develop and implement a simple procedure to request bike racks in specific spots.
* (***Not Complete***) Advocate for more secure bike parking at LTD stations or at bus stops.
* (***Not Complete***) Promote & provide incentives for the use of folding bikes that can be carried into an LTD bus.
* (***Ongoing***) Advocate for improved bike paths from Eugene and Springfield to Lane.

***Plan to complete***

Improve campus roads and parking lots for bicycle safety.

**2017-2018:** With the opening of a fully secure and covered bicycle parking

garage, the Institute for Sustainable Practices, in cooperation with the

Facilities Council, will create a bicycle route map to funnel bicycle

commuters to the bicycle garage and other prominent outdoor

bicycle parking locations. This will include a map and wayfinding at

campus entrances. Wayfinding improvements may not occur until

FY 2018.

Paint bike lanes and maintain them with regular sweeping and repair.

**2018-2019:** As the main campus access roads are county roads, the college

has little direct responsibly for Gonyea Road and Eldon Schafer Drive.

Gonyea, as the main road into campus, has a painted bike lane that is

swept and maintained on an as-needed, on-call basis. Schafer Drive

is a narrow road with no bike lanes and little county maintenance.

The proposed TSG will be tasked with creating a plan to cooperate

with Lane County government to address these issues.

Advocate for more secure bike parking at LTD stations or at bus stops. Promote & provide incentives for the use of folding bikes that can be carried into an LTD bus.

**2018-2019:** Lane Transit District is a special use district that operates under an independent Board of Directors, so issues regarding stations, stops, or buses will require discussion and collaboration between the college and LTD. This will be a task of the proposed Transportation Study Group.

Not Complete:

1. Improve Methods for Measuring Emissions from Transportation

***Plan to complete:***

**2017-2018:** Review methodologies from other colleges and universities to develop improved

processes for Lane.

**2017-2018:** Begin gathering baseline data for transportation:

* LTD bus ridership to Lane Community College.
* Car counts into Lane (Gonyea Road and Schafer Drive – the college can work with Lane Council of Governments (LCOG) to have pneumatic car counters installed on these roads in fall, winter, and spring terms.
* Available parking spots at peak times in fall, winter, and spring terms.
* Number of bicycles on campus (based on bike rack counts and pneumatic bike counters in bike lanes on Gonyea Road).
* Number of trips by airline or rail.
* Mileage of trips by vehicles based on motor pool mileage.

**2018-2019:** Turn over baseline data to the proposed Transportation Study Group.

1. Continue to Improve Accessibility, Convenience, and Sustainability of Public Transit

* Expand bus service as needed. Request that LTD analyze overload reports to help determine needs.
* Expand LTD group bus pass program to include employees.
* Advocate for continuous Lane Community College bus line operation through the summer.
* Advocate for a dedicated rapid transit route to Lane.
* Advocate for buses that run on more climate-friendly fuels.
* Advocate for additional and expanded Park & Ride options.
* Begin long-term planning for a light rail. Work with local governments to establish easements or right-of-ways. Work with local governments to develop a Glenwood-to-LCC corridor for a light rail and bike path.
* Promote bus transportation to campus events.

Lane has done a good job of advocating for many of these items and others using professional networks and one-to-one conversations with city and county officials and staff. LTD now has hybrid buses that run to Lane. The City of Eugene has just resurfaced and restriped the 30th Avenue approach to campus with wider shoulders to accommodate cyclists and pedestrians, and has created a new auto traffic lane layout to improve sightlines and slow traffic. However, to engage this topic fully, the college must coordinate with the local, regional, and state entities that develop, fund, and manage many of these projects. The proposed Transportation Study Group will work to formally engage these stakeholders.

***Plan to Complete:***

**2017-2018:** Gather specific data on the items above and any other items. This will be

done as part of the transportation baseline data gathering to improve

transportation emissions data.

**2018-2019:** Turn over data to TSG for study and proposed action.

1. Parking Fee/Financing of Climate-Friendly Transportation

* Seek opportunities for federal and state funding for transportation alternatives.
* Consider a parking fee system that optimizes accessibility and climate-friendly transportation using research on best transportation demand management practices at colleges and universities.

For the past two years, the college has applied for a transportation grant from the state to perform traffic and engineering studies on 30th Avenue to make the corridor friendlier to bicycles and pedestrians. So far, Lane has been unsuccessful in these efforts. Every year for the past several years, the topic of a fee-based parking is discussed by a small group of people, but without action due to the cascade of consequences that require a more cohesive strategy with college-wide participation and buy in.

