Colorado State University

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

284,495,309 *US/Canadian $*

Total campus area:

8,809 *Acres*

IECC climate region:

Mixed-Dry

Locale:

Large town

Gross floor area of building space:

10,618,090 *Gross Square Feet*

Conditioned floor area:

8,113,279 *Square Feet*

Floor area of laboratory space:

1,358,084 *Square Feet*

Floor area of healthcare space:

242,210 *Square Feet*

Floor area of other energy intensive space:

1,033,736 *Square Feet*

Floor area of residential space:

2,288,558 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0
Coal	71.90
Geothermal	0
Hydro	16.10
Natural gas	5.20
Nuclear	0
Solar photovoltaic	1
Wind	6.80
Other (please specify and explain below)	---

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

The university has a cogeneration turbine at the District Energy plant. The turbine generates up to 800 kW of electricity from steam energy that was once wasted.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	1
Coal	0
Electricity	5
Fuel oil	0
Geothermal	0
Natural gas	95
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

Number of academic divisions:

8

Number of academic departments (or the equivalent):

58

Full-time equivalent enrollment:

24,888.04

Full-time equivalent of employees:

6,521

Full-time equivalent of distance education students:

3,218

Total number of undergraduate students:

22,506

Total number of graduate students:

4,580

Number of degree-seeking students:

30,304

Number of non-credit students:

2,068

Number of employees:

8,317

Number of residential students:

6,443

Number of residential employees:

603

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

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,368	1,946
Number of sustainability courses offered	82	65
Number of courses offered that include sustainability	442	380

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

54

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

58

Number of years covered by the data:

One

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

CSU Sustainability Academic Courses_AC1_1.xlsx

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

Please see attached Excel spreadsheet. Worksheet 1 lists undergraduate courses. Worksheet 2 lists graduate courses.

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

http://sustainability.colostate.edu/education/ges-endorsed-courses

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

Our methodology approach was taken directly from the STARS technical manual.

Sustainability courses are indicated in our inventory and have a primary and explicit focus on sustainability. Many of these courses are endorsed by our School of
Global Environmental Sustainability (SoGES), which entails a detailed review and approval process by the SoGES Curriculum

Development Committee (

).

All courses that include sustainability are indicated on our inventory and are courses that have a primary focus other than sustainability but incorporate or integrate sustainability challenges, activities, service learning, research, and/or case studies. As a land grant institution, many of these courses offer field experience and/or hands-on research or laboratory learning opportunities. Our methodology followed both the STARS technical manual as well as our campus definition of sustainability, which includes environmental, social, and economic considerations.

How did the institution count courses with multiple offerings or sections in the inventory?:
Each course was counted as a single course regardless of the number of offerings or sections

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

We counted each course that was offered for the 2014-2015 academic year just once and did not factor in courses that have multiple sections or are offered multiple times each academic year.

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	Yes
Clinical	No
Physical education	No
Performance arts	No

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

Yes

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

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

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

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

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

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

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
3,714

Total number of graduates from degree programs:
6,039

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:
CSU Learning Outcomes_AC2_2.xlsx

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

Colorado State University has All-University Core Curriculum that requires all baccalaureate Programs of Study to include the following elements: basic competencies, advanced writing, and foundations and perspectives. Throughout these required competencies, there are 42 courses with sustainability learning outcomes. To capture an accurate number for this credit, Institutional Research calculated the number of graduates in Spring 2014 who took at least one of these 42 courses during their time at CSU.

Graduates students do not have All University Core Curriculum so we calculated the graduate student numbers by identifying sustainability learning outcomes at the college or degree level and sustainability-focused graduate programs (per AC-4, indicated on Worksheet two of the attached document), again using 2014 graduates as a data point. Per STARS criteria for AC-2: "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 4: Graduate Program) in lieu of the above criteria."

In addition to sustainability learning outcomes, the School of Global Environmental Sustainability at CSU has made a formal commitment that "Every student will have a transcriptable experience (course, seminar, field experience, internship) related to environmental studies before graduating from CSU."

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

The following provides examples of learning outcomes which ensure that students are prepared to think critically and engage with contemporary issues around sustainability and the environment.

College of Business:
"An understanding of the environmental, social, and economic dimensions of sustainability and how to measure, report, and manage sustainability in organizations."

College of Engineering:
"The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context."

Fish, Wildlife, and Conservation Biology:
"Demonstrate a mastery of ecological concepts and fundamental principles and techniques to manage and conserve fish and wildlife populations, and how they apply to current natural resource management issues"

Environmental Horticulture: "Management and leadership skills necessary for a successful career in the green industry. Technical competencies in their understanding of growth and development of horticultural plants and landscapes, including development as influenced by manipulation of horticulture technologies, such as fertility and water management, and integrated pest management for all aspects of landscape horticulture. Skills to assess site issues, provide creative environmentally sound solutions and manage designed and built landscapes"

Environmental Engineering:
"The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context. A knowledge of contemporary issues. An understanding of professional and ethical responsibility. A recognition of the need for, and an ability to engage in, life-long learning."

Agricultural and Resource Economics:
"Successful [graduating] students will demonstrate...an ability to solve real world problems beyond the pedagogical context. Students will be able to identify a problem and its scope, evaluate resources available to address the problem, formulate alternative solutions, and select the solution(s) most consistent with a stated objective."

