Colorado College

The following information was submitted through the STARS Reporting Tool.

Date Submitted: Feb. 28, 2015

STARS Version: 2.0

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:
Endowment size:http://www.coloradocollege.edu/offices/finance/endowment.dot-fix buildings
The square footage for Energy Intensive Space reflects that of Honen Ice Arena.

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

Endowment size:

680,377 *US/Canadian $*

Total campus area:

94.40 *Acres*

IECC climate region:

Cold

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

1,959,308 *Gross Square Feet*

Conditioned floor area:

1,293,143 *Square Feet*

Floor area of laboratory space:

195,825 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

52,584 *Square Feet*

Floor area of residential space:

672,346 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	52.04
Geothermal	---
Hydro	8.69
Natural gas	33.17
Nuclear	---
Solar photovoltaic	0.30
Wind	2.32
Other (please specify and explain below)	3.48

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

3.48% of CC's electricity is sourced from what Colorado Springs Utilities refers to as "mixed market". It is a make up of the company's day-to-day purchases of resources intended to balance its electric system. It does not consist of wind, hydro or solar but does include natural gas purchases and electric purchases from neighboring suppliers to provide daily balance.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	0.24

Geothermal	---
Natural gas	99.76
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

2

Number of academic departments (or the equivalent):

34

Full-time equivalent enrollment:

2,096

Full-time equivalent of employees:

667

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,096

Total number of graduate students:

19

Number of degree-seeking students:

2,096

Number of non-credit students:

0

Number of employees:

696

Number of residential students:

1,548

Number of residential employees:

17

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

Submission Note:

The Office of Sustainability is working on implementing a course designation for sustainability-focused and -related courses. The designation is in the process of being reviewed by faculty, and will be voted on by the end of the end of the year. It was written by a group of students, faculty, and staff that was part of the Sustainability Action Team appointed by the president during the 2013-2014 academic year. Ideally, in 2015-2016 sustainability courses will be designated in the catalog and on student transcripts.

https://www.coloradocollege.edu/offices/sustainability/curriculum/

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	3,604	17
Number of sustainability courses offered	81	0
Number of courses offered that include sustainability	50	0

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

22

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

36

Number of years covered by the data:

Two

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

STARS course list 2014-2015.xlsx

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

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

https://www.coloradocollege.edu/catalog/

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

An intern in the Office of Sustainability contacted all departments to ask faculty to identify whether they teach sustainability courses or courses that include sustainability. Response rates varied, but the process helped better inventory courses. The intern also went through the course catalog to identify courses based on the STARS definitions and the course descriptions included on the website. All block courses from the 2013-2014 and 2014-2015 years were included, excluding theses, independent study courses, adjuncts, and summer courses.

How did the institution count courses with multiple offerings or sections in the inventory?:
Each offering or section of a course was counted as an individual course

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

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

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

Does the institution designate sustainability courses in its catalog of course offerings?:
No

Does the institution designate sustainability courses on student transcripts?:
No

Learning Outcomes

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

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

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

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

Submission Note:

CC has not developed any sustainability learning outcomes at this time.

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

Undergraduate Program

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

The Colorado College Environmental Program prepares students to understand their connection to the environment, acquire the skills to explore scientific and human interrelationships in the global ecosystem, and pursue interdisciplinary approaches to problem solving. The program offers two integrated majors Environmental Science and Environmental Policy, disciplinary tracks in Environmental Chemistry and Environmental Physics, and a thematic Environmental Issues minor.

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

http://www.coloradocollege.edu/academics/dept/environmentalprogram/

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

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

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

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

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

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

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

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

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

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

This Environmental Issues minor is intended to provide a foundation for understanding the interdisciplinary nature of environmental problems and opportunities. This interdisciplinary minor draws from economic, political science, philosophy, sociology, and natural science courses.

The website URL for the undergraduate minor, concentration or certificate (1st program):
https://www.coloradocollege.edu/academics/dept/environmentalprogram/requirements/environmental-minor.dot

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Institution offers at least one:

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

And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Criteria

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

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

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

   And/or

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

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

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

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

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

Yes

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

Colorado College offers a carefully-reviewed selection of semester and year-long programs for off-campus study, internationally and domestically. There are a variety of Colorado College semester programs, Exchange programs, ACM programs, and Approved (third-party) programs. Many of these focus on sustainability-related topics, such as conservation, biodiversity, resource management, globalization, development, social change, health, and human rights. These include: HECUA Environmental Sustainability Semester: Science, Public Policy, and Community Action, and Agriculture and Justice Semester: Building a Sustainable Food System in Minneapolis, HECUA Culture and the Environment: A Shared Future in New Zealand, SEA Semester: Oceans and Climate, Frontiers Abroad in New Zealand: Earth systems or Geology semester, Earth and Environment in Italy semester, ACM Costa Rica: Field Research in the Environment, Social Science, and Humanities semester, ACM Tanzania: Ecology and Human Origins semester, ACM Oak Ridge Science Semester, SIT Madagascar: Biodiversity and Natural Resource Management, Comparative Wildlife Management Semester in Tanzania and Kenya, ISDSI: People, Ecology, and Development semester in Thailand, DIS Copenhagen: Environmental Science of the Arctic, Sustainability in Europe tracks, International Environment and Development semester in Washington, Tropical Ecology at Boston University Ecuador, and CIEE Bonaire: Tropical Marine Ecology. There is a new Colorado College semester program in environmental

education, called the TREE program, which takes place at the Catamount Center on Pike's Peak as well.

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

http://www.coloradocollege.edu/offices/international/all-semester-and-year-off-campus-options.dot

Sustainability Literacy Assessment

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

0

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

0

A copy of the questions included in the sustainability literacy assessment(s):

The questions included in the sustainability literacy assessment(s) :

A brief description of how the assessment(s) were developed:

A brief description of how the assessment(s) were administered:

A brief summary of results from the assessment(s):

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

Incentives for Developing Courses

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Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

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Criteria

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

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

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

Submission Note:

https://www.coloradocollege.edu/offices/sustainability/images/FacultyWorkshopApp.pdf

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

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

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

The Faculty Sustainability Scholars program is an ongoing incentive program to expand sustainability curriculum offerings at CC. The program, which commenced in May 2014, includes an annual faculty development workshop entitled Sustainability Across Curriculum. It is designed to support faculty in incorporating sustainability learning in courses broadly across the curriculum (not only in the environmental sciences). The workshop includes programming on broad sustainability concepts, health and wellness, sense of place, etc. Last spring, ten professors from ten different departments participated in the workshop. This has resulted in the re-design of several courses to incorporate sustainability topics, including Introduction to Geodesign, Economics of Innovation, and Sustainable Development. The scholars come together once a semester to discuss progress in developing courses. They will also be involved in a continuing conversation about expanding sustainability offerings in the curriculum, and will help support future participants in the workshop.

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

A $500 stipend is awarded to participating faculty upon completion of the Sustainability Across Curriculum workshop, with an additional $500 paid upon approval of a course redesign that includes sustainability learning outcomes within twelve months of the workshop.

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

Campus as a Living Laboratory

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

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

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

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

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

	Yes or No

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

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

The Office of Sustainability interns have used the campus as a living labratory for air & climate while collecting data for STARS. The intern in charge of data collection conducted an interview of the HVAC/ Central Plant Supervisor and was given a tour of the heating plant facility. Furthermore, the Office of Sustainability employs a student intern to work on the college's annual greenhouse gas inventory. The intern looks at all aspects of campus to collect data related to greenhouse gas emissions and has looked into ways of implementing more efficient recording systems.
In addition, the Air: Atmospheric Physics and Chemistry class includes a student-designed laboratory/field research component related to local pollution.

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

Office of Sustainability interns have used campus as a living laboratory for buildings while collecting data for STARS and in other projects. Through communication with CC's Campus Planner, interns have learned about building operation and maintenance, design and construction, and indoor air quality. Interns are working with faculty in the GreenLabs project, which aims to improve energy efficiency in labs on campus.

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

A group of students funded by andEcoGrant are undertaking an audit of local, sustainable and ethical food on campus. Using the framework provided by the Real Food Calculator, the students systematically analyzed the quality of the various products being purchased and generated quantitative data based on local, ecological, fair trade, and humane expenditures. In addition, the Office of Sustainability interns met with Bon Appetit staff in order to collect data for STARS. Further, the Food and Social Justice course includes independent projects exploring food on campus and in the community.

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

The Office of Sustainability Interns have used the campus as a living laboratory for energy while collecting data for STARS. Through meeting with the College's Campus Energy Manager, interns learned the ins and outs of energy on campus and were able to evaluate the strengths of shortcomings. In the Intro to Geodesign course, students undertook campus-based geodesign projects that identify opportunities for renewable energy placement.

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

Students enrolled in courses such as Nature & Spirit -Science & Religion, Environmental Stewardship & Spirituality, and Conservation Biology & Spirituality have studied ecology through South Crestone Creek at CC's Baca campus. First year student orientation groups have and will continue to participate in stewardship efforts at the Baca Campus through native planting activities etc. In addition, two interns from the Office of Sustainability have been collaborating with faculty and facilities staff to improve the prioritization of sustainability in campus landscaping. By the end of the 2013-2014, these students will have proposed their plans to CC's Master Planning Committee and the Design Review Board for approval. In addition, the Office of Sustainability interns have used the campus as a living laboratory for grounds while meeting with the Grounds Crew to discuss campus landscaping. Finally, in the Intro to Geodesign, students undertook campus-based geodesign projects that identify opportunities for xeric landscaping and/or vegetable gardens, together with plant communities that provide habitats for pollinators, birds, and small mammals.

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

The Office of Sustainability interns have used the campus as a living labratory for purchasing while collecting data for STARS. By communicating with members of the Purchasing Department, interns have been briefed on the purchasing policies and procedures adapted by the College and have been able to opportunities to improve.

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

The Office of Sustainability interns have used the campus as a living labratory for transportation while collecting data for STARS. By communicating with representatives of the Transportation Department, interns have gathered insight on the campus's use of sustainable transportation and have been able to determine areas in which the campus can improve.

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

An intern in the Office of Sustainability is working on a project through the Campus Sustainability Council to improve waste systems on campus and streamline recycling. In addition, the Office of Sustainability interns have used the campus as a living labratory for waste while collecting data for STARS.

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

The Office of Sustainability interns have used the campus as a living laboratory for water while collecting data for STARS, and in other projects. The Building and Grounds intern is working on a project to increase xeric gardening across campus and conserve water. In addition, in the Intro to Geodesign course, students students undertook campus-based geodesign projects that identify opportunities for water conservation and xeric gardens.

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

The Office of Sustainability Interns used campus as a living laboratory for Coordination, Planning & Governance while collecting data for STARS. In the Intro to Geodesign course, students submitted projects related to landscaping and energy on campus to the Campus Master Plan architects, as a means to communicate student-developed sustainability aspirations to the designers. Further, a number of students serve on the Campus Sustainability Council, which is developing a Sustainability Action Plan to address broad planning and governance goals.

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

The Office of Sustainability Interns have used the campus as a living labratory for Diversity & Affordability while collecting data for STARS.

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

The Office of Sustainability Interns have used campus as a living labratory for Health, Wellbeing & Work while collecting data for STARS. Further, the Environmental Inquiry class included a component of reflection which related to health and wellness and students' personal relationship to their environment.

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

The Office of Sustainability Interns used campus as a living laboratory for Investment while collecting data for STARS. In addition, the Economics of Higher Education class considered the college's investment policies. Students in the Divestment group also have engaged with the Board of Trustees to advocate for sustainable investment.

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

The Office of Sustainability interns have used the campus as a living laboratory for public engagement while collecting data for STARS. Further, interns in the Collaborative for Community Engagement are developing programs to improve engagement in the broader community, including projects addressing food justice, arts for social change, and youth engagement.

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

An intern in the Office of Sustainability presented to the incoming class of 2018 during orientation about sense of place. The presentation was designed to educate new students about various aspects of sustainability on campus, including water, food, energy, buildings, landscape, etc.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

Faculty Research

http://www.coloradocollege.edu/academics/faculty/research/

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

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

24

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

164

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

14

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

36

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

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

Krista Fish, Anthropology
Mario Montano, Anthropology
Murphy Brasuel, Chemistry
Mark Smith, Economics & Business
Kristina Lybecker, Economics & Business
Daniel Johnson, Economics & Business
Howard Drossman, Education
Mike Taber, Education
David Mason, English
Miroslav Kummel, Environmental Program
Rebecca Barnes, Environmental Program
Jean Lee, Environmental Program
Phillip Kannan, Environmental Program
Eric Leonard, Geology
Steven Janke, Mathematics
Emilie Gray, Organismal Biology and Ecology
Marc Snyder, Organismal Biology and Ecology
Marion Hourdequin, Philosophy
Alberto Hernandez-Lemus, Philosophy
Corina McKendry, Political Science
Andrew Price-Smith, Political Science
Wade Roberts, Sociology
Eric Perramond, Southwest Studies
Marie Davis-Green, Theatre & Dance

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

An intern in the Office of Sustainability contacted departments to ask faculty to self-identify whether they engage in sustainability research. Response rates were varied. The intern also reviewed faculty scholarship profiles provided by the Dean's Office to build the research inventory. Only full-time faculty members are included in the inventory.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

Submission Note:

Tess Powers, the director of faculty research support, is devoloping a resource guide to help faculty fund interdisciplinary sustainability research. It wshould be published by the end of the year.

"---" *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 State of the Rockies project, now in its twelfth year, offers students a valuable opportunity to work alongside faculty and staff to conduct state-of-the-art research in CC's backyard. Each summer, the project hires a group of Colorado College students to gather data for, compose, and publish the project's annual report. The State of the Rockies aims to encourage dialogue and collaborative action, inform stakeholders about regional issues, connect peer communities by sharing best practices, and stimulate Colorado College student contributions and outreach in the Rockies. This year the project will give special attention to environmental governance, or how federal involvement, non-profit, watershed, tribal, and private initiatives shape conservation efforts. The team will analyze their role in specific landscape conservation objectives. These objectives range from the protection of biodiversity, to economic sustainability, to cultural

preservation efforts. The backdrop of this research will be the complex array of diverse communities, economies, and environments in the Rocky Mountain West.

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

http://www.coloradocollege.edu/stateoftherockies/

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

No

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

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

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

No

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

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

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

Yes

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

Tutt Library provides online research guides, known as LibGuides, for a variety of academic subjects. The Sustainability LibGuide offers recommendations for books, databases, and other resources related to sustainability. It also directs students to the Natural Sciences Liaison Librarian. In addition, the library has purchased several partial Ejournal packages useful for sustainability research and subscribes to and has available a number of journals, databases, ebook collections and print books relevant to sustainability and the environmental sciences.

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

http://coloradocollege.libguides.com/sustainability

Access to Research

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

Submission Note:

Colorado College faculty members are all scholar-teachers. To be considered for tenure and/or promotion, faculty members are required to be engaged in active scholarly work. Therefore, all departments are considered to produce research. In addition, although it is not formally tracked, the total number of faculty engaged in research came from the number of full-time faculty listed in the 2013 Faculty Scholarship publication produced by the Dean's Office. Only full-time faculty members are included in our inventory, although there are a number of part-time and visiting professors who also teach at Colorado College.

Although there is no formal policy in the library's collection development plan regarding sustainability, the library's reference staff is aware that sustainability is important to the Strategic Plan, and is oriented toward buying relevant materials. There is a Sustainability LibGuide, and the library has purchased several partial Ejournal packages useful for sustainability research. In addition, the library subscribes to and has available a number of journals, databases, ebook collections and print books relevant to sustainability and the environmental sciences. The college does not have a program promoting sustainability literacy, but it is introducing new curriculum development efforts this year.

CC has a policy supporting the concept of open access to scholarly work. Faculty, staff, and students are encouraged to share their intellectual property. The Digital Archives of Colorado College (

http://dacc.coalliance.org/

) is the college's repository for storing research data and allowing open access. However, there is no formal policy assuring open access to all scholarly work in any department.

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

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

0

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

0

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

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

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

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

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

Submission Note:

http://senseofplacecoloradocollege.wordpress.com

https://www.coloradocollege.edu/offices/sustainability/community/sense-of-place/

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

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

Yes

Number of degree-seeking students enrolled at the institution:

2,096

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

ECO-RAs

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

1,548

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

The Colorado College ECO-RA program, supported by the Sustainability Office, promotes peer-to-peer education to foster sustainable living practices on and off campus. All residential areas, including large residence halls, apartments, smaller campus houses and off-campus areas are served by one or more student ECO-RAs. Selected ECO-RAs educate locally in their respective residential spaces, through formal and informal programming, marketing materials, and events. In addition, ECO-RAs implement conservation measures in their residential areas. Examples of activities include monitoring and reporting on energy and water use, identifying opportunities to minimize paper waste, coordinating CFL lightbulb exchanges, and supporting material reuse & recycling. ECO-RAs also participate collectively in campus-wide initiatives such as Recyclemania and Campus Conservation Nationals. Stipends for ECO-RAs are $50 per block ($400 per year), with additional funds available to support programming. Although almost ten years old, The ECO-RA program has been inconsistent and has therefore been reworked and rebooted for the 2014-2015 academic year.

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

The Sustainability Office accepts applications for the ECO-RAs program on an annual basis.

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

ECO-RAs are trained by Sustainability Office staff and are provided with a published guide for peer-to-peer education.

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

The ECO-RAs program at Colorado College is stipend based, with a budget of $2400 per semester. Educators are also provided with funding for programming needs and materials.

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

Sense of Place - New Student Orientation Program

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

509

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

The program was built to familiarize new students to the unique ecology and community of Colorado Springs while fostering the spirit of sustainability that Colorado College aims to embody. The presentation introduced students to plant, bird, and animal species within the

area as well as the energy and waste disposal systems that support Colorado Springs and Colorado College. In the fall of 2014, the sense of place program included videos and live speakers on various subjects. The program now also has a website that is open to the public (

http://senseofplacecoloradocollege.wordpress.com

). The entire NSO program is being reworked and revamped for fall of 2015, where Sense of Place will have an even bigger role, potentially providing the theme of the entire program.