**2017-2018**: Once the Facilities Master Plan process is complete, the TSP and Facilities Council

will examine any recommendations or findings regarding parking and parking

infrastructure to identify transportation goals.

**2018-2019:** The proposed Transportation Study Group will place identified goals on

their work plan for recommendations and actions.

1. Integrate the Climate Action Plan with Other College Plans and Policies

* Update Lane’s 2006 Transportation Plan.
* Update the Perimeter Master Plan to incorporate the Climate Action Plan.
* Increase offerings of online and hybrid classes. Develop a system to monitor how these classes contribute to a smaller carbon footprint.
* Increase the use of satellite centers to reduce commuting distances for residents.
* Adopt a “no idling” policy.

***Plan to Complete***

**2017-2018:** Facilities Management and Planning and project managers for the Facilities Master Plan are familiar with the goals of the Climate Action Plan. Once the Facilities Master Plan process is complete, the TSG will examine any recommendations or findings in relation to the Climate Action Plan.

**2018-2019:** The proposed Transportation Study Group will place these items on their work plan for recommendations and actions.

1. Expand Outreach, Marketing and Education About Climate-Friendly Transportation Alternatives

* Provide education and promotion for climate-friendly transportation.
* Improve web, Facebook, and Twitter presence.

***Plan to Complete:***

**2017-2018:** Use the grand opening of the Lane Bike Rack, a fully enclosed and secure bicycle parking facility, as an opportunity to promote the bicycle loan program and bicycling or using the bus and bicycle network to get to campus.

While hosting the annual Welcome Week table in the fall, use the opportunity to

register participants in the bicycle loan program and inform them of other

transportation options.

**2018-2019:** The proposed Transportation Study Group will place these items on their work plan

for recommendations and actions, including a comprehensive and cohesive marketing strategy.

1. Carpool

Launch an aggressive campaign in support of carpooling. Include rewards and priority parking.

* Have a carpool presence on the Lane home page and myLane (“Carpool Lane”).
* Provide a ride share board (poster or electronic).
* Designate a carpool coordinator.
* Designate carpool-only spaces in priority parking spots.
* Seek opportunities to fund incentives for carpooling. Funding source could be parking fee.

***Plan to Complete:***

Despite multiple attempts with various carpool services, carpooling is not an active form of transportation to Lane Community College. Carpooling is as much of a behavior change project as a logistical project. The Institute for Sustainable Practices will first approach the problem with a behavior change methodology before creating logistical and facilities-based recommendations.

**2017-2018:** The ISP will meet with the Director of Institutional Research and

Planning to create a survey of transportation habits and tolerance to

alternatives.

Begin collaboration with Lane Transit District’s Point2Point

transportation coordinator. Reach out to experts and professionals

in the field at the local, regional, state, and national levels.

Perform case studies of other higher education-based carpooling

services to include interviews with primary stakeholders.

**2018-2019:** Create recommendations to include two to three carpooling service structures

(internal or external). This may require a financial investment of an

unknown amount.

**2019-2020:** Launch new carpooling service.

1. Air Travel

* Develop a system to track miles of air travel funded by the college.
* Promote the use of web-based conferencing and training to reduce the use of air travel to in-person meetings.

***Plan to Complete:***

This item should be relatively easy to complete with the addition of a field on the travel form to include air miles travelled. This information is easily available from all the airline carriers and from third party sites on the web, and can be used to track carbon from air travel. Tracking air travel may also have a positive economic impact, which could be especially helpful in light of recent college travel budget reductions. A similar tracking method is employed at the college for printer paper use, and has been quite effective. The use of web-based trainings is increasing, as is the quality of delivery and content.

**2017-2018:** The ISP will work with the Vice President of College Services to make the necessary changes to the travel form to include air miles. This will be a voluntary field and the ISP will work with departments to complete this field.

The ISP will conduct a survey of departments’ use of web-based conferencing and training in lieu of travel. One possible recommendation could be full or subsidized payment by a general fund account for web-based conferences and trainings in lieu of travel.

1. Offsets

* Develop a plan for purchasing or documenting offsets that will mitigate remaining emissions from transportation.

***Plan to Complete***

**2017-2018:** Energy Analyst will investigate transportation offsets, and will prepare a complete report detailing options and recommendations, including costs.

Begin to align recommendations with transportation baseline data collected by the Sustainability Coordinator.

**2018-2019:** Based on recommendations and data, present a plan to the college

Budget Development Sub-committee to purchase transportation-based carbon offsets.