Colleges may also have college-wide learning objectives or course requirements. For example, all students in the College of Business are required to take "global and cultural awareness" and "social, regulatory and ethical issues in business." Consistent with the learning outcome - "Develop and demonstrate an understanding for the unique opportunities and challenges associated with global business practices."

Additional Learning Outcomes can be found under specific programs such as;
The Global Social Sustainable Enterprise program;

http://www.biz.colostate.edu/gsse/Pages/LearningGoals.aspx

Ecology:

http://www.ecology.colostate.edu/index.php

Systems Engineering:

http://www.learn.colostate.edu/degrees/systems-engineering/

A full description of learning outcomes is available for each department through the course catalog.

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

http://www.catalog.colostate.edu/

Undergraduate Program

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

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):
Ecosystem Science and Sustainability

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

The demand for professionals who understand and can manage natural resources to benefit current and future generations is growing rapidly. The Ecosystem Science and Sustainability degree program provides students with the knowledge and ability to integrate the latest science into real-world decision making. Our affiliation with CSU's Natural Resource Ecology Laboratory, with a 45-year history of world-class ecosystem research, gives undergraduate students opportunities to gain hands-on research experience while developing solutions to today's most pressing challenges.

Learn about the challenges humans face in sustainably managing ecosystem services, but also about the amazing ways in which organisms interact with their environments to form complex ecosystems, and cutting-edge integrative solutions for sustainability.

Students begin their degree with core courses that build a strong foundation in the physical and natural sciences. Courses in ecosystem science put that core understanding into the context of natural resources, with coursework in the classroom, laboratory, and field.

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

http://warnercnr.colostate.edu/ess-undergraduate-study/degree-tracks/565-ess-degree-track-ess/6
67-ess-ess-degree

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

Fish, Wildlife and Conservation Biology

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

Wildlife rules in this major with three concentrations; Wildlife Biology, Fisheries and Aquatic Sciences, and Conservation Biology.

We were the first academic program to emphasize the importance of incorporating public input and two-way communication in decision-making for wildlife policy. Our program has an international reputation for developing new quantitative methods in applied ecology and conservation biology. Results of these initiatives have often had important policy implications. Our faculty have worked to remediate the toxic effects of mining wastes, pesticides, and other contaminants in aquatic and terrestrial habitats and food webs.

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

http://warnercnr.colostate.edu/fwcb-undergraduate-study/undergraduate-program

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

Natural Resources Management

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

This degree allows students to gain a broad education in the Natural Resources through diverse coursework from all four departments. Students specialize by choosing from one of WCNR's 7 minors or from the 60+ minors available at CSU.

The goal of the natural resources management major is to provide students with a broad-based understanding of the interconnectedness of social, political, and ecological systems. This knowledge will enable students to design sustainable solutions to address natural resource conservation and management problems. Students will learn about natural resource stewardship in both theory and practice, with an eye toward designing systems that are adaptable and resilient in light of the social and ecological complexity and change that characterize today's challenges.

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

http://warnercnr.colostate.edu/frs-undergraduate-study/degree-tracks

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

The School of Global Environmental Sustainably lists 19 majors offered by almost every college at CSU which are focused on various aspects of sustainability:

http://sustainability.colostate.edu/education/csu-programs-undergraduate-students

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):

Interdiciplinary Minor in Organic Agriculture

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

This program is for agriculture and horticulture students considering a career in organic food production, or for any student concerned about the environmental and sociological impacts of conventional agricultural practices and interested in alternative approaches.

Organic food and fiber production without the use of synthetic pesticides or chemical fertilizers is the fastest-growing sector of the agricultural industry, fueled by consumer demand in both North America and Europe. The Interdisciplinary Studies Program in Organic Agriculture at Colorado State University provides a unique opportunity to study the science of organic production.

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

http://organic.colostate.edu/

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

Environmental Affairs Minor

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

The Environmental Affairs program is designed for students of all majors who have a particular interest in environmental topics. The program's core in the social sciences and humanities is supplemented with science and elective courses. It provides undergraduate students with an opportunity to draw upon Colorado State University's environmental expertise as they broaden their education.

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

http://environmental.colostate.edu/index

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

Minor in Global Environmental Sustainability

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

The Global Environmental Sustainability Minor offers students in every department a curriculum that enhances their major with an understanding of the issues of sustainability and provides students with the tools to bring sustainability into their career paths.

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

http://sustainability.colostate.edu/education/minor-global-environmental-sustainability

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

There are at least 7 minors in Sustainability at CSU:

http://sustainability.colostate.edu/education/csu-programs-undergraduate-students

Graduate Program

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

The name of the sustainability-focused, graduate-level degree program (1st program):
MBA in Global Social Sustainable Enterprise

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

The Global Social and Sustainable Enterprise MBA seeks to provide sustainable and social enterprise solutions to some of the most stubborn issues of our time including poverty, disease, malnutrition, and environmental degradation. Our sustainable MBA graduates go on to create and operate for-profit and nonprofit startups, non-governmental organizations, and to work in multinational companies that champion social and environmental objectives while delivering solid returns on investment.