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

The student educators are interns through the Office of Sustainability. A specific internship position entitled 'Sense of Place Intern' was created in the Office of Sustainability in 2014.

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

The student educators receive mentorship from the Sustainability Manager, Ian Johnson, and collaborate with the Director of Outdoor Education, Ryan Hammes.

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

The institution does not have a single source of funding for this project. In its first year, the program was funded by an Eco-Fund grant from the Office of Sustainability, funds from the Outdoor Recreation Club, existing New Student Orientation funding, as well as funding to the individual intern responsible from the Office of Sustainability.

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

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

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

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

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

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

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

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

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

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

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

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

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

1,200

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

https://www.coloradocollege.edu/offices/sustainability/community/eco-reps/

Student Orientation

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

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

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

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

100

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

New Student Orientation includes Campus Sustainability Tours guided by Sustainability Office staff and upperclassmen volunteers.

In 2014, a two-hour "Sense of Place" programming was added to New Student Orientation. The program was built to familiarize new students to the unique ecology and community of Colorado Springs while fostering the spirit of sustainability that Colorado College aims to embody. The presentation introduced students to plant, bird and animal species within the area as well as the energy and waste disposal systems that support Colorado Springs and Colorado College through various videos and presentation speakers. A "Sense of Place" website was launched in the fall of 2014 as a follow up to the New Student Orientation programming and as a public resource for other students and community members.

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

https://www.coloradocollege.edu/offices/sustainability/community/sense-of-place/

Student Life

Criteria

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

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

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

Submission Note:

A consolidated pdf of sustainability/environmental science themed semesters titled "Environmental Studies Off- Campus" is available through inquiry into the study abroad office and the Assistant-Director of Off-Campus Study, Heather Browne.

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

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

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

Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	No

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

EnAct (self-governed)
EnAct, the oldest student group on campus, began after Earth Day 1970 and was influenced by the Colorado Springs Ecology Action group. EnAct serves as a forum to raise environmental and social awareness through research, education, and action at CC and within the Colorado Springs community. EnAct is student-governed and is an umbrella under which students can organize and pursue the environmental and social justice projects they value, and provides a community of individuals interested in fellowship and learning from each other. In the past, EnAct projects have included Earth Day/Week, developing the college's present recycling program, taking trips to research regional environmental issues, presenting speakers and slideshows to educate students on current environmental issues, and instituting the Timothy Linnemann Memorial Lecture on the Environment. EnAct is open to all people with an interest in the environment.

Divest (self-governed)
The Student Divestment Committee (SDC) advocates for the divestment of CC's endowment from the Fossil Fuel Industry as a method of stripping fossil fuel companies of their social license, aligning CC's mission for sustainability with our investments, and demonstrating solidarity with marginalized communities fighting for climate justice. The committee requests for the board to freeze all new investments immediately and to divest from the top 200 publicly traded fossil fuel companies within five years. Within the previous three years, the committee has collected over 1,000 student signatures for a petition supporting divest, organized several all campus events such as Divest Fest and Divestment 101 talks, run several articles in the college newspaper and magazine, and met with and presented to the Board of Trustees several times. Currently, the SDC is working on an outreach campaign to get alumni involved.

CC Farm Club (self-governed)
The CC Farm is a student run, self sustaining one point three acre garden on Wood avenue, behind the president's house. Since 2008, students have taken the initiative to grow and harvest produce on the land, which is then supplied to our school's food service provider, Bon Appetit. The CC Farm Club aims to promote a greater understanding and practice of local agriculture and food cycling amongst the community. The CC Farm serves as both a classroom and gathering place for people of all ages, as well as a flagship of sustainability at CC. Recent accomplishments of the CC Farm Club have included bringing the new greenhouse onto campus and meeting their yearly produce quotas (selling $7,000 worth of food). The club has also responsible for organizing several popular campus events including the Harvest Banquet, the Green and Bluegrass Festival, and the Pig Roast. During the summer of 2014, the CC Farm began a farmer's market on Saturdays in the parking lot of Slocum Hall. The market was extremely successful and will be continued next year.

EcoFit Audit and Retrofit Team (self-governed)
The aim of the EcoFit project and associated fund is to create a lending institution that will provide loans to finance home retrofits in the Colorado Springs community. The project strengthens Colorado College's ties with the local community by helping families lower their home-energy expenses and reducing the community's carbon footprint. The project also provides valuable educational experiences to students and families involved, especially in the fields of accounting, environmental science, physics, sociology, and southwest studies. The EcoFit group also perform audits on campus, which is essential in helping the College reach our 2020 carbon neutrality goal.

The Good Food Club (self-governed)
Good Food (formerly known as the Veg Heads) is CC's club "for those who wish to eat thoughtfully." The club promotes discourse and

action focused on sustainable food practices and food ethics. The mission states, "As socioeconomically privileged, 21st century Americans, we have the opportunity to make responsible, knowledgeable, ethical, and sustainable decisions when it comes to the food we choose to consume". In other words, Good Food concerns itself with holistic discussion about food: what it is, where it comes from, and how it affects us, the global community, and the environment. The group has organized several food-related panels, organized a canning workshop, assisted the Food Coalition with its Food Day event, and hosts a potluck each block.

CC Bike Co-op (self-governed)
Started by students in 2008, the bicycle cooperative's goals are to empower people to maintain and repair their own bikes and to negate the necessity of cars within a five-mile radius of campus. The co-op offers free classes in bike repair and maintenance. Student volunteers also keep a self-service bike shop stocked with tools, workbenches, and used parts. They also gather abandoned bicycles, "resurrect them" to keep them from becoming trash, and sell the refurbished bikes.

Plant Strong (student-governed)
CC Plant Strong is a new vegan club focused on food, health, sustainability, ethics, and agriculture. The club has worked to bring multiple food-related speakers to campus.

Fair Trade Committee (student-governed)
The Fair Trade Committee supports fair trade food. It's primary objective is to make CC a certified fair trade campus, that is, having fair trade items at all dining areas and convenience stores.

Food Coalition (student-governed)
The Food Coalition hopes to bring together the knowledge, energy, and ideas of CC students interested in food justice and food-related issues both on and off campus. The Coalition acts as a link between groups and individuals on campus, and between students and Colorado Springs community partners by providing the resources and support for organized networking. It is overseen by both the Office of Sustainability (OoS) and the Collaborative for Community Engagement (CCE). We employ a Collective Impact model of collaboration, in with the CCE acts as the group's "backbone support." In October of 2013, to celebrate National Food Day, the Coalition brought together CC students, community members, and representatives from local businesses and organizations to discuss the local food movement and to explore opportunities for partnership and collaboration. Since then, the Coalition has continued to unite our efforts to make a sustained impact in our community. Food Coalition groups include the CC Farm, the CC Greenhouse, the Carnivore Club, the Good Food Club, Colorado Springs Food Rescue, the Palate Project, and the SOUP Project at the Community Kitchen.

Colorado Springs Food Rescue (student-governed)
Founded in 2013, the Colorado Springs Food Rescue is a student-run organization that collects food perishables and buffet leftovers six days a week and uses bike trailers to transport the food to charities and non-profits that serve at-risk or hungry individuals.

Energy, Environment and Security Project (student-governed)
Founded in 2011, the Energy, Environment and Security Project is a student-led think tank that aims to promote discussion and research on the rising energy and environmental security challenges of the 21st century. The club hopes that by publishing undergraduate working papers through CC's Political Science Department they can foster innovative, interdisciplinary, and practical thinking and research that will advance stability and sustainability in the international system.

The website URL where information about student groups is available:

http://www.coloradocollege.edu/offices/sustainability/community/student-groups.dot

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

CC Farm

Students created the CC Farm on campus in Spring 2008. Produce from the 1.3 acre organic permaculture garden is sold to Bon Appétit, the college's food services provider, and at local farmers markets. In addition to a wide variety of vegetables, the CC gardeners raise apples, cherries, peaches, plums, and apricots in a small orchard, raspberries, wildflowers, free-range chickens, and bees for honey. The CC Farm is self-governed and is run by the CC Farm Club.

Greenhouse

The new greenhouse is carefully designed as a passive solar system that maximizes the heat capacity of the sun during cold Colorado winters, and employs passive ventilation during the summer to create a hospitable growing climate year round. Water barrels along the north wall provide crucial insulation by absorbing heat during the day and releasing that heat throughout the night, keeping the internal temperatures steady. It is a student-run space maintained through the collaboration of the CC Farm and the Synergy Houses. The greenhouse is home to radishes, beets, turnips, carrots, lettuce, chard, kale, beans, peas, onions, scallions, tomatoes, basil, thyme, spinach, cilantro, and melons. The food will be split between the Synergy community and the CC Farm Synergy House Garden

Synergy Garden

The Synergy House includes an organic garden in the backyard that is tended by its inhabitants. The garden is harvested in the fall, and its produce is shared with the CC community. The Synergy House garden is self-govenered.

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

http://www2.coloradocollege.edu/students/ccfarm/ccfarm.htm

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

Sacred Grounds is CC's student-governed, sustainable, socially responsible, fair trade and organic coffee house. It is located in the basement of Shove Chapel.

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

http://www2.coloradocollege.edu/bulletin/March2006/?sacredGrounds

A brief description of the sustainable investment or finance initiatives:

In April 2011, Colorado College established the CC Green Fund. The initial $10,000 designated for the fund was invested by CC students with support from the Office of Endowment & Investment and the Campus Sustainability Council. The CC Green Fund showcases responsible investing at CC while providing new and exciting education opportunities.

The CC Green Fund aims to:
-Give students an opportunity to learn and apply responsible investing practices.
-Help align CC's values for a just and sustainable world with institutional investment decisions.
-Support the most socially and environmentally responsible businesses in the U.S. and abroad.
-Generate investment returns that will fund on-campus sustainability initiatives.

The CC Green Fund is not student-governed.

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

https://www.coloradocollege.edu/offices/sustainability/community/campus-sustainability-council/responsible-investment/

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

Seminars and lectures are offered to the campus community on issues related to sustainability through the Linneman lecture series, the Environmental Program, and the State of the Rockies Project.

Colorado College celebrates Earth Day on a yearly basis with an entire week of environmentally-focused activities. Typically, events include speaker presentations and films. In October of 2013, to celebrate National Food Day, the Coalition brought together CC students, community members, and representatives from local businesses and organizations to discuss the local food movement and to explore opportunities for partnership and collaboration. In fall of 2014, the Food Coalition collaborated in celebrating Local Food Week with a panel discussion of community members and professors about food security and sustainability from the local perspective as well as workshops with the Real Food Challenge engaging both students and community members about improving our food community. Both of these events are student-governed. In February 2014, the Outdoor Recreation Club hosted the Colorado Outdoor Education Symposium. The conference included a number of presentations, skill sessions and workshops given by local and national organizations and opportunities for students to network with attending program directors and administrators.

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

http://www.coloradocollege.edu/offices/outdooreducation/COESymposium.dot

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

The Divestment Club held a demonstration in 2013 placing various oil barrels in and around the Worner Campus Center with red hand prints. This was an art installation intended to raise awareness about the initiative to divest from fossil fuels and gain student support. The Palette Project is a student led project in urban agriculture. There is currently a palette garden behind the CC Inn which prompts students to ask questions about growing food, urban agriculture, and reclaimed and recycled palettes.

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

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

The Outdoor Recreation Club (ORC) offers student led outdoor activities that include group hiking, camping, backpacking, canyoneering, cross-country skiing, back-country skiing, cycling, kayaking, ice climbing and rock climbing. Student leaders are trained to follow Leave No Trace principles.

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

https://www.coloradocollege.edu/offices/outdooreducation/

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

There are numerous study-abraod opportunities for students to participate in sustainability-related semesters including: HECUA Environmental Sustainability Semester: Science, Public Policy, and Community Action, and Agriculture and Justice Semester: Building a Sustainable Food System in Minneapolis, HECUA Culture and the Environment: A Shared Future in New Zealand, SEA Semester: Oceans and Climate, Frontiers Abroad in New Zealand: Earth systems or Geology semester, Earth and Environment in Italy semester, ACM Costa Rica: Field Research in the Environment, Social Science, and Humanities semester, ACM Tanzania: Ecology and Human Origins semester, ACM Oak Ridge Science Semester, SIT Madagascar: Biodiversity and Natural Resource Management, Comparative Wildlife Management Semester in Tanzania and Kenya, ISDSI: People, Ecology, and Development semester in Thailand, DIS Copenhagen: Environmental Science of the Arctic, Sustainability in Europe tracks, International Environment and Development semester in Washington, Tropical Ecology at Boston University Ecuador, CIEE Bonaire: Tropical Marine Ecology, TREE Semester: Environmental Education at the Catamount Institute in Pike National Forest.

The website URL where information about the theme is available:

https://www.coloradocollege.edu/offices/international/off-campus-study/where-can-i-go/semesters
-off-campus.dot

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

Students can learn sustainable life skills by living in the Local Living Community or one of the two Synergy houses. The Local Living Learning Community is a residential program that encourages students to explore the sustainability of local systems, on a scale ranging from the buildings to the greater Pikes Peak region we inhabit. Students investigate their individual and collective roles as active agents in local food, water, energy and economic systems. The group will work to design and implement holistic, creative and practical solutions to foster vibrant, sustainable communities. The Local Living Learning Community is self-governed.

Furthermore, students inhabiting one of the two "Synergy" houses on campus learn to incorporate sustainable practices into their daily lives while teaching these techniques to the larger Colorado College community. Students in Synergy operate a backyard permaculture garden, use gray water from sinks and showers to run toilets, and invite the campus community over for a monthly potluck and an opportunity to learn more about green living.

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

http://www.coloradocollege.edu/offices/sustainability/community/student-groups.dot

A brief description of sustainability-focused student employment opportunities:

Office of Sustainability Intern
The Office of Sustainability offers nine paid student internship positions. Interns collaborate with the Sustainability Manager and take on projects that mobilize campus sustainability efforts.

ECO-RA
The Colorado College ECO-RA program, supported by the Sustainability Office, promotes peer-to-peer education to foster sustainable living practices on and off campus. All residential areas, including large residence halls, apartments, smaller campus houses and off-campus areas are served by one or more student ECO-RAs. Selected ECO-RAs educate locally in their respective residential spaces, through formal and informal programming, marketing materials, and events. In addition, ECO-RAs implement conservation measures in their residential areas. Examples of activities include monitoring and reporting on energy and water use, identifying opportunities to

minimize paper waste, coordinating CFL lightbulb exchanges, and supporting material reuse & recycling. ECO-RAs also participate collectively in campus-wide initiatives such as Recyclemania and Campus Conservation Nationals. Stipends for ECO-RAs are $50 per block, with additional funds available to support programming. While the ECO-RA program was on hold during the 2013-2014 school year, it has been reinstalled and enhanced for Fall of 2014.

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

http://www.coloradocollege.edu/admission/financialaid/studentemployment/Jobs_Listing_Page.dot

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

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

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

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

Outreach Materials and Publications

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

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

Submission Note:

https://www.coloradocollege.edu/stateoftherockies/

Additional signage regarding landscaping and building features of Tutt Science and other areas on campus is in the works, but must be approved by the Master Plan which will be released in February 2015.

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

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

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

A brief description of the central sustainability website:

The sustainability website is part of the college's institutional site. It is maintained by the an intern in the Office of Sustainability/Communications.

The website URL for the central sustainability website:

https://www.coloradocollege.edu/offices/sustainability/

A brief description of the sustainability newsletter:

The Office of Sustainability sends out a email newsflashes several times per week through its sustainability list-serve. The list-serve provides information on Office activities and sustainability-related lectures and events on campus. The Office also keeps a snapshot of real-time facebook activities on the website to share sustainability-related news and announcements.

The website URL for the sustainability newsletter:

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

The Colorado College Sustainability Facebook page, managed by the college's Office of Sustainability, provides updates on local and campus sustainability progress and initiatives.

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

https://www.facebook.com/ccsustainability

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

Colorado College disseminates faculty research on its website, including a section based exclusively on research from the Environmental Program. Furthermore, its State of the Rockies Project offers students a valuable opportunity to explore many of the environmental issues affecting the region while gaining hands on field and research experience.

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

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

There is signage highlighting green building features in both LEED-certified buildings on campus, the Russell T. Tutt Science Center and the Edith Kinney Gaylord Cornerstone Arts Center. There is also signage highlighting the solar panels installed onto the roof of the Edith Gaylord Apartments.

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

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

systems:

The College's food service provider, Bon Appetit, has signage and educational materials posted in dining areas related to sustainable food systems.

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

http://coloradocollege.cafebonappetit.com/curious/#panel-its-all-connected

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

Signage highlighting the College's non-potable irrigation systems and pervious parking areas is posted on the grounds. In addition, there is signage at the Hulbert Center, the Southwest Studies building, describing the contents of its native plant garden.

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

http://www2.coloradocollege.edu/welcome/tour/sustainability/perviousparking.asp

A brief description of the sustainability walking map or tour:

Colorado College has a self-guided tour of campus that highlights visible sustainability initiatives.

The website URL of the sustainability walking map or tour:

http://www2.coloradocollege.edu/welcome/tour/sustainability/

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

Colorado College outlines various modes of alternative transportation on the Sustainability website, including shuttle services, and mass transit through Safe Ride and the CCAT. The Bike Co-op encourages students to ride bikes by providing free help and repair, and discounted bikes for sale.

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

https://www.coloradocollege.edu/offices/sustainability/Campus/carbon-neutrality/alternative-transportation.dot

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

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

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

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

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

The communications intern working both in the Office of Sustainability and the Communications Office publishes articles in the student-run newspaper, The Catalyst, at least once every block. The Office of Sustainability has started a wordpress to compile these Catalyst publications in a central location.

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:

https://sustainabilitycolumn.wordpress.com/

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Recyclemania

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

Recyclemania is a nation-wide competition to promote waste reduction on college and university campuses. Colorado College participates in Recyclemania to foster behaviors that both minimize waste and increase the campus's waste diversion rate.