**2019-2020:** Purchase transportation-based carbon offsets with a plan to increase toward transportation-based carbon neutrality.

***New Initiatives***

Improve Utilization of the Downtown Center

In 2013, Lane Community College opened the Mary Spilde Downtown Center. The center is directly adjacent to the Lane Transit District downtown Eugene Station. To fully realize the downtown Eugene investment and opportunity, more classes must be scheduled at the Mary Spilde Center. Greater utilization would allow students to avoid the commute to the 30th Avenue campus. Students and faculty could take the bus or bicycle to the center, which has a secure bicycle room capable of holding 50 bicycles.

The following barriers would have to be considered:

* Scheduling classes in a manner that would not require students to travel excessively from main campus to downtown.
* Faculty are not currently included in the group bus pass agreement, unless they register for a class. Faculty who teach downtown could be provided with a bus pass for the term.

***Plan to Complete:***

**2017-2018:** Using scheduling data, open conversation with Facilities Council and the Executive

Committee about possibilities and barriers.

Develop Wetlands and Forest as Education Centers

The college owns 108 acres of forest to the south of campus and 60 acres of wetlands to the north of campus. The college should care for and use these areas as education centers for the campus and Eugene and Springfield communities. In 2016, the Whole Earth Nature School began operating their K-5th grade summer nature camps in the forestland south of campus. This has resulted in new users and visitors to the college, as well as removal of invasive species and development of trails and outdoor classrooms for educational purposes. In 2016-2017, the City of Eugene initiated discussions with the college about community member access the Susan Arlie City Park through the Lane campus.

**2017-2018:** Begin discussions with Paul Ruscher, Division Dean of Science, to discuss a vision

for the forest and wetland. Dr. Ruscher was a chief proponent of purchasing the wetland

property for its environmental and educational values. Dr. Ruscher is also a member of the

Facilities Council.

**2018-2019:** Create and submit a draft vision to the Executive Committee, the Facilities

Council, and Facilities Management and Planning for feedback.

**Adaptation / Education / Habituation**

The intent of this section is to widen the gaze of sustainability as fully mature program, capable of working to improve the social fabric of the college while maintaining and developing the operational excellence achieved over the past fifteen years. Most of the actions detailed below work to intertwine sustainability into instruction, diversity, student government, professional and organizational development, and the student experience. By demonstrating the fundamental relationship between sustainability and the social and human experience, we can work to address the structural behaviors, attitudes, and habits that are the source of both the problems and solutions of living well on the planet we share.

***Summary of 2011 Initiatives***

Partially Complete

1. Events and Marketing

• Offer two to four events per year that are open to students, employees, and the community.

• Improve sustainability website and update it frequently.

• Hold a one-day conference for Lane employees focused on implementing Lane’s sustainability strategic direction and Climate Action Plan in 2011.

• Utilize a wide variety of communication mechanisms to promote and celebrate

sustainable and climate-friendly activities.

In 2013, Lane Community College hosted the Oregon Higher Education Sustainability Conference, which brought together over 300 participants from five states. Hosting the regional conference allowed Lane to highlight its achievements and welcome students, faculty, staff, and executives from over 20 colleges and universities from as far away as Montana. Numerous community members from Eugene and Springfield volunteered or participated in the three days of workshops, breakout sessions, and activities.

The college sustainability website and Facebook page continue to be updated with current events and activities. The Institute for Sustainable Practices would like to redesign the webpage for ease of navigation, opportunities to convey conduits of action, and visual appeal.

***Plan to Complete:***

**2017-2018:** Update out-of-date information on the sustainability website. Make sure all links are working and information is updated. Meet with college webmaster to determine options to redesign website.

**2018-2019:** Work on complete redesign of the Institute for Sustainable Practices website. Work to create portals of information for faculty instruction, staff operations, student involvement, and community information and involvement. Create conduits of action through polls, surveys, and ways for the college community to influence decision makers. Create staff bios on website. Create a LinkedIn page.

**2019-2020:** Use Facebook, LinkedIn, and sustainability website to drive interest in sustainability at Lane. Seek to have staff present at conferences and webinars as regional experts on higher education sustainability. Be a constant presence at college inservices and programs.

**2020-2022:** The ISP has an array of events and marketing opportunities listed above and below that will propel it into the future.

1. Campus Learning Laboratory

• Install a solar training lab on the main campus.

• Construct a new downtown campus that acts as an energy efficiency and

renewable energy training laboratory.

• Improve the use of campus buildings as learning laboratories.