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

http://www.biz.colostate.edu/gsse/pages/default.aspx

The name of the sustainability-focused, graduate-level degree program (2nd program):
MS in Conservation Leadership, College of Natural Resources

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

Society is faced with some of the greatest challenges in history, from climate change to biodiversity loss to energy security and beyond. We need leaders who think differently, embrace complexity, and see the human and environmental condition as one intricate system. Conservation Leadership Through Learning (CLTL) is a 17-month Conservation Leadership Specialization within the Masters of Science Degree Program in the Human Dimensions of Natural Resources Department.

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

http://warnercnr.colostate.edu/hdnr-graduate-study/graduate-program

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

Agroecosystems Management, College of Agriculture

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

Program has a systems approach to research that incorporates the interactions of the ecosystem with soil and crop management across all the major ecosystems of Colorado.

Major research emphases are precision crop and nutrient management and management systems that improve efficiency of crop water use and development of biofuel and other alternative crops. Local studies are integrated to the global scale including efforts focused on global climate change and carbon cycling. Students will gain a broad perspective of the soil, plant, and environmental interactions as well as specialized training in their area of interest.

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

http://soilcrop.agsci.colostate.edu/graduate-programs/graduate-programs-of-study/

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

The School for Global Environmental Sustainability lists 22 MS/MA or MS/PhD programs focusing on areas of Sustainability:

http://sustainability.colostate.edu/education/csu-programs-graduate-students

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

Yes

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

MA/PhD in Political Science, concentration in Environmental Politics and Policy

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

The Political Science Graduate Program is unique in its emphasis on the study of environmental politics and policy. Our Doctoral Program is now part of the Western Regional Graduate Program consortium. This is a program of the Western Interstate Commission on Higher Education and includes unique programs of high quality. As a result of membership students from the 14 member states (not including California) can pay in-state tuition while attending our program. We hope that this will make it easier for some of your students to attend our program. For more information please visit

http://www.wiche.edu/SEP/WRGP/index.asp

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Due to the unique focus on environmental politics and policy, the program welcomes and attracts M.A. and Ph.D. candidates from diverse academic backgrounds and careers who all share an interest in the political dimensions of environmental protection.

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

http://polisci.colostate.edu/graduate/environmental

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

MS/PhD in Ecology, specialization in Human-Environment Interactions

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

Increasing rates of poverty, landlessness, and declining health are co-occurring with rapid shifts in land use, land cover, loss of biodiversity, and global warming. These interconnected human/environmental changes represent a clear risk to the well being of individuals, communities, and societies now and in the future. Students learn about the human aspects of environmental issues such as human drivers of environmental change and the feedbacks on individuals and social systems and their institutions, past, present, and future. This is accomplished through material presented in classes, in research projects, theses and dissertation research, and joint work with faculty on professional papers.

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

http://www.ecology.colostate.edu/curriculum-specializations.aspx

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

MS in Construction Management, focus in Sustainability

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

The Department of Construction Management offers graduate study leading to the Master of Science degree. The focus of the department is on professional programs that successfully combine theory and application with a strong emphasis in applied management. The master's program is an advanced curriculum designed to allow students to tailor a portion of the specialization requirements to meet individual interests and goals.

The Department of Construction Management faculty members pursue applied research opportunities by maintaining a close association with the needs of the regional, national, and global Architecture/Engineering/Construction industry. In pursuing this applied research, the faculty has identified three core Research Alliance areas that span research, teaching, and outreach activities and provide a common ground for interaction between faculty and students. As the demands of the industry change over time, these Research Alliance areas may

evolve and additional areas may be established. Current Research Alliance areas are:

■ Sustainability (e.g., energy-efficient buildings, sustainable development and construction, social sustainability, life cycle assessment)
■ Transportation Infrastructure (e.g., asset management, traffic and work-zone safety, transportation project management, asphalt and concrete paving)
■ Productivity and Workforce Development (e.g., construction safety, construction leadership, construction pedagogy and training, construction productivity improvement)

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

http://www.cm.colostate.edu/students/graduate/prospective.aspx

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

http://sustainability.colostate.edu/education/csu-programs-graduate-students

Immersive Experience

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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:

The Institute for the Built Environment at CSU offers 'Intro to Sustainable Design and Construction,' a 3 credit course in Costa Rica as a partnership with the University of Costa Rica. The 10-day course is offered to students and practitioners in interior design, construction management, business, landscape architecture, architecture, engineering, sustainability and related disciplines. This course is offered through the departments of Interior Design and Construction management. The course focuses on energy, healthy buildings, water efficiency, sustainable materials, solar design, and environmental topics pertinent to the sustainable practices affecting the built environment. Program participants gain knowledge about best green practices through experiential learning, field trips, and co-learning among diverse disciplines at an acclaimed eco-tourism demonstration site.

CSU also offers a whole range of Sustainability Focused Alternative Spring Breaks:

http://www.slce.colostate.edu/alternative-breaks.aspx

This year's break locations based on sustainability include:

Achiote, Panama: The oldest of the international alternative break trips, participants will work with a local community center focusing on environmental conservation and ecotourism. The group will experience the culture and customs of Panama while assisting a local organization (CEASPA) with construction and environmental projects. Previous participants have helped build a museum, done trail work, and have enjoyed getting to know the citizens, customs, and animals in the small village of Achiote. This trip is perfect if you truly want to experience another culture and work with your hands!