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

The college's waste diversion rate since the first year of participating in Recyclemania has increased from 15% to close to 45% in 2014.

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

https://www.coloradocollege.edu/offices/sustainability/Campus/waste-recycling/

The name of the campaign (2nd campaign):

Campus Conservation Nationals

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

Campus Conservation Nationals is the world's largest energy and water reduction competition for colleges and universities. It includes a three-month competition period in which buildings on campus are pitted against each other to demonstrate the largest reductions.

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

In 2013, Campus Conservation Nationals reported that participating schools had saved 2,115,000 kWh of electricity and 1,680,000 gallons of water.

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

http://www.competetoreduce.org/

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

The Clean Plate Club conducted a campaign during the 2012-2013 school year to reduce post-consumer food waste in campus dining halls. While measuring no significant reduction in post-consumer waste during the campaign, the Clean Plate Club estimated that students throw out 56,000 pounds of food per year in the college's main dining hall Rastall and effectively spread awareness about the issue.

Employee Educators Program

Responsible Party

Lisa Brommer
Associate Director
Human Resources Office

Criteria

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

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

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

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

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:
No

Total number of employees:

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

Number of employees served by the program (1st program):

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

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

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

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

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

Number of employees served by the program (2nd program):

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

Lisa Brommer
Associate Director
Human Resources Office

Criteria

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

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

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

0

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

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

Staff Professional Development

Responsible Party

Lisa Brommer
Associate Director
Human Resources Office

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:
No

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

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

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

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

Yes

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

Colorado College partners with many community organizations to advance and model sustainability in the Pikes Peak Region, including the City of Colorado Springs (on-going), the Pikes Peak Regional Sustainability Planning Project (on-going), and Colorado Springs Utilities (on-going). Colorado College also partners with Care and Share, a local food bank on a new Zero-Waste Program. This program recycles otherwise thrown out expired or unusable food into animal feed, therefore diverting it from a landfill. There is a Zero-Waste Intern in the Sustainability Office dedicated to this program.

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

Yes

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

Colorado College's collaborative sustainability partners include Pikes Peak Sustainable Business Network, Green Cities Coalition, and Southern Colorado Clean Cities Coalition. The majority of the institutional support comes in the form of staff time for coordination,

logistics, and planning. Participation may include agenda setting, advisory, and implementation and always includes review and decision making.

Pikes Peak Sustainable Business Network
Pikes Peak Sustainable Business Network is an coalition of business, governmental, community and advocacy leaders dedicated towards implementing green business practices in order to cultivate a sustainable region. [On-going; addresses economic prosperity and ecological health]

Green Cities Coalition
The Green Cities Coalition aims to promote ecologically, economically, and socially healthy cities in El Paso County for current and future residents of the Pikes Peak region. [On-going; addresses social equity and wellbeing, economic prosperity, and ecological health]

Southern Colorado Clean Cities Coalition
Southern Colorado Clean Cities Coalition focuses on the promotion of alternative fuels. The Green Cities Coalition is an alliance of organizations, businesses, and individuals working towards the development of more ecologically, economically, and socially healthy cities in El Paso County. [On-going; addresses economic prosperity and ecological health]

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

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

CC's Sustainability Manager Ian Johnson serves as a member of the Water Planning Advisory Group at Colorado Springs Utilities. Johnson's role is to promote ecological health and social equity and wellbeing in advisory discussions. It is a multi-year commitment in which Johnson will ensure that social, economic, and environmental considerations are included in the future planning of water use in Colorado Springs. Ian Johnson was identified to serve in the group as a representative from Colorado College (a gross user of the city's water) and as a professional with extensive knowledge of and experience dealing with water use.

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

AASHE
Colorado College is a member of The Association for the Advancement of Sustainability in Higher Education (AASHE).

ACUPCC
In 2009, Colorado College signed the American College & University President's Climate Commitment (ACUPCC), committing to its goal of achieving carbon neutrality by 2020.

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

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

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

Yes

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

Colorado College has developed a number of different materials aimed at sharing its sustainability experience with other institutions. In fall 2013, the campus's Sustainability Manager Ian Johnson gave a presentation at the AASHE Conference on metering and dashboards. Later that year, student Office of Sustainability interns presented at the Colorado Sustainability Conference using a powerpoint to promote the intern projects, the college's recent sustainability efforts, and its latest greenhouse gas report.

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

Colorado College engages in many campus sustainability organizations/consortia including the American College and University Presidents' Climate Commitment (ACUPCC), the Association for the Advancement of Sustainability in Higher Education (AASHE), the Pikes Peak Sustainable Business Network, and the Green Cities Coalition.

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

Colorado College has collaborated with other campuses, especially those in Colorado, in order to advance sustainability in institutions of higher education across the state. The college has partnered with both the University of Colorado at Colorado Springs and Pikes Peak Community College in developing means for co-curricular and community engagement, discussing the potential for photovoltaic energy, and brainstorming transportation projects in the Pikes Peak Region. Colorado College's Collaborative for Community Engagement and local food movement is most actively engaged with the University of Colorado at Colorado Springs (UCCS) in co-hosting food panels, documentary screenings, and other events. In collaboration with the Sustainability office, Facilities is working to create a peer Building

certification program for all schools in the Associated Colleges of the Midwest (ACM Consortium) to be of use when LEED or other similar metrics are not being pursued.

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

Continuing Education

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

No

Number of continuing education courses offered that address sustainability:

Total number of continuing education courses offered:

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

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

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

Community Service

Responsible Party

Virginia Visconti
Assistant Director
Collaborative for Community Based Learning and Research

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,749

Total number of students :

2,040

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

Yes

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

32,637

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

No

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

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

No

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

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

http://www.coloradocollege.edu/offices/cce/

Community Stakeholder Engagement

Responsible Party

George Eckhardt
Campus Planner
Facilities Services

Criteria

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

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

And

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

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

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

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

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

Yes

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

The college has a Campus Master Plan which is approved by the City Planning Department. Most any major landscape or significant building exterior change affecting the physical campus requires city permits, and sometimes formal submittal to City Planning as a development plan, or minor amendment to the campus master plan, for review and approval. For significant changes, as determined by City Planning there may be a required 30-day posting of the project on the campus perimeter asking for outside community comments to City Planning, which are considered in the review process, before approval is granted or denied. In some cases, City Planning can require open neighborhood meetings with the college administration to discuss major proposed physical changes to the campus or to surrounding streets and traffic. This formal process allows for the external community to have a voice in the physical changes happening on campus.

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

Every Sunday since 1992, Colorado College's on campus soup kitchen has served free lunches to members of the surrounding community. The kitchen is run by student managers and volunteers.

List of identified community stakeholders:

-Old North End Neighborhood (Historic District)
-Historic Preservation Alliance of Colorado Springs
-Marion House Soup Kitchen (Catholic Church)
-Colorado City Planning Department

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

-The Old North End Neighborhood presented CC's Campus Planner George Eckhardt with the ONEN Good Neighbor award for Historic Preservation in May of 2013.
-The Historic Preservation Alliance of Colorado Springs has presented the College with a number of awards over the years for historic preservation projects. The College has hosted the organization's October awards banquet in Bemis Great Hall for a number of years.
-The Colorado Springs Gazette ran an article in February 2014 celebrating the success of the Colorado Springs Food Rescue, a student group which uses bicycles with trailers to deliver excess food from Rastall kitchen to the Marion House soup kitchen throughout the week. (

http://gazette.com/support-growing-for-colorado-college-students-efforts-to-rescue-food-waste/a

rticle/1515030

)
-The Colorado City Planning Department, which requires community and college meetings regarding major construction plans on campus, has recently helped facilitate improvements at El Pomar, Slocum Hall, the Children's Center, 802 N Nevada,and Slocum Parking Lot. Each project allows 30 days for public input before the college is allowed to begin work.

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

Participation in Public Policy

Responsible Party

Mary Frances Kerr
Special Assistant to the President
President's Office

Criteria

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

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

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

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

Yes

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

The college works in conjunction with local and state leaders to help advance the issues that affect the college and our surrounding community.

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

Colorado College is working with the community, including local leaders to create traffic master plan that facilitates increased safety for pedestrians and cyclists. Colorado College has also worked with Colorado Springs Utilities to increase our portfolio of renewable energy, particularly through the use of solar panels. Moreover, the Sustainability Manager sits on the Water Planning Advisory Group of Colorado Springs Utilities.

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

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

Trademark Licensing

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

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

No

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

No

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

No

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

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

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

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

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:

No

Is the institution a member of the Healthier Hospitals Initiative?:

No

Is the institution a member of Practice Greenhealth?:

No

A brief description of the hospital's sustainability initiatives:

The website URL where information about the hospital's sustainability initiatives is available:

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Mark Ferguson
Campus Energy Manager
Purchased Utilities

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

Submission Note:

CC Carbon Neutrality Plan:
http://rs.acupcc.org/site_media/uploads/cap/1155-cap.pdf

The greenhouse gas inventory includes Colorado College's main campus, the Florissant CC Cabin, and the Baca Campus at Crestone, Colorado. Properties owned by the College but managed by external entities were excluded from the inventory, because the College is not responsible for the occupancy or maintenance of utilities for the associated buildings.

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

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

Yes

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

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

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

No

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

To complete the GHG emissions inventory, Colorado College utilized the Clean Air-Cool Planet (CAPC) as its emissions calculation tool. CACP is based on well-reviewed methodologies from the Intergovernmental Panel on Climate Change. The tool provides an accessible and well-documented platform for maintaining the greenhouse gas inventory. It is targeted specifically at colleges and universities, allowing for easy comparison with other institutions.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	6,427 *Metric Tons of CO2 Equivalent*	7,318 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	332 *Metric Tons of CO2 Equivalent*	452 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	12,314 *Metric Tons of CO2 Equivalent*	13,380 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	593.70 *Metric Tons of CO2 Equivalent*	11.80 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	12 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	1,125.20 *Metric Tons of CO2 Equivalent*	39 *Metric Tons of CO2 Equivalent*

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

CC offsets carbon emissions through its four solar installations on campus. The College invested in its first solar project during the 2007/2008 fiscal years, installing panels onto the Edith Gaylord roof (39,600 kWh). During 2011/2012, it purchased panels for the Worner Center (63,000 kWh) and in 2012/2013 for KRCC (3,240 kWh) and the Children's Center (25,200 kWh). In 2014, CC installed new solar arrays on the El Pomar Sports Center (278,000 kWh/yr), the Cornerstone Arts Center (164,600 kWh/yr), Spencer Center (18 kW array), Synergy House (4.3 kW array), and the Dean's house (10.7 kW array).

In addition, the institution generates offsets through its Energy Audit and Retrofit Program. The program offers students enrolled in the "Energy" (EV 212) course an opportunity to learn the science and mechanics behind energy audits and retrofits through hands-on practice and community-based service. After conducting the audit and obtaining an air exchange value, students work to improve the building's efficiency by installing additional insulation. The project targets low-income neighborhoods and typically results in one completed house per year. However, even though the program has reduced emissions, there is not sufficient data to include these offsets in the number for "institution-catalyzed carbon offsets generated".

Additionally, CC is beginning a k-12 Solar Project which will result in institution-catalyzed carbon offsets. CC will install solar arrays on site of a few District 20 schools in Colorado Springs and sell power to these schools at a reduced rate compared to the local utility. In return, CC will keep the RECS generated from the PV panels. This project is moving quickly and will be completed in the next 1-2 years.

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

A brief description of the composting and carbon storage program:

In 2011, Colorado College added commercial composting to its solid waste services. The program accommodates all pre- and post consumer food waste from dining & catering and paper towel waste from campus bathrooms. Compost waste is handled through CC's facilities management contractor Sodexo and is hulled from the college to a waste management site via a local company Bestway Disposal. Compost used on-site at the CC Farm is purchased from an off-site facility.

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

In November 2012, the College purchased 230 kW of solar panels in SunShare's solar garden project. As part of this purchase, the College receives all energy produced by the panels for the next twenty years and renewable energy certificates from SunShare each year. For the 2013 academic year these certificates totaled 462 MWh's.

Beginning in 2012, CC has purchased blocks of green power from Colorado Springs Utilities on a monthly basis. The wind power is generated from the Ponnequin Wind Facility, located along the Colorado-Wyoming border. One block is equal to 100-kilowatt hours of electricity. Colorado College has purchased enough blocks to generate 2,000,000 kWh. REC's have been verified through Green-e, an independent certification program.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,548	1,480
Number of residential employees	17	28
Number of in-patient hospital beds	0	0

Full-time equivalent enrollment	2,096	1,996.50
Full-time equivalent of employees	667	685
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2005	June 30, 2006

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

Gross floor area of building space, performance year:

1,899,502 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	195,825 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	52,584 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	1,161 *Metric Tons of CO2 Equivalent*
Commuting	627 *Metric Tons of CO2 Equivalent*

Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	1,161 *Metric Tons of CO2 Equivalent*
Waste generated in operations	1,072 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/ghg/3159/

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

Colorado College is committed to meeting its 2020 carbon neutrality goal. In the first four years, as directed by the Sustainability Plan drafted in 2009, Colorado College reduced carbon emissions by more than 20% and saved $1.74 million in utility costs. Utilities management at Colorado College has become an area of increased emphasis. In FY13 CC experienced continued success in decreasing energy use and costs campus-wide. Cumulative avoided costs for utilities are estimated in excess of $2.1M since the 2008 baseline. Recent and notable accomplishments include: hiring of a full-time on Campus Energy Manager; developing the Carbon Neutrality Plan through collaboration between the Office of Sustainability, Facilities Services, and the Campus Sustainability Council; increasing renewable energy purchases via wind from Colorado Springs Utilities and solar from SunShare; introducing Sofame Heat Recovery at the Central Heating Plant, the building of various solar arrays on buildings around campus including the dean's house, Synergy house, Gaylord Apartments, The Worner Center, El Pomar Center, and Cornerstone Arts Center. The Dean's house and Synergy House are now net-zero buildings.

A Campus-Micro Grid is in the initial stages of execution. This project would create a campus micro grid to reduce carbon emissions by combining heat and power processes, reduce energy costs by peak shaving, and provide infrastructure to critical infrastructure to support emergency operations. Currently during a power outage, CC can operate the central plant, but does not have power to circulate water through the buildings connected to the high temperature hot water distribution system. This project would construct a 400kW combined heat and power system at the central plant. The system would run off of natural gas and provide emergency power to the Worner Center to support cooking operations and El Pomar for use as an emergency shelter. The system would achieve carbon savings and payback by operating in parallel to with the utility grid during summer peak demand periods. This would reduce demand at the central plant, also know as peak-shaving.

LED lighting in Schlessman pool and also Honnen Ice Arena replace light bulbs with more energy efficient LED bulbs, reducing GHG emissions generated from coal.

Outdoor Air Quality

Responsible Party

James Mcdowell
HVAC/ Central Plant Supervisor
HVAC Shop

Criteria

Part 1

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

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

Part 2

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

Submission Note:

These numbers represent emissions from the central heating plant and do not include emissions from managed properties. The managed properties are largely heated through natural gas and electricity. These emissions are not significant nor feasible to measure at this time.

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:
No

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

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

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

Calculations used to determine the heating plant's air emissions are based upon State of Colorado adopted emission factors noted in the permit to operate conditions required by the State.

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

	Weight of Emissions
Nitrogen oxides (NOx)	2.22 *Tons*
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	3.73 *Tons*
Particulate matter (PM)	0.61 *Tons*
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

Colorado College has undergone many progressive initiatives to minimize its air pollutants, including updating its burner control systems, installing a flue stack gas heat recovery system, and implementing a direct contact flue gas economizer.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

George Eckhardt
Campus Planner
Facilities Services

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

CC has invested considerably to add individual energy meters to all buildings and energy intensive areas previously served by multi-building utility master meters, or by the central plant distribution systems for cooling and heating. CC also monitors and trends the energy usage in order to identify any excessive usage in order to make corrections or adjustments in operating and maintenance systems and is pursuing the ACM Consortium High Performance Building Construction and Renovation certification thus we are "taking steps to improve sustainability performance of their buildings" as quoted from the technical manual.

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

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

	Yes or No

LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

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

1,818,137 *Square Feet*

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

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

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

	Certified Floor Area
Minimum Level	0 *Square Feet*

Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

The date the guidelines or policies were formally adopted:

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

Currently Facilities Services and the Office of Sustainability together are seeking a new ACM Consortium High Performance Building Construction and Renovation certification program. At present, this is not recognized by an official Established Green Building Council (GBC), but this is certainly an effort at taking steps to improve sustainability performance of our buildings and to utilize expertise of other schools and individuals in collaborating to improve building sustainability.

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

The institution continually assesses and reflects on the sustainable aspects of new and existing buildings. Facilities services has taken steps to comply with a sustainability ethic, such as, investing considerably to add individual energy meters to all buildings and energy intensive areas previously served by multi-building utility master meters, or by the central plant distribution systems for cooling and heating. Facilities and the Office of Sustainability are working to create more tangible and definite guidelines through the ACM Consortium High Performance Building Construction and Renovation certification. In the foreseeable future this certification will provide stricter policies to which the Campus Sustainability Council, the Office of Sustainability, Facilities, and the administration will be responsible to comply.

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

https://www.coloradocollege.edu/offices/facilities/energy-management/guidelines-for-sustainability.dot

Building Design and Construction

Responsible Party

George Eckhardt
Campus Planner
Facilities Services

Criteria

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

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

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

And/or

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

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

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

Submission Note:

green buildings

http://www.coloradocollege.edu/offices/sustainability/Campus/buildings-landscape/

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

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

	Yes or No

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

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

Colorado College uses the LEED rating system, which gives credit to buildings based on five primary categories: sustainable sites, water efficiency, energy & atmosphere, materials & resources, and indoor environmental quality. The College has two buildings that meet LEED certification requirements: The Russell T. Tutt Science Center (certified in 2003) and the Edith Kinney Gaylord Cornerstone Arts Center (gold-level certified in 2009).