In 2013, Lane Community College opened the Mary Spilde Downtown Center, a LEED Platinum building in the heart of downtown Eugene. The building houses the Northwest Water and Energy Education Institute, among other programs, and enables students to interact with the building as an experiential laboratory. A solar training laboratory was included in the last bond, but was removed as a project and will be revisited at a later date as demand requires.

***Plan to Complete***

**2017-2018:** Continue to improve building automation systems and provide access to

instructors to use in class. This access was provided previously, but was not actively used by instructors. The ISP will work with instructors to determine whether the available data is useful to instruction and if not, how to assist instructors in integrating it into classes.

**2018-2020:** Revisit need for solar training lab. Continue to support instructors using available building system information and seek other instructors who may find the information useful on in instructional or academic level.

1. Infusion of Sustainability Across the Curriculum

• Professional Development: Develop methods for promoting sustainability professional development opportunities that employees can access using existing professional development funds. Develop methods for rewarding and tracking employees who participate.

• Course modification: Develop methods for encouraging faculty who have participated in sustainability professional development to modify courses to include sustainability content. Develop methods to encourage academic divisions to apply for curriculum development funds for sustainability infusion in annual unit plans. Apply for grants and seek other opportunities to fund sustainability curriculum development.

4. Sustainability-Focused Courses

• Increase the number of sustainability-focused courses: Develop methods for encouraging faculty to submit applications for sustainability course status.

• Improve visibility of courses: Designate sustainability-focused courses in print and online catalogs.

5. Sustainability Education in Targeted Areas

Develop methods to increase the number of sustainability-infused and sustainability-focused courses in the following specific areas:

• Economic sustainability.

• Social sustainability.

• Permaculture/sustainable agriculture.

• Climate change impacts.

• Activism.

After a strong start on these items due mainly to hands-on management by the Sustainability Coordinator, the infusion of sustainability into the curriculum began to slow. Retirements by core faculty and the pressure of meeting a number of learning objectives are barriers to achieving these items. Recently, when performing information sessions concerning the Climate Action Plan, students reported that sustainability is rarely, if ever discussed by instructors. One student reported that the only time sustainability is discussed in class is when a student asks a question or raises the topic. One faculty member said that she would be willing to teach concepts of sustainability in her physical therapy assistant class, but she had no idea how to do that on a practical level. The ISP intends to refresh and restart the infusion of sustainability into the curriculum. The plan requires modification of instruction, so a core group of faculty will be recruited to participate. The Sustainability Committee could also place this on their work plan. These plans are detailed below and in the “New Initiatives” section.

***Plan to Complete Items 3,4, and 5:***

**2017-2018:** Survey and meet with faculty and deans about attitudes, barriers, and possible

opportunities with regard to infusing sustainability into course work. Identify

leaders in sustainability teaching in the classroom.

**2018-2019:** Based on information gathered in 2017-18, work to create a variety of paths for faculty to engage sustainability in their classes in course work. Some possible outcomes could be: sustainability teaching modules for individual disciplines, structured and scheduled lessons and presentations by the Institute for Sustainable Practices staff, dedicated fall inservice sessions on the general principles of teaching sustainability, or direct interaction with faculty on a one-to-one level. Offer fall inservice session about the general principles of sustainability teaching.

**2019-2020:** Introduce two or three pathways for faculty to engage sustainability in their classes. Actively recruit faculty to participate. Continue inservice presentations.

**2020-2022:** Create dedicated page and space in the ISP work plan for developing faculty. Consider presenting ideas to regional and national conferences.

Not Complete

Graduation Requirement

Explicitly include sustainability in the core ability outcomes for all graduating students.

***Update:***

This item will be dropped from the Climate Action Plan at this time. Significant institutional barriers remain. Requiring students to take more classes in order to graduate may affect retention and cost of attending college.

***New Initiatives***

1. Promote and Expand Learning Garden

The Learning Garden is a student-funded organic garden that works to educate students about local and regional food cultivation and farm-to-table eating, and also supplies fresh produce to the Culinary Arts Program for use in classes and in the Renaissance Room restauarant. The garden also supplies fresh produce for the Center for Meeting and Learning, Lane’s catering department. In response to changing growing climate in the Willamette Velley, the Learning Garden has recently begun to experiment with growing out-of-zone crops. Student contact hours in the gardent have increased yearly, and now average about 2,500 hours per academic year. The garden is located behind the childcare center at the southwest corner of campus and can be hard to find for some. This plan seeks to increase the knowledge and visibility of the garden, with an eye toward expansion and possible rentable space for events.