Catalina, California: This trip focuses on environmental issues and is the longest standing partnership with Alternative Break Trips at CSU (16 year history!). Participants stay in Catalina Island Camps, on Catalina Island, which is located southwest of Los Angeles (beautiful!) and participate in numerous environmental projects including trail building/repair, environmental education projects, and landscaping. In addition to volunteer work, participants will also have the opportunity to experience a ropes course and snorkeling on the island.

Pine Ridge, South Dakota: The Pine Ridge Reservation trip revolves around building sustainability and cross cultural connections with the Lakota tribe of South Dakota. Collaborating with the Red Cloud Renewable Energy Center, participants will learn how renewable energy can directly help entire communities across the Dakota region. Alternative breakers will also get the chance to experience Lakota traditions and gain insight into life on the Pine Ridge Reservation. This trip is all about helping communities sustain their natural resources through human connections. This is a driving trip full of adventure!

Portland, Oregon: A trip focusing on environmental justice and food insecurity. Participants will work with progressive and sustainable organizations such as Zenger Farms, the Oregon Food Bank, and Growing Gardens. There will be opportunities to serve in community gardens, farmer's markets, public outreach, and maybe turning some driveways into vegetable patches! This trip will give participants a better understanding around sustainability, urban farming, and food justice. In addition, volunteers will have a chance to explore Portland culture- waterfalls, food trucks, and so much more!

Taos, New Mexico: A new trip which focuses on "off-the-grid" living, sustainability, and American Indian issues and culture. Participants should expect to become immersed in the diverse Spanish, Mexican, and American Indian cultures present in Taos. Participants of the trip should expect to visit the Earthship Biotecture firm, help in the completion stages of a completely sustainable house made from recycled materials, and spend the night in one of the homes! Participants will also visit the Taos Pueblo, a reservation with a mudbrick complex that has no running water or electricity. It's going to be a blast!

The CSU Pingree Park Mountain Campus also provides immersive programs for College of Natural Resource students in the summer session including NR220, a four-week ecology field course and F230, a two-week forestry field course.

http://www.pingree.colostate.edu/academic-programs

The School of Global Environmental Sustainability Pre-College Summer Sustainability Program offers high school students an unparalleled opportunity to work with professors, professionals, and graduate students from some of the top ranked university programs and departments in the world (

http://sustainability.colostate.edu/summer-sustainability-program

).

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

http://www.cm.chhs.colostate.edu/students/professional/travel-study-abroad.aspx

Sustainability Literacy Assessment

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

With a total of 30,304 degree-seeking students, the number of student responses from the survey needed to be at least 380 in order to have a 95% confidence in the answers being representative for total population. We received 484 responses, therefore, the survey results are representative of the university based on the 95% confidence level (127% of the required represented sample size). The survey was sent out to 10% of the total student population and the results show that there was a good sampling across demographics.

"---" *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:

100

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):

CSU-Sustainability-Survey-Fall-2014.pdf

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

See full list of survey attached.

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

The Assessment was a joint collaboration between the President's Sustainability Committee and a PhD candidate from the School of Education, College of Health and Human Sciences. It included feedback from the larger CSU community associated with the President's Sustainability Committee, including a review by faculty, staff, and student representatives.

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

The survey is administered annually by the President's Sustainability Committee to a representative sample of 500 graduates and 2,500 undergraduates which accounts for 10% of our student population. The survey has a 100% assessment rating via a representative sample based on a 95% confidence level (see public notes for additional detail). By surveying a representative sample of students across both undergraduate and graduate populations, including students entering CSU and students nearing graduation, we are able to assess to what extent sustainability literacy is effectively integrated and learned at CSU. Campus Labs is used to distribute the survey and collect responses for in-depth assessment, review, and analysis (we have the ability to slice data by year in school, major, gender, race/ethnicity, etc.).

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

Results of the study are evaluated by the President's Sustainability Committee on an annual basis and are used to contextualize the ongoing efforts of the University to produce environmentally-literate students and graduates. ASCSU, the campus student government, also reviews the survey annually. Some highlights from the 2014 survey: 81.82% of our students defined sustainability correctly, 89.26% of our students identified green house gases correctly, and 66.74% of our students defined life cycle assessments correctly.

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

http://www.green.colostate.edu/overview.aspx

Incentives for Developing Courses

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

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

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

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

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

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

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

Sustainability Education Improvement (SEI) Grants allow faculty to either develop a new course with a sustainability perspective or bring sustainability into existing curriculum. The grants are awarded to faculty to discuss goals and strategies in a workshop at CSU and then attend the Association for the Advancement of Sustainability in Higher Education (AASHE) conference in Portland Oregon October 26-29th.

Specifically:
·A planning workshop with Dale Lockwood, the Curriculum Development rep in SoGES (will include overview of SoGES endorsed courses as well as guidance on revamping an existing course or proposing a new and/or experimental course)
·Attendance to AASHE National Conference in Portland in October (the $1,500 will cover registration, flight, hotel, and food for a reasonable traveler). SoGES will help identify sessions that will be of use in developing curriculum and representatives from the President's Sustainability Committee who attend the conference can assist with networking.
·A follow-up workshop to apply knowledge from the AASHE conference to a curriculum proposal.