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

444,661 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	72,419 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area

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

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

372,242 *Square Feet*

A copy of the guidelines or policies :

Facilities Life-Cycle Design Guidelies for Sustainability 2013.doc

The date the guidelines or policies were adopted:

Nov. 8, 2013

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

The Facility Life-Cycle Design Guidelines for Sustainability seek to realize the vision and goals behind both the CC mission statement and the ACUPCC Climate Agreement. The document outlines construction and renovation guidelines relating to energy use, water use, building materials, indoor environmental quality, and site work, with the intention of reducing minimizing the environmental impact of campus buildings. Notably, the guidelines establish that all new building and renovation projects over $1 million must employ the US Green Building Council LEED Rating System, or an equivalent standard, as design checklist and must achieve the highest rating feasible, with LEED Silver Certified as the minimum requirement. Since this standard was adopted, several buildings have been renovated under the 2009 ACUPCC commitment policy of LEED Certified or equivalent: Mathias Hall (2010), the President's house (2011), Worner Campus Center (2011), El Pomar Sports Center (2013), the Blanca Apartments (2011), and the Student Life Activities building (2014).

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

The Campus Design Review Board is charged with reviewing proposals for new buildings and major renovation projects in order to ensure that they are consistent with the goals and values of Colorado College.

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

http://www.coloradocollege.edu/offices/facilities/energy-management/guidelines-for-sustainability.dot

Indoor Air Quality

<div align="center">

Responsible Party

Denise Sheridan
Environmental Health and Safety Coordinator
Facilities

</div>

Criteria

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

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

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

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

1,899,502 *Square Feet*

Gross floor area of building space:

1,899,502 *Square Feet*

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

Managing air quality across campus is the responsibility of Environmental Health & Safety. The goal of the Indoor Air Quality (IAQ) program is to maintain a safe indoor air quality environment for all employees and students, and to identify and correct hazards & contamination. The Environmental Health and Safety office monitors College compliance through audit, program development, education, accident investigation, and consultation. The Facility Life Cycle Design Guidelines (2010) require that occupancy sensor and carbon dioxide monitors be connected to HVAC systems wherever feasible and that at least 45% of materials (adhesives & sealants, paints &coatings, carpets & carpet cushions, and composite panels) meet specific low levels of volatile organic compound off-gassing. The Design Guidelines also outline construction standards to protect ductwork and equipment from contamination.

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

http://www.coloradocollege.edu/offices/facilities/energy-management/guidelines-for-sustainabili
ty.dot?host_id=e19a1071-63ad-45c4-a9b1-0f5cd4869309

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Randy Kruse
Bon Appetit Supervisor
Dining Hall

Criteria

Part 1

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

    • Local and community-based

    And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

30.42

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

Sustainable Food & Beverage Inventory.xlsx

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

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

No

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

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

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

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

Bon Appetit demonstrates a strong commitment to sustainability through its food and beverage purchasing program. The food service provider exclusively serves cage-free eggs, rGBH-free milk, seafood that meets Seafood Watch sustainability guidelines, humanely raised ground beef, and pork raised without gestation crates. Bon Appitit purchases locally when seasonally possible and aims to spend at least twenty cents of every dollar on its network of Farm to Fork suppliers.

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

In April of 2013, students collaborated with dining service personnel to conduct a two-week long audit of Bon Appetit expenditures using Real Food Calculator criteria. Studying Bon Appetite invoices, the students systematically analyzed the quality of the various products being purchased and generated quantitative data based on local, ecological, fair trade, and humane expenditures. In spring of 2015, students will conduct another audit of Bon Appetite utilizing the Real Food Calculator. This audit will be approximately 2 months and is facilitate by the Office of Sustainability, which provides students positions and stipends for the audit.

Total annual food and beverage expenditures:

2,808,715 *US/Canadian $*

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

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

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

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

Many of the college's Food and Beverage purchases meet the Sandards and Certifications noted on page 143 of the Technical Manual and are listed with their affiliation below as well as with specific product names in the "copy of an inventory, list or sample of sustainable food and beverage purchases" above. Certifications of various purchased products include:

Rainforest Alliance Certified

Fair Trade Certified

Non-GMO Certified

Gluten Free Certified

Certified Organic

In addition to that list, Bon Appetite purchases fish that meets the Monterey Bay Aquarium Seafood Watch.

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

http://coloradocollege.cafebonappetit.com/curious/#panel-its-all-connected

Low Impact Dining

Responsible Party

Randy Kruse
Bon Appetit Supervisor
Dining Hall

Criteria

Part 1

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

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

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

    Or

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

Part 2

Institution:

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

    And

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

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

Submission Note:

The reported annual dining services expenditures of both conventionally produced animal products and sustainably produced animal products are rough estimates extrapolated from the data from the 2-week Real Food Calculator audit April of 2013. The Director of Operations at Bon Appetit multiplied the expenditures on animal products from the audit by 34, his estimate for the number of full weeks that Bon Appetit at CC serves, accounting for half block, block breaks, and summer break when spending is minimized.

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

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

17.18

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

Bon Appetite tracks all invoices for food products and documents purchases of animal products from these invoices. In April of 2013, students collaborated with dining service personnel to conduct a two-week long audit of Bon Appetit expenditures using Real Food Calculator criteria. Studying Bon Appetit invoices, the students systematically analyzed the quality of the various products being purchased and generated quantitative data based on local, ecological, fair trade, and humane expenditures to ensure that Bon Appetit's methodology for food tracking was accurate.

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

Yes

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

Yes

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

Yes

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

Colorado College provides a vast vegan dining program that is accessible to all members of the campus community. Rastall Café includes a designated vegan station with diverse and complete-protein items and at least one vegan desert option at every meal. Rastall provides labels for vegan and vegetarian items and participates in "Meatless Mondays" by serving only vegetarian items on Monday evenings. Vegan options are also included in the grab-and-go program, available at Colorado Coffee, the Preserve, and Local Goods.

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

Often, kitchen staff remove meat platters from the serve yourself style buffet and instead serve the meat themselves to customers using the portion sizes suggested by the FDA. This method helps to reduce meat consumption and food waste.

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

http://coloradocollege.cafebonappetit.com/

Annual dining services expenditures on food:

2,380,636 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

333,523 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

505,495 *US/Canadian $*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Mark Ferguson
Campus Energy Manager
Purchased Utilities

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	178,301.70 *MMBtu*	211,420.81 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	53,525 *MMBtu*	61,883.24 *MMBtu*
District steam/hot water	124,776 *MMBtu*	149,537.57 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	1,899,502 *Gross Square Feet*	1,876,046 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	195,825 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	6,407
Cooling degree days	836

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

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

Colorado College employs the following temperature standards:
-During heating season occupied hours, the target building temperature is 71 degrees for academic, administrative and residential areas.
-During heating season unoccupied hours, the target building temperature is 65 degrees for academic, administrative and residential areas.
-During cooling season occupied hours, the target building temperature is 76 degrees for academic, administrative and residential areas.
-During evenings, weekends and holidays, the temperature will default to unoccupied settings. Holidays include Thanksgiving & Winter Breaks.
-Research facilities and labs requiring specific setpoints are exempt from this policy and will be managed on a case by case basis by Facilities Services. Exemption requests can be submitted via the Work Order Request form online.
-Spaces scheduled for special events through the campus reservation system will be programmed as occupied.
-Standard occupied hours for academic and administrative spaces are 6 a.m. to 6 p.m.
-Standard occupied hours for residential areas are continuous, except during holidays.

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

Colorado College has installed both interior and exterior LED lighting technology in many areas across campus, which include the following: the walkway lighting for Packard Hall, the walkway lighting for the Tiger Trail steps to Stewart Field, the walkway pole lighting for Cutler walkway to Cascade, the walkway pole lighting at the intersection south of Tutt Library, the exterior door lighting north side of Cossitt Hall, and the interior main hallway lighting Cossitt Hallway. The entire interior and exterior of the Spencer Center, which was undergoing renovations until August of 2014, is now lit by LED's. CC has newly installed LED lights in the Honnen Ice Arena and Schlessman Pool.

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

Colorado College employs various occupancy sensor applications to manage occupancy and/or vacancy sensors. There are currently motion sensors that facilitate lighting in Barnes Science Center, Tutt Science Center, the Mathias Residence Hall bathrooms, and the Palmer Hall classrooms and bathrooms. Recently, the College integrated motion and thermal sensing to adjust air changes in campus laboratories.

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

CC does not employ passive solar heating.

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

CC does not employ ground-source heat pumps.

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

CC does not employ cogeneration technologies.

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

The college employs an Campus Energy Manager who holds a professional engineer license and who is certified through the Association of Energy Engineers as a Certified Building Commissioning Professional. The Campus Energy Manager performs ongoing building recommissioning throughout the campus. He also performs commissioning on the new and renovation projects.

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

The college uses utility metering to capture total energy use. It then uses its building automation systems to capture energy use at a building level using electrical and thermal metering at the building level. The building automation system records electrical use on 15 minute intervals and thermal use by hour. CC uses the building automation system to schedule equipment in its buildings. CC has invested considerably to add individual energy meters to all buildings and energy intensive areas previously served by multi-building utility master meters, or by the central plant distribution systems for cooling and heating. CC also monitors and trends the energy usage in order to identify any excessive usage in order to make corrections or adjustments in operating and maintenance systems.

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

Colorado College employs many efforts to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives. For example, during the remodel of the Worner Center in 2010, the college replaced the dishwasher for the main dining hall with the highest efficiency model available. Th replacement has led to a 70% saving on energy and water over the previously existing dishwasher.

Beginning in 2012, as part of its Managed Print Initiative, the Information Technology Department scaled down the number of printing, faxing, scanning,and copying devices on campus and installed a smaller number of highly-efficient, multi-user printers. By cutting back the number of devices on campus from 449 to 145, the college estimates that the project has resulted in a 50% energy saving, or 255,626 kWh/year. In another effort to cut back on electricity use, the Information Technology Department over the last four years has consolidated many of the servers on campus into four large, energy efficient devices known as VM clusters, which are capable of hosting over eighty servers a piece. This initiative has cut down the number of servers on campus from over one hundred down to forty.

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

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

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

Occupancy Monitoring for Computer Labs
The Information Technology Department has installed Verismic software, a technology that manages the sleep and power off settings of computers in all computer labs on campus. The department's DIrector of User Services estimates that the installation has reduced 70% of

the electricity used on lab computers.

Spencer Center High Performance Building Design
The Campus Energy Manager has been very involved in the design of the Spencer Center Renovation to insure the buildings energy performance aligns with CC's sustainability goals. Some highlights of the buildings high performance design are an R■27 envelope assembly, variable refrigerant flow water source heat pump system, LED lighting, and an interconnected PV system. For example, the LED lighting system will operate at 0.3W/SF while the minimum code requirement is 1.0 W/SF.

Barnes Fume Hood Project
This year Facilities Services has been working on a project to update 27 year old fume hoods with air flow monitoring to insure proper airflow for differing sash positions. To improve energy performance in Barnes CC is replacing the pneumatic controls on the supply air and room exhaust with direct digital controls (DDC). These new controls will allow CC to apply more sophisticated logic to each lab and reduce air changes during unoccupied times. The system will also allow the College to operate the room exhaust and fume hood exhaust as a coordinated system to insure proper lab ventilation.

Worner Solar Thermal
The Worner Solar Thermal Project is the first application of solar thermal hot water collectors on campus. The project is going to use solar hot water to preheat/heat domestic hot water serving Worner Center. The system is intended to study the feasibility of meeting campus wide domestic water demands during the summer. Favorable system performance and operation could allow for shut down of high temperature hot water generation at the central plant during the summer.

Net■Zero Synergy House
The Synergy house at 1018 N. Weber is the location of the College's first net■zero building. This project is designed to give students a prototype to study and discuss as the College move closer to carbon neutrality. The project has already added electric water and space heating to the house. In addition a state of the art web based thermostat has been added allowing students to monitor and manage the house remotely. A PV system will be added in the spring.

Packard Auditorium HVAC Controls Upgrade
The HVAC system serving the Packard Auditorium utilized outdated pneumatic controls and operated 24/7. This project replaces those controls with new DDC controls. The new controls will enable CC to schedule equipment operation for the space. One feature added to the new controls is demand control ventilation. The use of new sensors enables CC to maintain excellent indoor air quality and save energy.

Armstrong Auditorium CO2 Sensor
This project adds demand control ventilation to Armstrong's auditorium. Demand control ventilation uses CO_2 sensors to measure the amount of CO_2 in the space and modulate the outside air damper to maintain optimal air quality levels. It saved energy by reducing the amount of outside air the system is required to condition when air quality is good.

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

http://www.coloradocollege.edu/offices/facilities/energy-management/

Clean and Renewable Energy

Responsible Party

Mark Ferguson
Campus Energy Manager
Purchased Utilities

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

Purchased third-party certified RECs was calculated from the 2,000 RECs bought from Colorado Springs Utilities (CSU Commercial Wind)

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	1,042.50 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	135 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0.00 *MMBtu*

Total energy consumption, performance year:

178,301.70 *MMBtu*

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

Colorado College introduced its first on-campus renewable electricity project in spring of 2008. Its 22-kilowatt array was the largest solar electric system in the Colorado Springs Utilities service area at the time of permitting. During 2011/2012, CC purchased panels for the Worner Center (63,000 kWh) and in 2012/2013 for KRCC (3,240 kWh) and the Children's Center (25,200 kWh). In 2014, CC installed new solar arrays on the El Pomar Sports Center (278,000 kWh/yr), the Cornerstone Arts Center (164,600 kWh/yr), the Spencer Center (18 kW array), Synergy House (4.3 kW array), and the Dean's house (10.7 kW array).

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

N/A

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

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

The College purchased 2,000 RECs from Colorado Springs Utilities.

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

http://www.coloradocollege.edu/offices/facilities/energy-management/

Grounds

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

Credit
Landscape Management
Biodiversity

Grounds

Landscape Management

Responsible Party

Cecilia Gonzales
Horticulturist
Landscape & Grounds, Facilities

Criteria

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

Submission Note:

irrigation:

http://www.coloradocollege.edu/offices/sustainability/Campus/buildings-landscape/irrigation.dot

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

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

	Area
Total campus area	95 *Acres*
Footprint of the institution's buildings	12 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	67 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

Colorado College IPM Plan.doc

The IPM plan :

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

The Grounds Department uses drought-tolerant xeriscape plants in many campus landscape areas, while limiting grass to activity areas and sports fields. A centralized irrigation control computer provides efficient watering for the campus, and more than 95 percent of

campus is irrigated with nonpotable, reclaimed water. The grounds department uses Integrated Pest Management methods and preventive plant care strategies to minimize pest problems with the landscape. When they must use pesticides, they use those that have the least toxic effect on the environment while still controlling the pest problems.

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

The Grounds Department uses drought-tolerant xeriscape plants in many campus landscape areas and tries to limit grass to activity areas and sports fields. Buildings surrounded by or adjacent to areas that have successfully incorporated native and ecologically appropriate plants include: Cutler Hall (native grass), Hulbert Center (native plant garden), Ticknor & Taylor, Morreale House, the Japanese Garden (bamboo and Japanese Maples), Bemis Hall, Cossitt Hall (native species and boulders from the foothill areas), Tutt Science, Shove Memorial Chappell (native sage),Palmer Hall (native grass), and Barnes Science (apache plume).

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

Grass clippings and leaves are mulched and returned to the soil.

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

To protect the natural nutrient cycle of soil on campus, the Grounds Department tills compost into annual and perennial beds and mulches leaves and grass for grassy quad areas.

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

The College primarily sources its plants from Denver and its rocks and stones form other local sources.

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

A centralized irrigation control computer provides efficient watering for the campus, and more than 95 percent of campus is irrigated with nonpotable, reclaimed water. Irrigation is dictated by information provided by an on-campus weather station installed in the fall of 2007 at Stewart Field. This station monitors humidity, rainfall, temperature, and wind speed. It also feeds evapotranspiration (ET) data to the irrigation computer, which sets an order and duration for watering in each zone accordingly. The irrigation crew monitors the effectiveness of the program, occasionally overriding the automated system if observation indicates over or under-watering.

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

The Colorado College Grounds Department uses a variety of salts for snow and ice removal. Ice Slicer™ Granular Ice Melt is applied to roadways. Ice Slicer is a mined mix of magnesium calcium, sodium, and potassium chlorides along with trace minerals. It is less costly and corrosive than other commonly used compounds, which are known to leach into and change the composition of soils and groundwater, it's widely acknowledged as a more environmentally preferable option.

The use of less preferable options, such as liquid magnesium chloride, is minimal and is kept only to target areas, such as steps and ramps.

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

n/a

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

No

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

http://www2.coloradocollege.edu/welcome/tour/sustainability/landscaping.asp

Biodiversity

Responsible Party

George Eckhardt
Campus Planner
Facilities Services

Criteria

The institution conducts one or both of the following:

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

    And/or

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

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

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

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

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

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

Colorado College owns/ manages land that includes or is adjacent to the South Crestone Creek Riparian Corridor, the Monument Creek wetlands, and Corp of Engineer managed wetlands.

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

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

Yes

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

In 2011, Landscaper Peter Mays assisted the College in identifying endangered and vulnerable species for its 300 acre Baca Campus and put forth strategies for enhancing biological diversity. He updated this report in June of 2012.

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

The report discusses the South Crestone Creek Riparian Corridor especially in regards to fire mitigation and invasive species.

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

The plan includes removing hazardous fuels (fire mitigation) including standing dead trees, protecting habitats, planting native seedlings, establishing and studying native plant plots, prescribed burning, and photo-monitoring.

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

https://www.coloradocollege.edu/dotAsset/dca52895-fe02-4f50-a6c5-095c49befe2a.pdf

Purchasing

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

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

Electronics Purchasing

Responsible Party

Dave Armstrong
IT Analytics / Inventory Manager
ITS

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

The ITS department is interested in looking into pursuing part 2 of this credit going forward.