***Plan to Complete:***

**2017-2018:** The Learning Garden coordinator will visit 2 classes each term and table in the cafeteria to advertise and promote the Learning Garden.

An Earth Day event will be held in the garden in 2018.

The garden will supply student plots and tools for students who wish to grow their own food. Planning and funding for a Learning Garden pavilion in a gravel lot above and to the west of the garden will continue. The pavilion can be used for classes, campus gatherings, and will be rentable space for events.

A comprehensive ten-year vision for the garden will be drafted.

The Institute for Sustainable Practices will attempt to bring the FTE of the Learning Garden Coordinator to 1.0 to reflect the increase in student contact hours.

Goal for student contact hours: 2,750.

**2018-2019:** The Learning Garden will expand the fence line and gates to encompass the greenhouse, resulting in an expansion of approximately 2,500 square feet. The expansion will allow more space for experimental crops, student plots, and possible coursework study plots.

Planning for a Learning Garden Pavilion will continue, with construction starting in summer 2019.

Learning Garden Coordinator will continue to make class visits and perform other outreach.

Goal for student contact hours: 3,000

**2019-2020:** The completed Learning Garden Pavilion will be available for Learning Garden workshops, Continuing Education classes, and Center for Meeting and Learning events for college departments and community members.

Goal for student contact hours: 3,200.

**2020-2022:** Some previously landscaped areas and turf areas are replaced with vegetable crops and native edibles.

1. Collaborate with Department of Access, Equity, and Inclusion

The Institute for Sustainable Practices will begin to collaborate with the Department of Access, Equity and Inclusion to form links between diversity and sustainability. One of the key takeaways from information sessions is the need to fold cultural awareness into sustainability at Lane though imagery, language, and driving philosophy.

***Plan to Complete***

**2017-2018:** Approach the Chief Diversity Officer to collaborate on a project or speaker series about the links between access, equity, inclusion, and sustainability. Plan to kick off speaker series in fall 2018. Identify funding sources. Begin conversations with the ASLCC Multicultural Program Coordinator and the ASLCC Gender and Sexual Diversity Advocate to identify links between sustainability and cultural, gender, and sexual diversity.

Request additional guest appearances at Diversity Council to discuss links, actions, and takeaways.

**2018-2019:** Speaker series or project about the links between access, equity, and inclusion and sustainability kicks off, targeting all members of the college and Lane county communities. Perform follow-up survey or interviews about effectiveness of speakers and content. Seek to have Sustainably Coordinator become a member of the Diversity Council. Invite Diversity Council members and ASLCC Diversity Team to sustainability events, such as Earth Day and Welcome Week.

**2019-2022:** With the assistance of the Diversity Council, the Department of Access, Equity, and Inclusion, and ASLCC Diversity Team, begin to develop information, campaigns, and presentations that deepen the links between sustainability and diversity.

1. Collaborate with Professional and Organizational Development

Much of the content in emotional intelligence, growth mindset, and appreciative inquiry professional development offerings features direct links to sustainability. The ISP could also use the Professional and Organizational Develoment (POD) department to craft and deliver specific courses and trainings about sustainability aimed at developing faculty and staff competencies and growth.

***Plan to Complete*:**

**2017-2018:** Leverage existing trainings offered by POD. Increase involvement in Aspiring Leaders Program, training future college leaders to develop styles of leadership that promote and practice the awareness necessary lead though uncertainty and develop habits that exhibit leadership that embodies social sustainability. Continue to offer presentations about change management and leadership that have direct connections to sustainability.

**2018-2019:** Begin to develop content-specific trainings on sustainability. Use training in emotional intelligence, appreciative inquiry, growth mindset, and institutional coaching to develop a framework to train leaders in sustainability at the staff, faculty, managerial, and executive levels. Offer two trainings internally and present concept or training at one national conference.

**2019-2022:** Improve content-specific trainings. Offer two to three internal trainings per year. Consider offering trainings to other colleges and universities.

1. Student Sustainability Cohorts

Faculty are not the only means of communicating sustainability in courses. Faculty demands require they move deliberately though content to achieve learning outcomes. A classroom is a community. The student sustainability cohort action seeks to educate and empower students to be active participants in the classroom community.

***Plan to Compete:***

**2017-2018:** Recruit a cohort of six students. Provide training and coaching on how to properly interact with classes and instructors to ask probing questions about the relationship of the course content and a related aspect of sustainability. The goal will be to engender conversations to explore sustainability in the learning environment. Follow up at mid-term and finals week to debrief and evaluate the experience. Contact instructors who had students in their classes for feedback.