SEI Grants support faculty in developing courses that will become SoGES endorsed courses and/or contribute to the Global Environmental Sustainability Minor. SoGES defines environmental sustainability broadly as humans coexisting with the natural world on a planet with finite resources.

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

SEI Grants are administered by The President's Sustainability Committee and the School of Global Environmental Sustainability. They include funds to cover all expenses associated with attending AASHE's annual conference, as well as a pre and post workshop with the Head of Curriculum Development at SoGES. Faculty from all eight colleges are invited to apply.

The AASHE conference hosts workshops, lectures, and posters related to a wide range of topics that help inform course instructors on integrating sustainability into courses across all colleges. The conference also provides excellent networking opportunities for faculty interested in sustainability curriculum development. SoGES recognizes courses that have a strong Global Environmental Sustainability focus. SoGES endorsed courses are denoted both in the course catalog and on students' transcripts.

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

http://sustainability.colostate.edu/education/sustainability-education-improvement

Campus as a Living Laboratory

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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	No
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 Changing Climates Initiative at CSU aims to provide the CSU community with up-to-date information on climate change. This includes coordinating information with both faculty and students involved in climate at CSU. Many of the courses highlighted include class projects on local climate change (Atmospheric Science 400: Climates of Colorado). For example, there is a class-based research project currently underway which uses individual air-quality monitoring equipment to track individual exposure for students as they move across campus and the broader community. This is linked back to curriculum on pollution, air quality, etc.

Positive outcomes from the Changing Climates initiative, and the many courses represented there, include greater understanding among students of local climate change.

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:

Summit Hall, a student residence hall on campus, has successfully achieved LEED Gold for Existing Buildings Operations and Maintenance, a process that engaged residents and staff for the past three years. Graduate students with the Institute for the Built Environment and Residence Life worked with professional staff on project design and implementation with associated PhD and Masters level projects.

The Natural Resources and Sustainability Learning Community in Summit Hall has a required seminar called "Natural Resources in Action" that was engaged over the course of several semesters in the LEED EBOM project including participation in a waste audit and a commuting survey and presentations be IBE graduate students on the process.

The CSU Institute for the Built Environment has the explicit goal of using on-campus and local community projects, combined with innovative curriculum, to train students in Sustainable Building Practices.

A positive outcome on campus has been a greater understanding of the LEED for Existing Buildings process (this was the first such project on campus). The project also had a very positive outcome engaging residents in Summit Hall via the waste audit, alternative transportation survey, presentations, and programs with the Natural Resources & Sustainability Learning Community in the hall.

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

The on-campus restaurant Aspen Grille is run in conjunction with the Food and Nutrition Sciences Department and the Hospitality Department. Students combine curriculum and class projects with this unique learning environment to explore topics in sustainable food and dining.

Positive outcomes for campus include greater understanding among students of the real-life challenges and rewards of operating a sustainable restaurant. The campus community also benefits from having an on-campus restaurant that serves local menu items.

Housing and Dining Services also has an ongoing student-learning laboratory where students learn about food waste reduction through direct contact with the composting and waste-to-energy programs at CSU. Multiple classes each year utilize the in-vessel composting system as a living laboratory, conducting soil samples, making recommendations about recipe mixes, and exploring expansion opportunities.

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:

Sociology 460, Society and Environment, is a course that helps students understand and use sociological principles, concepts, and theories to examine social and
environmental issues, and also to understand and evaluate the application of sociological methods to social behavior and issues, focusing on how application relates to human-environment interactions. The course includes specific course projects which combine CSU's own

Center for the New Energy Economy and student involvement in those lobbying efforts related to sustainable energy. The projects include reports and class discussions of CSU's Energy Lobbying efforts to help students better understand policy and decision making.

Students also participate in data collection and analysis at CSU's prospective Wind Power site. In the last couple of years, students in the Mechanical Engineering department partnered with Juwi Wind to install the tower and they now conduct the data analysis on the site, which will hopefully become a full wind power plant.

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:

The Institute for the Built Environment at CSU, part of the College of Health and Human Sciences, has courses and student elective projects which train students on sustainable site evaluation using the campus and local projects as the study area.

One specific example is a partnership between CSU's Institute for the Built Environment, the Colorado Rockies baseball team, and ARAMARK, the Rockies' exclusive food and beverage vendor. CSU students helped build the The GaRden at Coors Stadium, which provides herbs and vegetables for ARAMARK to use in Coors Field's Mountain Ranch Club. Institute for Built Environment engaged CSU students in sustainable landscape design, organic horticulture, farm-to-table implementation, and applied sustainability practices. The GaRden was in full operation this summer with a harvest in September.

The Athletics Department also uses graduate students to evaluate and study turf on campus. This often becomes a dissertation/thesis project.

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:

Purchasing includes students in some of its special committees including the sustainable purchasing committee which implemented the most recent round of green purchasing policies, such as minimum recycled paper content guidelines.