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

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

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

The electronics purchasing policy, directive, or guidelines :

Colorado College's preference is to purchase EPEAT Gold registered products whenever possible and asks that vendors quote EPEAT Gold registered electronics whenever possible.

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

In January 2015, the President's Office added the EPEAT electronics purchasing preference into the Campus Procurement Policy. By adding the preference to the official Campus Procurement Policy and with the direction of the President's Office, the policy will be referenced and followed.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:
No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

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

Cleaning Products Purchasing

Responsible Party

Tom Allen
General Manager
Sodexo

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

CC Custodial Green Cleaning Policy.docx

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

Colorado College adapted its full green cleaning program in 2007. The ES Department purchases and uses approved Green Seal certified cleaners and uses microfiber mops and cloths for cleaning. All core products purchased for cleaning are Green Seal certified and bio-based. The core cleaners consist of a floor cleaner, bathroom cleaner, and glass cleaner. Disinfectants are EPA certified instead of Green Seal.

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

Training: At the core of our green cleaning program is training. All custodians are fully trained on green cleaning techniques using hands-on training in a small group setting. Vendors are often used as they provide subject matter expertise and 3rd party experiences.

Quantitative Performance Measurement and Quality Assurance: Service quality is regularly monitored to ensure the clean and pleasant environment of all campus buildings. Buildings are regularly evaluated by management using several different means including the use of handheld devices running cleaning management software. Management also monitors the type and amount of products being used periodically throughout the year.

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

Yes

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

21,150 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

25,700 *US/Canadian $*

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

No

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

Much to the credit of Sodexo, the College's main cleaning contractor, CC has gained national recognition as a leader in sustainable cleaning practices and was named one of two colleges honored by American School & University magazine, the Green Cleaning Network, and the Healthy Schools Campaign for the 2008 Green Cleaning Award for Schools and Universities. Since contracting with Sodexo, CC has cut the number of cleaning products it uses in half. The 2008 Green Cleaning Award recognized Sodexo for piloting environmentally preferable chemicals and installing chemical-dispensing systems that reduce waste and prevent the "more is better" pitfall. By switching to microfiber cloths and mops, Sodexo reduced custodial-cleaning water use by about 247,000 gallons per year in residential and academic areas. Furthermore, Sodexo technicians have introduced technology that uses water instead of harsh chemicals

to wash floors, improving student and employee health by reducing toxic chemical use. Additionally, by switching to dual filtration units instead of using vacuums, Sodexo has increased indoor air quality.

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

CC Custodial Green Cleaning Policy.docx

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

: Equipment will be Green Seal, Carpet and Rug Institute (CRI), or NFSI (National Floor Safety Institute) approved. Equipment is also selected for its ability to increase productivity & safety and/or for improved cleaning effectiveness.

The website URL where information about the institution's green cleaning initiatives is available:

https://www.coloradocollege.edu/offices/sustainability/Campus/green-cleaning.dot

Office Paper Purchasing

Don Davidson
Director of Purchasing/Finance and Admin
Finance and Admin

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

https://www.coloradocollege.edu/offices/its/guides/mps-paper-ordering-guide.dot

Currently CC is looking into increasing its minimum post-consumer recycled content from 30% to 50%. The success of this pilot project is the initial step to considering pursuing part 2 of this credit in the future.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

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

The paper purchasing policy, directive or guidelines:

CC's Sustainable Purchasing Guidelines establish an intent to "eliminate virgin paper by purchasing only recycled content paper when possible." The Managed Print Services program has set and established a requirement of purchasing recycled paper, and currently operates at 90% purchased recycled paper. The MPS program tries to supply as much of the campus as possible. Additionally, the print

shop uses paper that is 30-100% post-consumer recycled content (at least 30%).

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

Procurement functions for the College is decentralized. All requests for Purchase Orders are routed through the Purchasing Department for review and approval or disapproval. There are standing monthly audits that occur for the College's p-card program that monitors compliance. However, campus departments are instructed to through the MPS portal which ensures that all copier paper is recycled content.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

No

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

30,643.04 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://www.coloradocollege.edu/offices/facilities/energy-management/sustainable-purchasing-guid
elines.dot

Inclusive and Local Purchasing

Responsible Party

Don Davidson
Director of Purchasing/Finance and Admin
Finance and Admin

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

CC Purchasing Policy.docx

The policy, guidelines or directive governing inclusive and local purchasing:

CC supports small/ disadvantaged business enterprise programs, which is an important factor to consider when procuring and is included in RFP solicitations. In addition, the facilities departments' Sustainable Purchasing Guidelines states an aim to "support 'locally produced' goods and services."

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.coloradocollege.edu/dotAsset/e5b0ac18-be1a-4bb2-8105-6c88095dfbf8.pdf

Life Cycle Cost Analysis

Responsible Party

Don Davidson
Director of Purchasing/Finance and Admin
Finance and Admin

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

The college's Design Guidelines specify that "energy conservation must be given special consideration in the design of new or remodeled College buildings. Colorado College requires a life cycle cost analysis, where appropriate, on major components of new facilities and renovation projects." In addition, the facilities department guidelines state that "opportunities for achieving energy and water use reductions should be identified by design and engineering professionals in every construction or renovation project and considered for implementation based on life cycle cost savings, impact on reaching carbon neutrality, and the importance of demonstrating social responsibility by supporting the college core values and taking a leadership role in nurturing the ethic of environmental sustainability." Preferences are communicated throughout campus, but CC operates in a decentralized fashion such that some freedoms and options are open across campus purchases.

The website URL where information about the institution's LCCA policies and practices is available:

http://www.coloradocollege.edu/offices/facilities/energy-management/guidelines-for-sustainabili
ty.dot?host_id=e19a1071-63ad-45c4-a9b1-0f5cd4869309

Guidelines for Business Partners

Responsible Party

Don Davidson
Director of Purchasing/Finance and Admin
Finance and Admin

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:
Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

CC Purchasing Policy.docx

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

In terms of employee wages, the college's three biggest contracts (with Sodexo, Bon Appetit and Nebraska Books) require that the companies provide a living wage, currently $11.04, for all employees who provide services under the contract. In terms of environmental standards, the facilities department Sustainable Purchasing Guidelines state aims to "reward vendors who reduce environmental impacts in their production and distribution systems or services," "create a model for successfully purchasing environmentally preferable products that encourages other purchasers in our community to adopt similar goals," "stimulate demand for 'environmentally friendly' products by educating manufacturers and suppliers about the college's expectations of environmental performance in products," and "educate ourselves, our vendors, and our end users."

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The facilities department specifies that quotes, contracts, purchase orders, and requests for proposals should: "Include sustainability language and specifications environmentally preferable products and services into documented purchasing processes. By including such criteria, vendors will be required to accommodate these needs in an agreed manner. Creation of a general clause that is included in all agreements, and incorporating the appropriate language as needed on a commodity-by-commodity basis may increase the flow of sustainable products to the Colorado College campus."
For example, Bon Appetit, CC's socially responsible food management service, strives to provide the college community with meals that are local, sustainable, delicious, and nutritious. Up until recently, the company sourced from Tyson Foods, but has switched to sustainably/ ethically raised chicken due to feedback from the college.

The website URL where information about the institution's guidelines for its business partners is available:

https://www.coloradocollege.edu/basics/welcome/leadership/policies/procurement-and-purchasing

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Bob Winkelbech
Transportation Supervisor
Transportation

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

130

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	4
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	11
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	14
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	1

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

Colorado College has led several initiatives to support alternative fuel and power technology in its motorized fleet such as using B20 fuel for all diesel powered vehicles on campus, replacing gas powered golf carts used by maintenance staff with all electric Low Speed Electric Vehicles, replacing older service vehicles with smaller more fuel efficient Ford Transit Connects, and recycling waste oils from college vehicles to use to heat the Transportation Building.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

76

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	---
Walk, bicycle, or use other non-motorized means	76
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

All students who live on campus have been included as walking, bicycling, or using other non-motorized means as their primary transportation to get to and from campus. Furthermore, the majority of students living off-campus also use non-motorized means of transportation as their primary method of comuting. However, because significant data on off-campus commuting does not exist, they have not been included in the 76%.

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

A survey for employee commuting habits has been sent to faculty and staff of the college pending results in spring of 2015.

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

Total percentage of the institution's employees that use more sustainable commuting options:

2.44

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	---
Walk, bicycle, or use other non-motorized means	2.44
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

Sufficienct data has not yet been collected on employee commuting. Thus, only employees who live on campus have been counted as primarily using non-motorized means.

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

    And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Lockers and several showers are available for bicycle commuters at the Adam F. Press Fitness Center. Access to the facility is free for undergrad and grad students, full-time and part-time faculty and staff, contracted full-time staff, and board of trustee members. In addition, the Russell T. Tutt Science Center provides one shower for bicycle commuters.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bike racks have been installed outside of all campus buildings and large, bike storage sheds are located outside of two of the largest residential halls.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

All buildings on campus are connecting by shared bicycle/pedestrian paths. Mountain Metropolitan Transit operates a bus stop (transportation node) on the corner of Cascade and Cache la Poudre St.

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

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Colorado College provides a free shuttle service for getting around the Colorado Springs downtown area. Real-time GPS tracking and text message notification are accessible to students to provide them with accurate wait time estimates at shuttle stops. The shuttle runs Wednesday through Saturday evening from 9PM to 2 AM and on Saturday from 12:15 to 5PM.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Colorado College offers several programs to promote ride sharing. First, the College offers a shuttle to transport students to the Denver International Airport and the Colorado Springs Airport on major travel days for a fee much smaller than that of a taxi. Furthermore, the College community has created a Facebook page, CC Ride Share, that helps to connect students seeking rides with those seeking traveling companions and/or gas money. Finally, the FreeRiders Union of Colorado College, a college-funded student group, offers a van service to Breckenridge Mountain on Saturdays during the ski season.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

Colorado College has a Level 1 & 2 ChargePoint public charging station in the Slocum Residential Hall parking lot.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Started by students in 2008, the CC Bike Co-op aims to empower people to maintain and repair their own bikes and to negate the necessity of cars within a five-mile radius of campus. The co-op offers free classes in bike repair and maintenance. Student volunteers also keep a self-service bike shop stocked with tools, workbenches, and used parts. They also gather abandoned bicycles, "resurrect them" to keep them from becoming trash, and sell the refurbished bikes.The co-op is located in the garages along the parking lot in front of Tutt Science Center, on Uintah. It is open and staffed weekday afternoons, with classes held each block to teach basic bicycle maintenance.

The website URL where information about the institution's sustainable transportation program(s) is available:

https://www.coloradocollege.edu/offices/sustainability/Campus/carbon-neutrality/alternative-transportation.dot

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Tom Allen
General Manager
Sodexo

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

Submission Note:

The numbers for waste generated in 2009 are overinflated. Up until 2013, CC reported data by volume-to-weight conversion, instead of by true weights.

The figure for employee FTE 2009 does not include temp/on-call staff, vacant positions filled by visitors, or block visitors.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	167.60 *Tons*	404 *Tons*
Materials composted	194.22 *Tons*	0 *Tons*

Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	396.05 *Tons*	820.40 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,548	1,539
Number of residential employees	17	20
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,096	1,970
Full-time equivalent of employees	667	620
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

A brief description of when and why the waste generation baseline was adopted:

A brief description of any (non-food) waste audits employed by the institution:

Colorado College routinely audits its waste stream during Recylemania, an inter-campus recycling challenge during January and March each year. Dumpsters are checked prior to pick-up by Bestway to check for plastic bags and that proper procedures are met in regards to recycling.

A brief description of any institutional procurement policies designed to prevent waste:

Colorado College abides by a series of "sustainable purchasing" guidelines, which are intended to help the community align purchasing decisions with the College's mission objectives. These guidelines include an intention to conserve natural resources by minimizing the consumption of non-replaceable natural resources through the review of current and proposed future usage and to minimize waste via packaging, waste produced by the product (or service), and waste generated by the eventual disposal of the product.

In addition, the Custodial Department has "Green Cleaning Policies and Procedures" document. The document includes an intention to purchase products in concentrated forms and in packaging that minimizes waste.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The Business/Purchasing Office holds an annual Office Supplies Swap Event.
In the interest of cost savings and sustainability, this is a way for campus departments to utilize already existing but unused supplies from other departments at no expense. Any items remaining are donated to a non-profit charity.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Students, staff and faculty are directed online to the course catalog. The College prints a limited number of course catalogs for the Dean's Office. Course schedules and the College directory are both available online.

A brief description of any limits on paper and ink consumption employed by the institution:

Colorado College adopted Papercut in fall of 2014. The program is a school-wide print system where people can print to any printer on campus and must swipe their Gold Card to access their paper. In just the month of November, the program saved 38,600 pages compared to previous years. The program also streamlines paper purchases, so all paper has at least 30 percent recycled content and the college can take advantage of bulk purchasing discounts. CC ordered nearly 1,000 fewer reams of paper in 2012-13 than it did in 2011-12.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

The Colorado College Student Government Association (CCSGA) holds an annual move-out collection drive at the end of 8th block. CCSGA and other student volunteers collect unwanted items from students during move-out to donate to a local nonprofit, One Nation Walking Together. One Nation Walking Together reclaims merchandise and equipment which would otherwise go to landfills and uses it to assist with Native American community development efforts.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

The Clean Plate Club conducted a campaign during the 2012-2013 school year to reduce post-consumer food waste in campus dining halls. While measuring no significant reduction in post-consumer waste during the campaign, the Clean Plate Club estimated that students throw out 56,000 pounds of food per year in the college's main dining hall Rastall and effectively spread awareness about the issue.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

The team at Bon Appetit works hard every day to train and monitor food production in the CC kitchens every day. It conducts daily meetings with its staff to discuss food, safety and upcoming events. These meetings often times includes the chefs pulling the compost containers located at each prep station to discuss the level of food scraps, how the cooks can utilize product better and which vegetable scraps can be utilized in our house made soup stock. This program has shown great rewards in that Bon Appetit see very little unusable produce scrap being sent to compost. Its chefs and staff rotate stock daily under the first in, first out model of food usage.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Trayless dining was implemented on the Colorado College campus in 2008 in an effort to reduce food waste.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Rastall Dining Hall offers a reusable to-go container that can be purchased with meal plan dollars.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Reusable service ware is available at Rastall Dining Hall and recyclable and compostable service ware are available at Benjis and the Preserve.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Dining services offer a discount to customers who use a reusable mug or beverage container.

A brief description of other dining services waste minimization programs and initiatives:

Often, at Rastall Dining Hall, kitchen staff will take meat dishes away from the serve yourself style buffet and will instead serve the meat themselves to customers using portion sizes suggested by the FDA. This method helps to reduce food waste.

The website URL where information about the institution's waste minimization initiatives is available:

https://www.coloradocollege.edu/offices/sustainability/Campus/waste-recycling/

Waste Diversion

Responsible Party

Tom Allen
General Manager
Sodexo

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The weight for the materials diverted from landfill/incinerator only includes composted and recycled materials. While there are significant programs in place at CC to reuse, re-sell, and donate materials, these is no data available regarding diversion weights.

Recycling

http://www.coloradocollege.edu/offices/sustainability/Campus/waste-recycling/single-stream.dot

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

Materials diverted from the solid waste landfill or incinerator:

361.82 *Tons*

Materials disposed in a solid waste landfill or incinerator :

396.05 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Colorado College provides recycling bins in every campus building and wherever there is a trash can. The college also recovers bathroom paper for compost in campus buildings.

A brief description of any food donation programs employed by the institution:

The College supplies food leftovers to its on-campus soup kitchen, which serves out of Shove Chapel each Sunday. In addition, the Colorado Springs Food Rescue, a student-run organization founded in 2013, uses bike trailers to transport perishable food being thrown

away in the community, including the buffet leftovers from Rastall Dining Hall, to charities and non-profits that serve at-risk or hungry individuals.

A brief description of any pre-consumer food waste composting program employed by the institution:

Colorado College contracts a local company, Bestway Disposal, to collect pre-consumer food waste from all dining services operations and bathroom waste bins.

A brief description of any post-consumer food waste composting program employed by the institution:

Colorado College contracts a local company, Bestway Disposal, to collect post-consumer food waste from all dining services operations and bathroom waste bins.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

Laboratory equipment	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	---
Pallets	Yes
Motor oil	Yes
Tires	---

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Chris Coulter
Director of Facilities Services
Facilities Services

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:

Reported weights of construction and demolition materials recycled and landfilled/incinerated include only those from the 2014 Spencer Center Renovation. Significant amounts of asbestos containing materials were present, hence the low diversion rate.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

10 *Tons*

Construction and demolition materials landfilled or incinerated :

200 *Tons*

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

Recycling construction and demolition debris is a priority and Colorado College has had success with rates greater than 75% for LEED construction recycling. Facilities Services manages all recycling for construction projects. General contractors hired for small scale, less than $500K projects, don't include waste hauler info or recycling in their scope of work. Regardless of the size of project, sustainability practices are followed and all waste operations are executed in the spirit of LEED guidelines. This can be interpreted to mean that for new projects the goals is to include a minimum of 50% of waste to a recycling center. Many space renovations at Colorado College are historic buildings where waste includes hazardous materials including asbestos and lead. Renovation projects focus to reuse structural walls, ceilings, and flooring except when it's not structurally possible or the materials are determined to pose a health risk to contractors and building occupants.

Hazardous Waste Management

Responsible Party

Denise Sheridan
Environmental Health and Safety Coordinator
Facilities

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Colorado College does not generate much "special" waste and those situations are evaluated on a case by case basis. The college does its best to reduce the amount of universal waste it sends for disposal by recycling as much as possible. The college recycles leftover paint, light bulbs, batteries and empty aerosol cans. Used motor oil is reused as fuel to heat the automotive shop at Colorado College.
The science departments on campus have also taken steps to reduce the amount of hazardous waste they generate by changing purchasing practices and changing lab procedures. The science departments are encouraged to purchase amounts of chemicals to match their needs instead of buying materials in bulk. They have also altered student lab experiments by substituting in less hazardous chemicals where possible and changing to microscale experiments which use smaller quantities of chemicals.