**2018-2019:** Modify cohort program based on feedback from students and instructors. Recruit cohort of ten to twelve students. Create program structure for future cohorts.

**2019-2022:** Continue to improve and expand program. Improve evaluation instruments. Seek to enroll up to 25 students per year. Consider developing program into a credit offering. Present concept to regional and national conferences.

1. Improved collaboration with ASLCC and Council of Clubs

Engaging student groups and clubs is essential to achieve our sustainability goals. In 2016, a new club, Students for Environmental Advocacy, was formed to provide students with a channel to engage the college on sustainability issues. The ASLCC Student Sustainably Coordinator is a permanent part of the student government. There is a detailed plan above to collaborate with the ASLCC Multicultural Program Coordinator and the ASLCC Gender and Sexual Diversity Advocate.

***Plan to Complete:***

**2017-2018:** Work with ASLCC Sustainability Coordinator to improve student involvement in sustainability programs and offerings on campus, such as the Sustainability Committee, Learning Garden, sustainability student cohort, and transportation activities.

**2019-2020:** Continue to work with ASLCC to attract students to sustainability offerings on campus, especially the student sustainability cohort Program and Sustainability Committee.

**2020-2022:** ASLCC and the ISP work together to cohost one to two events a year, such as Earth Day and Walk and Bike to School Day.

1. Improve Sustainability Committee

The Sustainability Committee formed in 2004 and is responsible for much advancement in sustainability at the college. Officially a subcommittee of the Facilities Council, the population of the committee waxes and wanes and student involvement in particular has been scant. As the college’s sustainability efforts have matured, the Sustainability Committee needs to be refreshed to support the work and be a part of the Institute for Sustainable Practices.

***Plan to Complete:***

**2017-2018:** With the ASLCC Sustainability Coordinator and the Sustainability Committee Co-chair, begin to recruit new members for the committee from staff, faculty, and students. Invite the ASLCC Multicultural Program Coordinator and the ASLCC Gender and Sexual Diversity Advocate. Hold a kick off meeting and celebration early in the fall term of 2017. Focus for the year will be visiting different sites and buildings for tours and discussions. Consider revising the Sustainability Committee charter.

**2018-2019:** With a revised charter, continue to develop the committee. New students will need to be recruited every year. Create a defined work plan for the committee and report to the Facilities Council. Complete two to three small or medium-sized projects supporting the 2018 Institute for Sustainable Practices work plan, such as improving infusion of sustainability across the curriculum.

**2020-2022:** Refreshed committee continues to work with the ISP to support activities. Consider the possibility of having one joint Diversity/Sustainability Committee meeting, program, or project.

1. Update Green Office Certification Program

The Green Office Program was created in 2013. Currently, seven offices have earned Green Office certification. The program works to help departments take small actions to improve their environmental footprint. There is an incentive program in place to motivate departments to enroll in the program. The program has been successful in providing education and actions to raise sustainability awareness at the departmental level. The Institute for Sustainable Practices wishes to update the program to align it with the Climate Action Plan, Energy Conservation Plan, Transportation Plan, and other ISP programs and initiatives. One purpose is to provide more consistent data gathering, expanded education, and targeted follow-up with departments who are Green Office certified.

***Plan to Complete:***

**2017-2018:** Complete certification of departments currently in the program. Ask others in the queue if they wish to complete certification in the existing program structure or if they wish to be in the pilot group for the revised program. Revised program will launch as a pilot in 2018-2019.

**2018-2019:** Begin redesign of program to include a yearlong process of baseline data gathering, operations and behavior change improvements, and performance periods. The ISP will perform follow up data gathering and education for one year after the certification period. An email list for all Green Office certified offices will be created to maintain better contact and share information. Seek two offices to pilot new program.

**2019-2020:** Make any necessary changes based on feedback from pilot group. Seek two to three offices to become Green Office certified. Perform follow up with pilot group.

**2020-2022:** Continue to recruit offices to become Green Office certified. The five year goal for the program is to have 50% of all Lane departments certified.



1. Wolfe, Malone, Heerwagen, and Dion. *Behavioral Change and Building Performace: Strategies for Significant, Persistent, and Measureable Institutional Change.* US Department of Energy: Pacific Northwest National Laboratory, 2014.

   https://energy.gov/sites/prod/files/2014/06/f16/change\_performance.pdf [↑](#footnote-ref-1)