Students help put together the Green Purchasing Fair held each year at CSU as a way to connect classroom learning around purchasing policy and implementation to a real-world application.

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:

Many classes at CSU have used the campus to explore aspects of sustainable transportation. One such example is Ray Browning, a Department of Health and Exercise Professor. His students collected data across campus on long board use and were able to have long board racks installed at strategic points to facilitate more long board commuting.

The long board racks have had a very positive outcome on campus by reducing long board thefts and also reducing wear and tear to interior spaces by giving students a secure place to keep long boards outside.

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:

Sociology 461 (Water, Society, and Environment), explores and analyzes the sociology of water and how human societies interact with and depend upon water. For the final project in this class, every student or student group must design and begin implementing a waste project on campus. This year class projects included a $100,000 budget proposal to the Facilities Student Fee Fund for more water bottle filling stations on campus, as well as a proposal to the CSU Student Senate (ASCSU) to ban plastic bags on campus.

The projects have a very positive impact on campus by engaging the student government on important waste minimization resolutions and proposals. The projects also connect classroom theory to real-world application by challenging students to identify campus solutions, research feasibility, and submit budget and/or policy proposals to implement the idea.

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:

Aspen Hall, a residence hall on campus, hosts a grey water project. The grey water use system was built in 2007 and has been used for research by College of Engineering gradate students for several years. The system was designed to use UV purification but through testing and analysis by the grad students, the system was switched to chlorine. Current student-led projects, including PhD dissertations, are exploring cost analysis for this system. This semester, Housing & Dining Services has expanded the living lab by hiring a grey water student intern to lead this project.

The grey water system has had a very positive outcome as the students in Aspen Hall have been actively engaged in the system. Student showers, sinks, and laundry rooms from the first floor provide grey water for the system, which sanitizes and returns the water to toilets in their bathrooms for flushing. The Engineering grad students who operate the system do a program to engage Summit residents each fall to explain the system and then present their data and recommendations to the students in the spring semester. A student survey and info session engage residents and large diagrams explaining the system in the model room engage the thousands of prospective students who tour Aspen Hall each year.

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 CSU Community College Leadership program is an academic unit with a wide variety of leadership courses. Among them are EDCL 750 and EDCL 751, Simulated Presidential Cabinet I and II. Both use real models of University governance and administration to simulate and explore issues in coordination, planning, and administration. EDCL 750 focuses on issues and challenges relating to students, faculty, instructional programs, noninstructional programs, and instructional delivery. And EDCL 751 focuses on issues and challenges relating to internal/external governances, legal authority, institutional revenues, expenditures and insurances, and human resources.

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

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

The Food Science and Exercise department regularly uses CSU students to design and/or participate in local studies for health and well being. In the past three years these have included student-based research on bicycle emission exposure for CSU commuters, the effects of hookah on respiratory health, and ADHD/ADD studies on student attention and concentration. Through a number of classes and research

courses, students at CSU have a number of opportunities to participate in or design their own student project on health and wellness.

The student projects have a very positive outcome on both the campus community, who benefits from the research, but also the students who gain valuable research skills as undergraduate students.

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 Summit Fund is a student run Investment portfolio whose goal is to enrich students' educational experience by bridging academic coursework with professional experience in managing an actual investment fund. In six of the past 10 years, the Summit Fund portfolio has beaten the S&P 500 index. In 2013 alone, the portfolio returned over three percent above the S&P 500 index. Management of the Summit Fund is directly tied to coursework as students must complete Finance 355 (Principles of Investment: Modern Investment Theory) as a prerequisite.

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 CSU Center for Public Deliberation guides students in specific research/academic projects in the area of coordination, planning, and governance.

For example, at the University of Northern Colorado LEAP summit (2014), CPD students will run a two hour session on mental health issues tied to the National Conversation on Mental Health that was launched in June by President Obama.

CPD students assisted with forums on Amendment 66 - school taxation - in Golden Colorado on Oct. 15 and on local food issues in Steamboat Springs on Oct. 17.

By empowering students to lead and engage discussions like this, CSU helps prepare students for meaningful deliberation in their future careers and the campus community benefits by having a center focused on guiding and engaging everyone on difficult and controversial topics in a healthy and meaningful way.

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:

Behavior change: CSU works hard to support sustainability at the University and this includes encouraging sustainable behaviors among students and employees. The Caros Consulting Group is an in-house enterprise launched in 2006 with a goal of studying sustainable behaviors. Led by a professor of Sociology, the center uses student researchers and specific classes to lead research on campus exploring sustainable behavior.

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

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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:

The number of Academic Departments listed here that conduct research is different from the number of Academic Departments and equivalents listed in IC3 and AC1 that offer academic courses. This is intentional as 5 of our Academic Department equivalents are special academic units that offer courses but do not engage in research; research is conducted under the purview of the 53 academic department units.