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

Colorado College is dedicated to the protection and conservation of the environment. Established Federal and state regulations require that the College ensure that hazardous, bio-hazardous and universal wastes be properly managed "cradle-to-grave". The Environmental Health and Safety department is directly responsible for the management of these wastes for the College and works with a third party contractor to ensure the safe and legal disposal of the hazardous waste generated.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There have been no significant incidents within the previous three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The Colorado College Department of Environmental Health and Safety operates a Chemical Redistribution Program which accepts both opened and unopened bottles of unwanted but still usable chemicals and lab ware, and redistributes them to others on campus. The redistribution of chemicals and lab ware is free to any interested college department or research laboratory. The program's objective is to redistribute any useable chemical that would otherwise be disposed of as hazardous waste.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

The IT department organizes a monthly pick-up of electronic materials such as hard drives, floppy disks, laptops, keyboards, monitors, microwaves, scanners, cameras, cell phones, circuit boards, etc. Collection buckets for batteries and small electronics are located in the library, the student center, and the facilities office.

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

Colorado College employs Metech Recycling to provide our electronic waste recycling.
Metech Recycling is a founding member of the Basel Action Network (BAN) e-Stewards program, and signer of the BAN Pledge of True Stewardship.
Metech Recycling locations are Certified e-Stewards® Recyclers. Certified e-Stewards are leading North American electronics recyclers who are qualified as upholding the highest standard of environmental and social responsibility.
Metech Recycling is a Founder of e-Stewards and was the seventh company in the U.S. to become Certified e-Stewards® Recyclers.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Mark Ferguson
Campus Energy Manager
Purchased Utilities

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	65,710,664 *Gallons*	92,144,574 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	24,634,035 *Gallons*	48,435,593 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	1,548	1,542
Number of residential employees	17	25
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,096	1,978.50
Full-time equivalent of employees	691	626
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	1,899,502 *Square Feet*	1,905,096 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	38 *Acres*	38 *Acres*

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

	Start Date	**End Date**
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

Landscape zones are irrigated with City of Colorado Springs-supplied non-potable water, a combination of raw water from a local reservoir and treated domestic wastewater.

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

Every building on campus is separately metered for water use by the local utility. Primary irrigation systems are metered separately.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

In general, Colorado College has phased in efficient water fixtures as older ones have retired. Fixture retrofits have included outfitting existing faucets with low-flow faucet aerators, replacing shower heads, replacing tank and flush valve toilets with low-flow models, and upgrading urinals to current standards. In 2012, while renovating Worner Student Center and Rastall Dining Hall, the College replaced the existing dishwasher with a more efficient one and retrofitted toilets and urinals with low-flow units.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

The Facility Life Cycle Design Guidelines for Sustainability (2010) states that "opportunities for achieving… water reductions should be identified by design and engineering professionals in every construction or renovation project and considered for implementation based on life cycle cost savings, impact on reaching carbon neutrality, and the importance of demonstrating social responsibility by supporting the college core values and taking a leadership role in nurturing the ethic of environmental sustainability".

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

The Colorado College Long Range Development Plan prioritizes the use of drought resistant plant material low flow irrigation techniques wherever feasible. The grounds department uses drought-tolerant xeriscape plants in many campus landscape areas, while limiting grass to activity areas and sports fields. A centralized irrigation control computer provides efficient watering for the campus, and more than 95 percent of campus is irrigated with nonpotable, reclaimed water.

A brief description of any weather-informed irrigation technologies employed by the institution:

Since 2000, irrigation controls have been computer-based, with a controller clock in each zone connected to satellite clocks. Irrigation is dictated by information provided by an on-campus weather station installed in the fall of 2007 at Stewart Field. This station monitors humidity, rainfall, temperature, and wind speed. It also feeds evapotranspiration (ET) data to the irrigation computer, which sets an order and duration for watering in each zone accordingly.

A brief description of other water conservation and efficiency strategies employed by the institution:

The Facility Life Cycle Design Guidelines for Sustainability (2010) requires the installation of low flow water devices in all new construction projects. Furthermore, the College captures water from its bearing cooler and uses it for its flue gas economizer. However, because this water is not metered, it has not been included in the "water recycled/reused on campus" section above.

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

http://www.coloradocollege.edu/offices/facilities/energy-management/guidelines-for-sustainabili ty.dot?host_id=e19a1071-63ad-45c4-a9b1-0f5cd4869309

Rainwater Management

Responsible Party

George Eckhardt
Campus Planner
Facilities Services

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

The College complies with City Stormwater management plan requirements. Every physical campus building or landscape improvement project must meet City requirements in order to qualify for a permit.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

A brief description of any rainwater harvesting employed by the institution:

It is illegal to capture rainwater in the state of Colorado.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

The parking lot on the east side of the Edith Gaylord Cornerstone Arts Center is designed with a porous concrete paving surface that returns all of the rainwater and snowmelt that falls on it to the water table. There is no storm water runoff from this lot because it lets all the precipitation flow through, even in a 100-year storm event. This is the first application of this material in Colorado Springs.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

At 232 and 228 W. San Miguel, there was a storm water quality pond required for the purpose of collecting storm water surges before allowing the water to run into a storm water drainage pipe to Monument creek. There is a similar storm water collection system north of

McGregor where water runs through a grass swale before exiting into the storm water pipe to Monument Creek. The Packard Hall courtyard landscape area is a rainwater collection area which collects rainwater from the roofs and concrete aprons.

A brief description of any bioswales on campus (vegetated, compost or stone):

There is a rock bottom collection trench or swale leading into a rock bottom pond collection area, with a raised overflow gate which allows the collected and filtered storm water to eventually run into a drain pipe. At the large Northeast Parking Lot at the corner of Uintah and Nevada, the parking lot pavement drains to a rock bottom trench or swale area in the perimeter landscape on the west side of the parking lot where the intention is to allow the water to seep into the landscape area rather than run off into the storm water collection system. There are also several French drains around campus for collecting rain water and allowing it to seep into the soil.The largest French drain system is in the entire landscape area on the north side of Palmer Hall where the roof water runs into French drains rather than being transported into the storm water collection system. There is another large French drain on the north side of Cossitt Hall which collects water from the east side of the Cossitt Hall stone retaining wall.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

33,764,539 *Gallons*

Wastewater naturally handled:

33,764,539 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

Colorado College employs Colorado Springs Utilities (CSU) to handle its wastewater. CSU exceeds its permit requirements to ensure that water is treated in a way that minimizes potential harm to local waterways. The facility utilizes ultraviolet (UV) light to disinfect wastewater, which eliminates bacteria and enhances the quality of wastewater discharge. The treatment plant has adapted these methods to replace its previous use of gaseous chlorine.

The website URL where information about the institution's wastewater management practices is available:

https://www.csu.org/CSUDocuments/waterbrochure.pdf

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

During the last three years, the Campus Sustainability Council (CSC) has been instrumental in driving sustainability initiatives on campus. By increasing its membership to include a diverse group of faculty, staff and students, the Council has been able to successfully influence the wider campus community. The Council was responsible for adding the various sustainability components to the College's Strategic Plan. Last year, the Council pushed the administration to prioritize sustainability in its professional staffing, leading to the replacement of the Sustainability Coordinator with two higher up and full-time positions, the Energy Manager and the Sustainability Manager. Furthermore, in the last few years, the Council has lobbied for and successfully increased the College's dedicated budget for sustainability projects. The money has helped support the construction of a campus greenhouse, an online energy monitoring system, and campus signage for sustainability features. The Council presented a plan and strategy for reaching the College's carbon neutrality goal by 2020.

The previous Sustainability Coordinator operated as a subset of Facilities and was instrumental in implementing the dashboard system, implementing composting programs for both dining services and off-campus housing, supporting the expansion of non-potable irrigation across campus, developing the a student garden, and implementing a green-cleaning policy (amongst many others). The new Office of Sustainabiliy continues to focus on those items, but is placed in the Office of the Dean of the College, giving the Sustainability Manager access and influence on a higher level of administration and curriculum development as it relates to sustainability principles.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The mission of the Campus Sustainability Council is to make Colorado College a model for campus and community sustainability. The CSC works to design, promote, and implement initiatives that are ecologically viable, economically sound, and socially just, now and for future generations.The CSC plays a key role in raising campus awareness and keeping sustainability issues at the forefront, reminding us all to live up to Colorado College's core value of nurturing a sense of place and an ethic of environmental sustainability.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Campus Sustainability Committee:
Howard Drossman (Environmental Program), Ian Johnson (Sustainability Manager), George Eckhardt (Facility Services), Bruce Coriell (College Chaplain), Laurel Sebastian (Co-chair for EnAct), Jane Arden Smith (Sierra Club), Kyra Wolf (Curriculum Development Intern), Katy Dupree (State of Sustainability Intern), Lily Biggar (Sustainability Intern), Kendall Kultgen (State of Sustainability Intern), Sophie Javna (Local Foods Liason), Mike Stevens (Student Intern Manager), Anna Kelly (Communications Intern), Julian Kraus-Polk (Sense of Place Intern), Gaby Palko (Green House Gas Inventory Intern), Benjamin Feldman (Building and Grounds Intern), Corina McKendry (Political Science), Marion Hourdequin (Environmental Program, Philosophy), Don Davidson (Director of Purchasing), Mark Lee (Communications), Mark Wilson (Biology), John Lauer (Director of Residential Life and Housing), Cecilia Gonzales (Facilities and Grounds), Emilie Gray (Biology), Ryan Hammes (Director of Outdoor Education), Mark Ferguson (Energy Manager), Barbara Whitten (Physics), Kalen Aquisto (Trustee), Horst Richardson (German), Mark Smith (Economics and Business), Tom Allen (Sodexo), Roz Brokaw (Admissions), Darren Ceckanowics (Technical Director, EV Program), Derek Hanson (Bon Apetit), Randy Cruse (Bon Apetit), Karen To (Communications), Leslie Wedell (Communications), Leonard Ortman (Controls Specialist, Facilities), Tess Powers (Dean's Office), Mike Siddoway (Associate Dean of the Faculty), Mckinley Sielaf (Library), Dave Harker (Center for Community Engagement), Justin Weis (Associate Director of Housing Operations), Patrick Bultema (ExDir, The Big Idea), Denise Sheridan (Environmental Health and Safety Coordinator), Laura Rosendo (Reunion Giving Officer), Paul Buckley (Director, Butler Center), Liz Scherkenbach (IT), Frank Kinder (Colorado Springs Utilities), Alicia Archibald (The Catamount Institute), Erik Laitos (CCSGA), Allie Verchota (CCSGA), Lydia Ballantine (Local LLC RA, Eco-RA), Fiona Haslett, Naanibah Begay (NASU), Judy (Brooke) Larsen

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

https://www.coloradocollege.edu/offices/sustainability/community/campus-sustainability-council/

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Sustainability fosters communication, collaboration and coordination between sustainability stakeholders in the CC community. The Office serves to develop and support campus initiatives, working closely with the Campus Sustainability Council and the student environmental action group, EnAct, to make the Colorado College a model for campus and community sustainability.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

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

https://www.coloradocollege.edu/offices/sustainability/community/sustainability-office/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Ian Johnson

A brief description of each sustainability officer position:

The Sustainability Manager is in charge of developing, promoting, and administering the many sustainability plans, initiatives, and deliverables associated with on-campus and external activities. He advises student sustainability groups, updates the campus utility dashboard, implements campus resource conservation campaigns, collaborates with the Facilities Management to encourage the use of efficient practices of technologies, develops community partnerships, administers the Campus Annual Sustainability Projects Fund and the EcoFund, supervises the sustainability interns, and writes and distributes an annual Colorado College Sustainability report evaluating progress on reducing greenhouse gas emissions and on the campus's carbon neutrality goal.

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

http://www.coloradocollege.edu/offices/sustainability/community/sustainability-office/

Sustainability Planning

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

Colorado College Carbon Neutrality

https://www.coloradocollege.edu/offices/sustainability/Campus/carbon-neutrality/?

Strategic Plan

https://www.coloradocollege.edu/other/strategicplan/progress/

The Waste Renovation Project has been stalled many times by red tape at the administrative level. We hope to have an RFP out to companies to bid on by February 2015 and have a company selected later in the spring of 2015, hopefully beginning the initial phases of building before the end of spring 2015. This is an optimistic timeline and is certainly bound to change.

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	No	No
Transportation	No	Yes
Waste	Yes	Yes

Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

1. Integrate Sustainability into Curriculum Across Disciplines
The fourth recommendation in Colorado College's 2013 strategic plan is to "enhance our distinctive place of learning-- our campus-- to support our engaged, globally connected academic community and embody our regional and historic identity". This recommendation includes emphasizing a "sense of place" in curriculum by utilizing the campus as a "living laboratory" and exploring "the themes important to the region-- healthy living, sustainability, the value of water, and the spirit of nature." Likewise, the plan outlines an effort to "ensure that the college is recognized as a model of environmental stewardship and innovation by advancing both the study and the practice of sustainability" and "integrating sustainability across the breadth of our curriculum more deeply and cultivating the ethic of sustainability in all aspects of campus programing."

2. Center for Immersive Learning and Engaged Teaching
Colorado College's strategic plan includes a recommendation to provide new forms of resources and to support the block plan. It calls for the establishment of a Center for Immersive Learning and Engaged Teaching. This center will bring together the Office of Sustainability with a number of other current academic support programs such as community engagement, international programs, and the Crowne Center for Faculty Development.

3.The Hiring of CC's Sustainability Manager
In 2013, Ian Johnson, CC's Sustainability Manager, was hired through the Dean's Office to further sustainability in curriculum through workshops, collaboration with the Dean, etc. The expectations are clearly and formally outlined in the Sustainability Manager job description. As of fall 2014, the Sustainability Manager's office has been moved to the dean's office suite to facilitate further collaboration between sustainability and academic planning.

4. Introduction of EV260 Sustainability through Land Use Policy
Professor Phil Kannan well be introducing a 2 block course in springs 2015. In this course we will explore major land use policies, their impacts on sustainability, and possible innovations in land use policy that can lead to a more secure future. We will consider such questions as: How can land use policies mitigate global climate change and the harm it causes? How can land use policies promote the social and economic development within a community and at the same time reduce airpollution and habitat destruction?

4. Implementation of "Sustainability Across the Curriculum" Faculty Workshop
The Sustainability Across the Curriculum workshop was a two-day faculty development workshop that took place directly after the end of classes last May 2014. It was designed to support faculty in incorporating sustainability learning in courses broadly across the curriculum (not only in the environmental sciences). Ten professors participated in the workshop, from ten different departments. The workshop included programming on foundational sustainability concepts, health and wellness, local history and sense of place. There was also time for open discussion and brainstorming ideas for courses. The goal was to support professors in redesigning an existing course or developing a new course that would focus on sustainability issues or incorporate a unit or module on sustainability. Faculty received a

$500 stipend for participating in the workshop, with another $500 upon completion and approval for a course re-design. In addition, the participants are part of a continuing program as Faculty Sustainability Scholars. The scholars come together once a semester to discuss progress in developing courses. The will also hopefully provide support for future participants in the workshop. The workshop will be a yearly occurrence from here into the future.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

1. Integrate Sustainability into Curriculum Across Disciplines
The Strategic Plan's recommendation for has triggered the commencement of the Environmental Stewardship Knowledge Development Team Curriculum Subcommittee. The subcommittee has completed a report defining criteria for a sustainability designated course and recommending integration of a sustainability designation into the curriculum. The sustainability designation is being pursued and implemented by the Strategic Action Team for fall of 2016.

2. Center for Immersive Learning and Engaged Teaching
A steering group made up of 6-9 faculty and staff will begin the Center's work by setting in motion specific pilot projects to demonstrate how the Center will contribute to the mission of the College in the future.

3. Hiring of CC's Sustainability Manager
Currently, the Office of Sustainability and the Associate Dean of the Faculty are collaborating to further the incorporation of sustainability learning objectives more broadly across disciplines. Last May 2014, the Office of Sustainability introduced the new Sustainability Scholars program, which offered faculty an opportunity earn $1,000 for attending a multi-day workshop on sustainability and systems thinking and redesigning a CC course that includes sustainability learning objectives within twelve months of the workshop. The program will now be held annually and the program's success will be measured by the number of course offerings introduced that include sustainability objectives.

4. Introduction of EV260 Sustainability through Land Use Policy
The course will be taught during the spring of 2015.

Accountable parties, offices or departments for the Curriculum plan(s):

-Chair of Strategic Action Team for Environmental Stewardship, Mike Siddoway
-Sustainability Manager, Ian Johnson
-Curriculum Development Intern, Kyra Wolf

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

Curriculum Intern for the Office of Sustainability, Kyra Wolf

A brief description of the plan(s) to advance Campus Engagement around sustainability:

1. The Hiring of CC's Sustainability Manager
In 2013, the College hired its Sustainability Manager through the Dean's Office. The Sustainability Manager job description includes facilitating student leadership to organize sustainability related workshops, seminars, and conferences on campus; advising various campus sustainability groups such as the Synergy House, the CC Farm, and the Local LLC; fostering peer to peer educational efforts on campus through programs such as the ECO-Reps; updating and maintaining the campus sustainability website; disseminating promotional materials and publications;and supervising and educating the students involved in the sustainability intern program.

2. Semester in Environmental Education
The College is currently piloting a residential Teaching and Research in Environmental Education (TREE) Program to start fully with undergraduate students in fall 2015 . The program involves a partnership between Colorado College and Catamount Center, an environmental non-profit organization that operates the Catamount Mountain Campus in Woodland Park, 40 minutes from Colorado College. Undergraduate participants would be teaching about 100 hours of environmental education over the course of the semester in the outdoors and in K-12 classrooms. Students competing the program will be eligible to apply for Colorado Association fr Environmental Education basic and master level certifications.

3. The Global Sustainability Summer Internship Program is a summer program the college began offering the summer of 2013 in collaboration with the Foundation for Sustainable Development. The course revolves around a 9 week internship in Nicaragua, Bolivia, or India with a community-based organization working on a dimension of sustainable development Through both theory and practice, the course engages fundamental debates over the goals, practices, and power dynamics of international development efforts. Additionally, each student is introduced to the larger social, political, economic, cultural, and geographic characteristics of their country that impact local community development efforts.

4. The State of Sustainability Report is an annual report started during the 2013-2014 academic year. The report is a condensed version of the STARS report and includes "Best Practices" and "Priority Actions" for each major section of the STARS report. The State of Sustainability Report is distributed to the campus community and is heavily referenced by the Sustainability Council for recommendations and guidance.

5. The Sustainability interns in the Office of Sustainability work to access various aspects of sustainability on campus and increase campus engagement by working in other offices and with different campus groups. A list of official intern titles are as follows: Student Intern Manager, Communications Intern, Buildings and Grounds Intern, Local Food Liaison, Sense of Place Intern, Curriculum Development Intern, Jr. State of Sustainability Intern, and Sr. State of Sustainability Intern. The interns promote initiatives around campus, such as "Sense of Place" or food justice, to name a few.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

1. CC Sustainability Manager's Strategies to Advance Campus Engagement around Sustainability
-The Office of Sustainability has revamped the ECO-Rep program to work in conjunction with campus RA's to enhance the value and effectiveness of the program. The modified ECO-Ra program is new this year. Planned programs for the 2014-2012 include:Develop Criteria for a Green Dorm Room, Promote the College-wide Composting Program, Host informational events on College Sustainability, Offer sustainable alternatives to residents, such as drying racks, CFL lightbulbs, compost bins, etc, Promote the RecyleMania competition, Brainstorm effective ways to mobilize students for Sustainability causes
-In fall of 2013, the Office of Sustainability hired a student intern to update the office's website and to restructure it according to the format of STARS. By making the website more user friendly, the Sustainability Manager hopes to increase community engagement in

and awareness of the office's activities.

-The RECS and carbon offset credits that CC receive's through various these various programs contribute to the larger goal of carbon neutrality

Accountable parties, offices or departments for the Campus Engagement plan(s):

-Sustainability Manager, Ian Johnson

A brief description of the plan(s) to advance Public Engagement around sustainability:

1. Strategic Plan: Innovation Institute
The third recommendation of the strategic plan outlines the development of an Innovation Institute, that would provide resources, structure, and encouragement to students and faculty as they investigate social and environmental challenges, understand the context in which they exist, identify sustainable solutions, and put them into action. The Institute will connect several of programs already in place that help students pursue ideas related to the environment and social entrepreneurship such as the State of the Rockies Project, the Keller Venture Grants, The Big Idea, and the Public Interest Fellowship Program.

2. ASHOKA Change-Maker Designation
As Colorado College was awarded the ASHOKA Change-Maker Designation, the college has been able to pursue both the Global Sustainability Summer Internship Program as well as a zero-waste program in collaboration with Care and Share to encourage local engagement between the school and community. The zero-waste program turns food waste from donated expired food to Care and Share (a Colorado Springs non-profit) into animal feed. The program is partnered with Future Point Farms, which assesses the nutritional value of the feed and adds necessary nutrients. The program creates a revenue stream from products that would have otherwise been landfilled while also awarding the college with carbon offset credits. The Office of Sustainability has created a new internship position starting in the spring of 2015 dedicated solely to the zero-waste program with Care and Share.

3. K-12 Solar Panel Arrays
The school is in the beginning stages of a program to place solar arrays on K-12 schools in District 11 and District 20 in Colorado Springs. The college intends to sell power to these schools at a reduced rate and keep the carbon offset credits gained from the renewable energy in order to get closer to its goal of carbon neutrality by 2020 as well as foster partnerships and mutually beneficial relationships with local schools.

4. Colorado Springs Food Rescue
The Colorado Springs Food Rescue works to collect wasted, thrown away food from local restaurants and businesses and distribute this food by bicycle to underserved community members. The student-run organization fosters relationships between the college, the marion house, local food kitchens, local businesses, and community members.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

1. Strategic Plan: Innovation Institute
CC's President Jill Tiefenthaler has appointed a strategic action team to further the execution of the Innovation Institute.

Accountable parties, offices or departments for the Public Engagement plan(s):

GSSI Program, Emily Chan
K-12 Solar Arrays, Mark Ferguson

Zero-Waste Program/Carbon Offsets, Ian Johnson
ASHOKA Designation, Eric Popkin

A brief description of the plan(s) to advance sustainability in Air and Climate:

1. Carbon Neutrality

The Colorado College Sustainability Plan (CCSP) and a plan for carbon neutrality were presented to the Colorado College Board of Trustees in 2009. The Board voted formally to accept the CCSP on February 21st, 2009 and voiced support for committing to carbon neutrality. President Celeste signed the ACUPCC in April of 2009, with a target date for eliminating greenhouse gas emissions by 2020 and a long-term goal to become carbon-regenerative and a net energy producer. The college is currently working with local and community partners on innovative ways to meet this goal.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

1. Carbon Neutrality

In order to meet its ACUPCC goal, the College has adopted the following strategy:

-invest $22 million for local solar installation and a combined heat and power system at the College's Central Plant

-use savings from solar and central plant investments to fund efficiency strategies in existing buildings and at the Central Plant

To ensure its compliance with the ACUPCC targeted emission reduction, the College set an interim milestone emission-reduction target of a 50% below the 2008 baseline level by 2015.

Accountable parties, offices or departments for the Air and Climate plan(s):

-Energy Manager, Mark Ferguson

-Sustainability Manager, Ian Johnson

A brief description of the plan(s) to advance sustainability in Buildings:

1. Strategic Plan: Sustainable Built Environment

The strategy outlined in the strategic plan for its vision of a sustainable built environment:

-The College will reinvent the campus master plan to include specific sustainability guidelines for current and future building projects. The master planning process is still underway, but is projected to be finished this spring. In the meantime, the college has also developed a High Performance Building Design Criteria to establish a procedural methodology to achieve and maintain high performance goals for new building projects and renovations of existing buildings. These goals are intended to go beyond the requirements of green building programs such as Energy Star, LEED, and Green Globes in order to achieve the most significant and beneficial long-term carbon footprint reductions. Currently we are in the process of using these procedural guidelines to create a peer certification program for all schools in the Associated Colleges of the Midwest.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

1. Strategic Plan: Sustainable Built Environment

The President of the College has appointed a knowledge development team to oversee the initiative to develop a campus master plan. The team has established a timeframe for five primary objectives it wants to achieve in by 2015, including interview and making a recommendation for an outside consultant, preparing a project plan for the completion of the master plan, preparing a progress report at

the end of the 2013-14 academic year, submitting a preliminary concept plan to the president during the summer of 2014, and submitting the final proposed campus master plan to the President by early Fall 2014.

The Knowledge development team has hired three design firms, Atkin, OLIN and Schade, to execute our campus Master Plan. The Master Plan architects have already shared Preliminary designs and solicited feedback. The new Master Plan includes more energy efficient buildings, more water-smart landscaping, and an East Campus Eco-Village. The eco-village is intended to be a residential are where pre-existing residential communities will gather around the shared goals of sustainable living and arts for social change.

Accountable parties, offices or departments for the Buildings plan(s):

-Facilities, George Eckhardt
-Knowledge Development Team for the campus master plan, Robert Moore
-Building and Grounds Intern, Benjamin Feldman

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

1. Firm Natural Gas Transportation
The firm natural gas transportation project is a change in the way we buy natural gas at our central plant. Currently we are on an interruptible rate meaning Colorado Springs Utilities can stop natural gas delivery to us at any time. When this happens, we switch to our back-up fuel #2 fuel oil. This project moves us from interruptible service to firm service meaning our service cannot be interrupted. As part of this project the College has contracted to purchase natural gas from Continuum Energy.

2. Campus Micro-Grid
This project would create a campus micro grid to reduce carbon emissions by combining heat and power processes, reduce energy costs by peak shaving, and provide infrastructure to critical infrastructure to support emergency operations. Currently during a power outage, we can operate the central plant, but we do not have power to circulate water through the buildings connected to the high temperature hot water distribution system. This project would construct a 400kW combined heat and power system at the central plant. The system would run off of natural gas and provide emergency power to the Worner Center to support cooking operations and El Pomar for use as an emergency shelter. The system would achieve carbon savings and payback by operating in parallel to with the utility grid during summer peak demand periods. This would reduce demand at the central plant, also known as, peak shaving.

3. Real Time Energy Dashboards
This project is to create dashboards internal to our building automation system. These dashboards will provide building technicians real-time feedback on building operations. Getting this information in real-time will help technicians understand and manage building energy use.

4. Honnen LED Lighting

Replace metal halide lighting in Honnen Ice Arena with more efficient LED lighting.

5. Schlessman LED Lighting

Replace metal halide lighting in the Schlessman Pool with more efficient LED lighting.

6. Central Plant Controls Upgrade

The central plant controls upgrade project will complete the automation of the central plant heating operation. The controls work includes adding system logic to allow for the modulation of the high temperature hot water system expansion tank and distribution system pumps. These controls will enable the central plant to adjust system temperature more frequently to help optimize central heating plant efficiency. The project will also add alarms for safety allowing the plant to be controlled remotely and left unmanned allowing central plant operators time to perform maintenance activities on the distribution system during the summer.

7. Worner Steam Generator

The Worner steam generator project will add a steam generator to the Worner Center to support cooking operations and allow the temperature of the high temperature hot water loop to be lowered during the summer. Currently the campus high temperature hot water loop temperature during the summer is driven by the need for steam to support cooking operations at Worner Center. By removing this constraint, the centralized system will be able to run at a lower temperature. This will save energy by decreasing system losses in the campus distribution system.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

1. Firm Natural Gas Transportation
This was recently completed in October 2014

2. Campus Micro-Grid
This project is in its developmental stage and is expected to be completed within 2 years.

3. Real Time Energy Dashboards
This project is in its construction phase and is expected to be completed within 6 months. 5 buildings complete and 15 to go.

4. Honnen LED Lighting
This project is in construction phase and is expected to by completed February 1 2015.

5. Schlessman LED Lighting
This project is in its design phase and is expected to by completed May 1 2015.

6. Central Plant Controls Upgrade
This project is in its construction phase and is expected to be completed February 28, 2015.

7. Worner Steam Generator
This project is in its planning phase and is expected to be completed May 31, 2015.

Accountable parties, offices or departments for the Energy plan(s):

Energy Manager, Mark Furgeson
George Eckhart, Facilities

A brief description of the plan(s) to advance sustainability in Grounds:

1. Strategic Plan: Sustainable Landscape Management
The strategic plan outlines a commitment to sustainable landscape management. As part of its fourth recommendation, the plan states, "CC's identity as a distinctive place of learning depends on developing a relationship between the campus physical environment and the functions of our institution. In order to enhance our campus, we must provide sustainable landscape..that is in harmony with our educational mission and embodies our regional identity".

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

1. Strategic Plan: Sustainable Landscape Management
To move forward with the the strategic plan's vision for greater sustainable landscape management, the College is currently interviewing consultants to help update the Campus Master Plan to include specific guidelines for sustainable landscaping. These plans will be completed by Spring 2015.

Accountable parties, offices or departments for the Grounds plan(s):

-Campus Planner, George Eckhardt
-Chris Coutler, Facilities Director

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The Sustainability Office in collaboration with transportation services is in the process of creating a Veggie Van for the campus fleet. The van will be fueled with reclaimed vegetable oil from Rastall dining hall. The van will be used mostly by the Outdoor Recreation Club for outdoor expeditions.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The Veggie Van will be used by the Outdoor Recreation Club for a spring break trip in the spring of 2015.

Accountable parties, offices or departments for the Transportation plan(s):

Sustainability Manager, Ian Johnson
Tom Crowe, Student Lead on Project
Bob Winkelblech, Transportation Manager

A brief description of the plan(s) to advance sustainability in Waste:

1. Waste Minimization Initiative
The Waste Renovation Project seeks to develop a consistent and unified
system of dealing with waste on campus by promoting the three streams of
waste: Landfill, Recycling, and Compost. The project seeks to educate the
community and reduce the amount of misplaced waste occurring at the
school. It has been awarded $10,000 by the CSC.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

1. Waste Minimization Initiative
Phase one of the project includes the standardization of trash, recycling, and compost bins on campus. The Sustainability Office seeks to
put an RFP out, select a company, and develop a plan with short-term, mid-term, and long-term goals identified for the Waste Renovation
Program to be complete in 2-3 years time.

Accountable parties, offices or departments for the Waste plan(s):

Michael Stevens, Office of Sustainability Intern

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

1.Strategic Plan: Diversity and Inclusion
The strategic plan identifies three primary areas in which to advance diversity and affordability:

a. building additional resources for financial aid in order to recruit talented students of all backgrounds

b. eliminating program fees to make field trips, blocks abroad, and other experiences accessible to students regardless of family income

c. fostering an inclusive campus culture that values different backgrounds, experiences, and ideas in order to attract and retain diverse faculty, staff, and administrators

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

1. Strategic Plan: Diversity and Inclusion

To achieve its goal of fostering a more diverse and inclusive campus, the College is adopting innovative strategies for hiring and retention. For example, recently the College added a talent acquisition manager to the community to ensure that the institution does all it can to hire and retain a highly talented, diverse staff and faculty. Furthermore, President Tiefenthaler appointed an "action team" to ensure the execution of the diversity and inclusion goals included in the Strategic Plan. The team's objectives from 2013-14 include undertaking an inventory of student support services at CC, evaluating best practices at other liberal arts projects for supporting students from disperse backgrounds, and making recommendations for changes and/or new programs. The team will report on progress throughout the year.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Strategic Action Team for Diversity and Inclusion, Rochelle Masion
Financial Aid Office

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

-The Wellness Resource Center is constantly working to understand student mental health and wellness, and stay on top of addressing these issues in a proactive and wholesome way. The Center plans to settle into a cycle of assessment including various surveys in order to track student issues as well as assess the Center's own effectiveness.

-The Wellness Resource Center is also pursuing a 7-dimensional model of health and wellness, which includes environmental wellness, intellectual wellness, and spiritual wellness to list a few. More information about the 7-dimensional model of health and wellness can be found on the Wellness Resource Center's website

https://www.coloradocollege.edu/other/wellness/

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The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

-Last spring, the Wellness Resource Center at Colorado College administered a National College Health Association assessment. This assessment will be administered every 2-3 years so that data trends among students may be observed and the effectiveness of the Center's initiatives assessed.

-The Campus Climate Survey will be administered in February of 2015. This survey looks at power and gender based violence among students. The survey will be completed annually or bi-annually so as to look at data trends and patterns and create effective campaigns to lessen these issues.

-The Core Survey looks into substance use and abuse. The college plans to start this survey in the coming year.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Heather Horton, Director of the Wellness Resource Center

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

The Colorado College mission commits us to providing the finest Liberal Arts education in the country by embodying our core values. Among our core values are to live with integrity; serve as stewards of the traditions and resources of Colorado College; nurture a sense of place and an ethic of environmental sustainability; encourage engagement and social responsibility at local, national and global levels; and seek excellence, constantly assessing our policies and programs. Sustainability isn't optional for the Colorado College community; it's who we are and how we have defined ourselves. We aspire to make Colorado College a model for campus and community sustainability - an academic village that instantiates a commitment at all levels to a sustainable and desirable future, not only for the human economy but for the larger ecosystem in which it is embedded.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:
Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability is an integral part of the College's strategic plan. The State of Sustainability report is an annual publication started in 2014 which details best practices and priority actions for sustainability. The report outlines numerous opportunities in which to expand sustainability efforts on campus through areas such as diversity and inclusion, the built environment, landscaping, and campus and public engagement based upon the guidelines of STARS.

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

https://www.coloradocollege.edu/dotAsset/a1631e81-9988-489e-a45d-f0ca6b4a037f.pdf

Governance

Responsible Party

Mary Frances Kerr
Special Assistant to the President
President's Office

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

Submission Note:

Colorado College Student Government:
http://sites.coloradocollege.edu/ccsga/

President's Council:
http://www.coloradocollege.edu/offices/presidentsoffice/presidents-council.dot

Board of Trustees:
http://www.coloradocollege.edu/basics/welcome/leadership/trustees/

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students at Colorado College have several avenues in which to participate in the College's governance bodies, with the Colorado College Student Government Association and the President's Council being two of the most prominent.

Colorado College Student Government Association, CCSGA
The Colorado College Student Government Association, is the official democratically elected student government at Colorado College. CCSGA is constitutionally chartered "as a source of support for student organizations and events, a forum for cooperative action and a voice calling for progress." With a $268,000 budget, CCSGA manages student group recognition and funding. It also works to empower students through the student concerns committee.

President's Council

The President's Council is a representative body of students that serves in an advisory role to the President of Colorado College, and as ambassadors for the college. The Council meets with the President and/or various college and community leaders at least once per block.

In addition, students serve on a a variety of other governing bodies including: the Athletics Board, the Budget Committee, the Children's Center Advisory Committee, the Committee on Instruction, the Curriculum Committee, the Dean's Advisory Committee, the First Year Experience Committee, the Information Technology and Library Board, the Minority Concerns Committee, the Student Conduct Committee, and the Women's Concerns Committee.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Every year, a student representative serves on the Board of Trustees. The role of the Student Trustee is speak on the behalf of the student body and to make the Board aware of any pressing and relevant concerns that students may have. The Student Trustee is a voting member and serves on both Standing Committees and Strategic Project Teams.

Students interested in the position must apply, campaign, and receive one of the top three votes from the student body. Then, the three favored candidates interview with the Board, which makes the final call on the position.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Establishing Organizational Mission, Vision, and/or Goals:

-Even though the Board of Trustees (including its student representative) has no formal role in the construction of the College's mission statement, it plays a crucial role in its interpretation and adherence. During all decision-making processes, the Board carefully considers how the proposed action, program, or budget will fit in with the College's stated vision and goals.