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

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

483

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

919

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

48

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

53

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

Academic Research at CSU_AC9_1.xlsx

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

Sample list (full list available at

http://www.green.colostate.edu/research.aspx

)

Amy Prieto, Chemistry (non-toxic battery technology)

Bryan Wilson, Mechanical Engineering (cookstoves, biofuels, and two-stroke engines)

Ken Reardon, Chemical and Biological Engineering (biofuels)

Daniel Bush, Biology (biofuels)

Jan Leach, Bioagricultural Sciences (biofuels)

William Parton, Natural Resource Energy Laboratory (greenhouse gas emissions)

Robin Reid, Natural Resources (collaborative conservation)

Diana Wall, School of Global Environment Sustainability (soil ecosystems)

David Randall, Atmospheric Science (cloud climate)

Michelle Betsill, Political Science (global environmental governance)

Brian Dunbar, Construction Management (built environment and green building)

Holmes Rolston III, Philosophy (environmental ethics)

James Pritchett, Agriculture (water resources and rural economies)

Eugene Chen, Chemistry (bioplastics)

Laura Raynolds, Sociology (fair and alternative trade)

Tony Cheng, Natural Resources (forest policy)

W.S. Sampath, Mechanical Engineering (photovoltaics)

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

The numbers given are a conservative estimate based on keyword searches through the CSU research database. The actual number of faculty/projects/departments involved in sustainable research is likely higher.

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

For the latest examples of prominent research see

http://www.green.colostate.edu/research.aspx

The website URL where information about sustainability research is available:

http://www.green.colostate.edu/research.aspx

Support for Research

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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:

In addition to the below opportunities, many departments and/or programs offer a range of student opportunities. Students are encouraged to contact faculty in subjects they are interested in and can get additional support and guidance for connecting with faculty/opportunities from the School of Global Environmental Sustainability. For example: the Institute for the Built Environment which specializes in structural and behavioral research and modification of building space has a dedicated student opportunities program: http://www.ibe.colostate.edu/mentorship.aspx

"---" 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:

SoGES Sustainability Leadership Fellows are a select group of leading CSU senior PhD Candidates and Postdoctoral Fellows interested in communicating their science to media and the public. Over the course of one year, SoGES Sustainability Leadership Fellows receive state-of-the-art training in environmental communication and professional development skills.

Sustainability Leadership Fellows are selected on a competitive basis, including their current sustainability science research and their interest in communicating important scientific concepts to broad audiences. Each year, the application process opens in March, and Fellowships begin in May and run through April.

SoGES Global Challenges Research Teams, described below under Faculty Incentives, also explicitly encourage proposals to include student involvement at all levels, thus providing opportunities for undergraduate students.

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

http://sustainability.colostate.edu/SLF

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

Yes

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

Global Challenges Research Teams
The School of Global Environmental Sustainability (SoGES) invites applications each year for Global Challenges Research Teams (GCRTs). GCRTs engage in scholarly, creative research and problem solving consistent with the mission and six research Focal Areas of the School. These GCRTs bring together the best researchers across colleges and disciplines at CSU to improve understanding of environmental and sustainable grand challenges.

The School seeks proposals which will build interdisciplinary cross-campus collaborations, build research strengths for pressing global to regional environmental issues, and are highly innovative and/or enterprising in nature. They seek proposals which advance research in sustainability science through integration of environmental, societal, and economic knowledge in a team-based, creative, experiential approach to real-world problem solving. Proposals should provide strategies to sustain their GCRT if successful. Past GCRTs are encouraged to reapply.

SoGES Resident Fellows

http://sustainability.colostate.edu/research/resident-fellows/rfp-2014-2015

The School of Global Environmental Sustainability (SOGES) also invites applications for Resident Fellows each year, to engage in scholarly, creative research and problem solving consistent with the mission and the six research Focal Areas of the School. These positions provide unique opportunities to accelerate progress in research designed to meet global environmental challenges, and to engage in the academic life of the School and its affiliates. SoGES expects a substantial level of involvement with SoGES activities and events.

The School seeks candidates from a broad range of disciplines including, but not limited to, the biological and physical sciences, the social sciences and engineering fields related to sustainability. It targets CSU faculty and researchers (at the Ph.D. level) whose scholarly contributions to sustainability will be significantly enhanced by receiving a Fellowship. Individuals engaged in interdisciplinary research are particularly encouraged to apply.

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

http://sustainability.colostate.edu/research/resident-fellows/all

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

Yes

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

Excerpts from the Promotion and Tenure guidelines at CSU;

"Here at CSU we have a well-deserved reputation for interdisciplinary activity. We value that, and at promotion and tenure time we are in a position to reward it. We appreciate alternative CVs. We would never devalue a strong grounding in one's discipline and the building of a disciplinary reputation with quality and impact. We take interdisciplinary work into account in a positive way."

Specific criteria for promotion includes:
"An expectation of some qualitative difference in the scope and level of contributions for the promotion to full professor. For example,...leading interdisciplinary teams on more complex projects; collaborations with an expanding circle of colleagues, both in and out of CSU."

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

http://static.colostate.edu/client-files/provost/PTatCSU.pdf

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:

In general, SoGES exists to support faculty and researchers across the CSU campus working in sustainability science. SoGES also hosts a Scholar Database. Scholars are recognized as a network of world-class experts at CSU, each working in a unique area of sustainability research. Scholars can take advantage of the many services provided by the School and are listed on the School's sustainability Scholar database, utilized as a resource across campus and worldwide as CSU's first point of contact for sustainability experts.