Establishing New Policies, Programs, or Initiatives:

-On a blockly basis, the President's Committee meets with college staff and administration to learn about current policies, program, and initiatives and to offer feedback and recommendations.

Strategic and Long-Term Planning:

-During the development of the Strategic Plan, students severing on the President's Council engaged the President of the College in several conversations regarding their vision for the plan. In particular, they gave suggestions regarding the plan's recommendation to rennovate Tutt Library, voicing what they hoped to see from both the design and offered resources.

-The Student Trustee, one of thirty-two voting members on the Board, participated in the vote to approve the College's strategic plan. Following the plan's approval, the Student Trustee had an opportunity to join his choice of the four Strategic Project Teams composed to carry out the goals outlined the plan. The teams included (1) campaign planning, (2) library planning, (3) campus master plan/ master communications plan, and (4) environmental stewardship & innovation.

Existing or Prospective Physical Resources:

-During the group's blockly meetings with college staff and administrators, the President's Council discusses how CC can revamp its current resources and introduce new ones to enhance their value and usage on campus.

-CCSGA has proposed suggestions regarding additional study spaces on campus and the use of Honen Arena for college events.

Budgeting, Staffing, and Financial Planning:

-As a voting member on the Board of Trustees, the Student Trustee can vote for or against the budgets included in Board proposals.

-The Student Trustee has the option to participate in any of the Board's four Standing Committees: Budget and Finance, Investment, Governance, and Audit.

Communications Processes and Transparency Practices:

-In a conversation with CC's Chief Technology Officer, the President's Council identified several strategies for revitalizing the College's Events/Student Digest (daily emails sent out to CC students notifying them of events, activities, and programs on campus) in order to foster a stronger system for campus communication.

-In an effort to increase communication within the CC community, CCSGA has been collaborating with college administration to develop an umbrella website that provides a centralized online location featuring the promoted events of student groups on campus.

Prioritization of Programs and Projects:

-Employing its $268,000 budget, CCSGA awards funding to student groups on campus based on its own prioritization of programs and projects.

-The Organizing Committee, a subsection of the President's Council, attends campus events and programs and provides feedback to the President.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff currently hold posisitions on the Staff Council, the Academic Events Committee, the Admission and Financial Aid Committee, the Advancement Advisory Board, the Assessment Committee, the Athletics Board, the Budget Committee, the Children's Center Advisory Committee, the Committee on Instruction, the Compensation Committee, the Dean's Advisory Committee, the Faculty Research and Development Board, the First-Year Experience Committee, the General Education Oversight Committee, the Health Professions Advisory Committee, the Information and Technology Advisory Board, the International Studies Committee, the Master Plan Knowledge Development Team, the Minority Concerns Committee, the Press Committee, the Summer Sessions Committee, the Women's Concerns Committee, and the Writing Committee.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Non-supervisory staff may a formal role in college decision making through many of the governance bodies listed above.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Faculty currently hold posisitions on the Faculty Council, the Academic Events Committee, the Admission and Financial Aid Committee, the Advancement Advisory Board, the Assessment Committee, the Athletics Board, the Budget Committee, the Children's Center Advisory Committee, the Committee on Instruction, the Colorado Springs Undergraduate Research Forum, the Compensation Committee, the Dean's Advisory Committee, the Faculty Research and Development Board, the First-Year Experience Committee, the General Education Oversight Committee, the Health Professions Advisory Committee, the Information and Technology Advisory Board, the International Studies Committee, the Master Plan Knowledge Development Team, the Minority Concerns Committee, the Press Committee, the Summer Sessions Committee, the Women's Concerns Committee, and the Writing Committee.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:
No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Non-supervisory faculty may a formal role in college decision making through many of the governance bodies listed above.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Non-supervisory faculty may a formal role in college decision making through many of the governance bodies listed above.

The website URL where information about the institution's governance structure is available:

http://www.coloradocollege.edu/basics/welcome/leadership/committees/

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Ian Johnson
Sustainability Manager
Sustainability Department

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of Minority and International Students

The Office of Minority and International Students (OMIS) strives to engage the campus and Colorado Springs community in a discourse around culture, diversity, and identity.

In order to do so, it provides a variety of programs and advise various multicultural student organizations. OMIS strives to promote programming and interest in issues concerning sexual orientation, gender identity, race, ethnicity, socioeconomic status, religion, age and ability.

President's Diversity Task Force

The mission of the President's Diversity Task Force is to promote Colorado College's core commitment to value all persons and seek to learn from their diverse experiences and perspectives:

1) By increasing the representation of diverse students, faculty and staff on campus;

2) By creating an infrastructure of support networks that further recruitment and retention; and,

3) By cultivating a campus ethos that values differences and fosters opportunities for mutual learning.

The full-time equivalent of people employed in the diversity and equity office:

4

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www2.coloradocollege.edu/DTF/

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Office of Minority and International Students (OMIS) offers workshops upon request and organizes cultural competence activities related to race, ethnicity, socioeconomic status, religion, and age.

The website URL where information about the cultural competence trainings is available:

http://www.coloradocollege.edu/offices/omis/workshops/

Assessing Diversity and Equity

Responsible Party

Roger Smith
Director of Minority & International Students
Office of Minority and International Studetns

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:
Yes

A brief description of the campus climate assessment(s) :

In the fall of 2011, the Diversity Task Force conducted a campus climate survey as part of the new president's "year of listening" to evaluate the quality of experience of all students, staff, and faculty. The survey contained both quantitative and qualitative questions to assess diversity and inclusion at Colorado College. Survey results were used in construction of the College's strategic plan and in the planning and execution of diversity and equity programming put on by the Office of Minority and International Students.

Has the institution assessed student diversity and educational equity?:
Yes

A brief description of the student diversity and educational equity assessment(s):

The 2011 campus climate survey included data from a random sample of 153 students. Analysis of survey results has influenced the strategic plan and the programs of the Office of Minority and International Students (OMNIS).

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The 2011 campus climate survey included data from a random sampling of 162 CC employees. Survey results led to an initiative to provide broader and more inclusive health coverage for LGBTQ employees and to improve the gender selection options on employment applications.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

http://www2.coloradocollege.edu/DTF/

Support for Underrepresented Groups

Responsible Party

Lily Biggar
STARS Sustainability Intern
Office of Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Office of Minority and International Students (OMIS) works to promote an atmosphere of inclusivity on the Colorado College campus. OMIS offers workshops upon request and provides a series of programs relating to issues of sexual orientation, gender identity, race, ethnicity, socioeconomic status, religion, age and ability. Programming includes monthly meetings among leaders of student minority groups; a host family and mentoring program targeting first-generation students, international students, LGBTQIA+ students, American ethnic minorities, and students of color; monthly luncheons for first generation students; international student orientation; cabin retreats, barbecues, and entertainment for international students; OMIS Formal (a celebration and award ceremony for minority related student groups); and a series of panel speakers. Furthermore, OMIS advises of number of different student groups including the Asian Student Union, the Black Student Union, the Disabilities Awareness Group, FemCo, the First Generation Program, the Korean-American Student Association, the Hawaii Club, the Minority Association for Pre-Health Students, the Multicultural Organization of Students, the Native American Student Union, Queer CC, Students for the Awareness of South Asia, SOMOS, Ubuntu, and the Friends of CC Host Family Program.

The website URL where more information about the support programs for underrepresented groups is available:

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The College's Anti-Discrimination Policy states that the institution does not discriminate on the basis of race, color, national origin, gender, sex, age, religion, gender identity, gender expression, disability, or sexual orientation in its educational programs and activities or employment practices, and outlines the responsibility of individuals to report instances of discrimination. The College's methods for handling complaints of discrimination include informal consultation and formal grievance procedures.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.coloradocollege.edu/other/studentguide/pathfinder/college-policies/anti-discriminati on.dot

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Bruce Coriell
Chaplain
Chaplain's Office

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

-The Riley Scholars-in-Residence Program reflects the conviction that a strong minority presence on the faculty of a liberal arts college benefits the entire community. Scholars of African, Asian, Hispanic, and Native American ethnic identity afford the College a diversity of experience and perspective otherwise difficult to attain. By their presence as well as their knowledge, these scholars help to enlarge the world of their students and colleagues.
Academic departments collaborate with the Dean and the President to identify and hire promising Riley Scholars-in-Residence candidates to provide minority scholars with dissertation and post-doctoral fellowships and to encourage them to pursue careers in undergraduate teaching. Riley Scholars teach two or three courses per year, receive funds to support research and interact regularly with the Colorado College community. Currently, there are four Riley Scholar positions available annually.

-CC recently hired a talent acquisition manager to ensure that the institution does all it can to hire and retain a highly talented, diverse staff and faculty.

The website URL where more information about the faculty diversity program(s) is available :

http://www2.coloradocollege.edu/resources/dean/facultyhandbook/FacultyHandbookJuly1-2011.pdf

Affordability and Access

Responsible Party

Roger Smith
Director of Minority & International Students
Office of Minority and International Studetns

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Financial Aid Office Mission Statement

We support the purpose and priorities of Colorado College through our commitment to provide appropriate financial resources for all qualified prospective and current students so that they may realize their educational goals. We strive for excellence in all we do. We celebrate the opportunity to increase and support the social, ethnic, and economic diversity of the college. We believe in a student-centered environment that is responsive to students and families in an equitable and respectful manner.

Colorado College utilizes various types of financial aid to meet aid eligibility. Financial aid awards consist of two main types of assistance — gifts (scholarships and grants) and self-help (loans and work).

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Colorado College's Bridge program is designed to guide students in their transition from high school to college and provide them with the tools to succeed at Colorado College.
While the program is targeted to students from under-resourced high schools, those that are members of a population that has historically been underrepresented at Colorado College, or those who are first generation college students are also eligible to apply.

A brief description of the institution's scholarships for low-income students:

Crown-Goodman Presidential Scholarship
Crown-Goodman Presidential Scholarships provide assistance to students in their senior year at Colorado College who demonstrate financial aid eligibility, have a significant amount of student-loan debt, and have demonstrated an impressive record of achievement and academic success. The recipients of this award will use the proceeds
to reduce their student loan debt for their senior year. A scholarship selection committee nominates students. The president of the college awards these scholarships at the Honors Convocation.

Federal Pell Grants
Federal Pell Grants are based on eligibility as indicated on the Free Application for Federal Student Aid (FAFSA). Awards range from $555 to $5645 per year for a full time student who qualifies for this federal assistance.

Federal Supplemental Education Opportunity Grants
Federal Supplemental Education Opportunity Grants (SEOG) are available for students who receive federal Pell Grants and have high financial need. Grants may range from $100 to $4,000.

Colorado Student Grants
Colorado Student Grants (CSG) are appropriated to Colorado College by the Colorado General Assembly and are awarded to Colorado residents on the basis of financial eligibility as determined by the Colorado Commission on Higher Education and institutional policies. The financial aid office uses information from the FAFSA to calculate a student's eligibility, and awards these Colorado state funds as part of the regular financial aid process. There is no additional application process for Colorado state funds.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Prospective students attending the Multicultural Open House are invited to bring their parents to the program. In addition to the travel funding given to students accepted to the multicultural program, CC offers and additional subsidy of up to a total of $500 for parents' travel expenses and provides complimentary accommodations at a nearby hotel.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Programs targeting American Ethnic Minorities, 1st generation students and participants of CBOs:

•CC's Multicultural Open House Program offers prospective students, especially those of American ethnic minority groups, an inside look at student life at Colorado College. Perspective students are invited to take a campus tour, visit a class, stay overnight with a CC student host, participate in an admission interview and financial aid workshop, and experience a variety of academic, cultural and extra-curricular events. Students are invited to bring their parents to the open house. If accepted to the program, Colorado College will pay up to $500 of travel expenses.

•CC offers special CBO groups on campus thorough out the fall. Most of these groups are high school students; however, the College has hosted middle school groups as well to promote a college going culture.

•CC hosts a spring fly-in program for admitted American ethnic minority and merit scholarship students. This program covers the cost of their flights for these students to attend one of CC's Spring Open Houses.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Depending on aid eligibility, the Financial Aid Office may choose to give students an opportunity to pay off part of their tuition through the work study program. Student employees are given either on-campus jobs or direct service positions with nonprofit community service agencies or school districts in Colorado Springs.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:
Yes

A brief description of any scholarships provided specifically for part-time students:

Colorado College does not offer scholarship opportunities specifically for part-time students.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

Colorado College has an onsite child care facility that serves students, faculty, and staff. The Financial Aid Office offers one scholarship for single parents to help provide for childcare needs. In other cases, students can appeal for support and situations are reviewed on a case by case basis.

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://www.coloradocollege.edu/admission/financialaid/

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Pam Butler
HR Manager
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

850

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

692

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

183

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

183

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

The Colorado College Compensation Committee considers the self-sufficiency standard for El Paso County as published by The Colorado Center on Law and Policy, as it makes recommendations to the college administration regarding annual salary increases. Full and part time (benefit eligible) faculty and staff salary structures start at a minimum of $11.06 per hour, which is well above the self-sufficiency standard for El Paso County ($9.24 for a single adult as last published in 2011).
Sodexo, the college's facilities management contractor, and Bon Appetit, its food service provider, also follows Colorado College policy regarding the living wage based on the El Paso County 2011 Self-Sufficiency Standard. Sodexo's entry wage follows the college at $11.06 per hour for day shift, $11.16 for evenings, and $11.26 for night shift.
The beginning hourly rate for Bon Appetit workers its also $11.06 and may increase based on experience and position availability.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

838

Number of employees of contractors that receive sustainable compensation:

183

A brief description of the standard(s) against which compensation was assessed:

Colorado College asses its compensation standards against the 2011 El Paso County Self-Sufficiency Standard.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid regular, full-time employees receive a minimum $11.06 per hour plus full benefits, including sick and vacation accrual and eligibility for the college's retirement program (9.3% employer contribution).

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Colorado College's lowest paid regular, part-time employees receive a minimum of $11.06 per hour plus full benefits, including sick and vacation accrual an eligibility for the college's retirement plan (9.3% employer contribution).

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The college students who work as lifeguards at the college pool receive a minimum of $8 per hour and do not receive benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The lowest paid temporary faculty receive $1,163 per week.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The lowest paid student employees receive a minimum of $8 per hour and do not receive benefits.

The local legal minimum hourly wage for regular employees:

8 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.coloradocollege.edu/other/committees/compensation/

Assessing Employee Satisfaction

Responsible Party

Lily Biggar
STARS Sustainability Intern
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

• Job satisfaction
• Learning and advancement opportunities
• Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

64

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Colorado College conducts a semi-annual campus climate survey.
The survey solicits opinions related to the overall campus climate in these areas:

* Job Satisfaction/Support
* Teaching Environment
* Professional Development
* Compensation/Benefits/Work-Life Balance
* Facilities/Resources
* Shared Governance
* Communication
* Respect and Appreciation

The overall goal of the survey is to provide the college with important information on what the College is doing well and where improvements are needed. The survey is available online for all staff.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Key survey findings were presented at the College's Fall Conference and have highlighted several chief areas for improvement. For example, in reaction to the survey results, the College is now making a continued efforts to improve communication across the college, not only among senior leaders, but also within and across divisions and departments. Additionally, it is putting enhanced attention on the collective understanding of the staff compensation program and establishing professional development opportunities for staff.

Survey results are posted on the College website for public viewing.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.coloradocollege.edu/climatesurvey/

Wellness Program

Responsible Party

Gina Lujan
Benefits Specialist
Human Resource Office

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

•   Students

•   Staff

•   Faculty

Submission Note:

http://www.coloradocollege.edu/offices/counseling/

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

CC offers a variety of wellness programs for students. To begin, the Wellness Resource Center coordinates and integrates efforts to promote health and prevent health problems, including education of campus constituents on a range of wellness-related topics, such as healthy relationships, healthy sexual engagement, alcohol and other substance use and abuse, mental health and life balance. Furthermore, Boetcher Health Center offers students six counseling sessions free of charge.

The college also offers assistance programs to faculty and staff. The Employee Assistance Program (EAP) offers assistance to employees, spouses & dependent children (two and under) dealing with marital and family problems, anxiety and depression, chemical dependency & co-dependency, grief and loss, job stress, co-worker conflict, child and elder care, financial and legal services, identity theft and fraud resources, and referral services.

Furthermore, Pinnacol Assurance, CC's worker's compensation benefit provider, has resources to perform ergonomic evaluations throughout campus and make recommendations for an employees workstation. In addition, Colorado College has partnered with Cigna (its medical provider) to offer the on-site biometric health screenings in the fall and spring, on-line health risk assessment surveys, and other wellness information that is available on their website. Finally, CC offers wellness workshops (i.e., Laughter Yoga, Being Fit at Your Desk, etc.) during working hours and at lunch to all employees.

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

http://www.coloradocollege.edu/other/wellness/

Workplace Health and Safety

Responsible Party

Gina Lujan
Benefits Specialist
Human Resource Office

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	23	33
Full-time equivalent of employees	650	694

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

	Start Date	End Date

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

Environmental Health & Safety (EHS) is a resource that is available to every member of the Colorado College community to help make the living, working, and learning environment safe, by promoting prudent work practices through information, effective education and consultation. The resource assists individuals, departments, and committees, to achieve compliance with college, local, state and federal policies and regulations, as efficiently as possible.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.coloradocollege.edu/offices/facilities/environmental-health-safety/

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Stacy Davidson
Controller/ Assistant Treasurer
Controller's Office

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
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:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Responsible Party

Stacy Davidson
Controller/ Assistant Treasurer
Controller's Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

680,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	15,025 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:
No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:
No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:
0

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
Yes

A copy of the proxy voting guidelines or proxy record:
2014 06 30 JWB Proxy Report.pdf

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Stacy Davidson
Controller/ Assistant Treasurer
Controller's Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

CC_Investment_Holdings.pdf

The website URL where the holdings snapshot is publicly available:

https://www.coloradocollege.edu/offices/finance/endowment.dot

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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