SoGES Scholars have access to all SoGES services, including:
Scholars database: The SoGES website and staff receive regular inquiries for contact information for sustainability experts. Our Scholars database is the first place people look for leading researchers, and helps connect you across campus and globally in your field as it relates to sustainability.
Networking opportunities: The School provides regular opportunities throughout the year to get involved on and off campus, ranging from panels to social gatherings. Your level of participation is up to you!
Free access to conference and meeting room space: The School has two conference rooms available for your use, both equipped with computers, projectors, white boards and other equipment. Conference rooms are frequently used for cross-campus and cross-disciplinary meetings to convene faculty and researcher across campus in a neutral location. Our front desk can assist you with room reservations, A/V setup, and meeting coordination including food orders and refreshments.
Research support: The School and staff are available to SoGES Scholars to help manage tasks and promote your message so you can focus on your research. SoGES provides seed funding to faculty Fellows and Research Teams, and is available to assist Scholars with professional communications design, events assistance, outreach support and other administrative tasks.

More generally, the CSU Library System offers research guides in a number of sustainability topics.

http://libguides.colostate.edu

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

http://sustainability.colostate.edu/resources/sustainability-csu

Access to Research

Criteria

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

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

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

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

53

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

53

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

CSU has a Committee on Open Access and Scholarly Communication to address open access issues. The CSU Open Access Commitment was adopted by the CSU Libraries Faculty Council on May 2, 2012. The policy is a campus-wide commitment designed to ensure that all Faculty research is available through open access to the global community. To accomplish this, CSU employs a number of strategies:

- Depositing articles (as well as all Thesis and Dissertations) on Direct Access (one of the best systems in the nation - the software has been adopted by other libraries and universities)

- The Open Access Fund - helps faculty publish in open access repositories so that their research is available not just to CSU community-members but to everyone.

- Subscriptions to databases - all faculty and students have access to a wide range of journals and databases

- For any journal article, published by CSU faculty or more broadly, a journal article request can be made and and will be delivered free-of-charge via email or print.

All faculty (and students) can access any of their peer's published research thanks to Direct Access through the library which will deliver a digital copy to their email upon request.

A copy of the open access policy:

Open Access Policy.pdf

The open access policy:

See URL immediately above.

The website URL where the open access repository is available:

http://digitool.library.colostate.edu/R/N9HF1G27LY2L3J4I6JM92K11BH7CAQTUUK7VTBLJTQGTIVMAT4-00999?func=collections&collection_id=2384&local_base=GEN01-CSU

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

In autumn 2011, the CSU Libraries formed a committee to address open access in the context of strategic planning. The Open Access Strategic Initiative Committee completed its work in April 2012 with the following strategic recommendations:

The CSU Libraries:

Promote campus-wide awareness of scholarly communication trends and facilitate faculty participation in local and global open access initiatives.
Encourage free availability of scholarly information through support of open access publishing models, memberships in professional organizations, digitization of university assets, and participation in collaborative archival projects.
Enhance the visibility, accessibility, and impact of the University's scholarship and unique resources in accordance with CSU's Land Grant mission.

In order to advance these goals, the CSU Libraries Faculty Council unanimously adopted the Colorado State University Libraries' Faculty Open Access Commitment on May 2, 2012. Subsequently the CSU Libraries Faculty Council approved an amendment to the Bylaws to establish the Committee on Open Access and Scholarly Communication to address open access issues. This committee began its work in October of 2012.

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

http://libguides.colostate.edu/openaccess

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

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

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

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

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

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

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

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

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

Number of degree-seeking students enrolled at the institution:
30,304

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

Number of students served (i.e. directly targeted) by the program (1st program):
5,600

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

Eco Leaders are students in the residence halls who help raise awareness about sustainability issues and encourage environmentally-responsible behaviors for an academic year. There is one Eco Leader per residence hall who helps educate students in their hall about sustainability issues such as waste reduction and energy conservation, and helps plan activities and campaigns.

Eco Leaders take a required course in the fall (Introduction to Sustainability Engagement) and a required course in the spring (Sustainability in Practice) as part of the program to help connect classroom learning to real-world applications.

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

Housing & Dining Services (HDS) hires one student representative from each residence hall to serve as a peer educator for 3-5 hours per week for an academic year. Students are invited to apply in the spring with applications and interviews conducted over the summer. A social justice lens is utilized to select Eco Leaders giving underrepresented students and students with limited experience an opportunity to take part.

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

Eco Leaders begin the academic year with a week-long training before classes begin to learn effective communication, leadership, community-based social marketing, team building, social justice and diversity, and environmental issues. They attend a mid-year retreat to reflect the fall semester's work and plan for the upcoming spring semester. During the academic year, they attend a weekly class to plan and discuss projects, meet key staff members, learn about university procedures and sustainability issues, and reflect on activities and experiences. Through the required courses, online program guide, and experiential learning, Eco-Leaders are exposed to a variety of sustainability issues. They then work to bring those messages back to their peers in the residence halls in a variety of formats, and to create collaborative relationships with others.

Eco Leaders assist with RecycleMania, Green Warrior, annual waste audit, plate waste audit, Earth Week, Leave It Behind, and other related sustainability events and campaigns.

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

Eco-Leaders sign a contract outlining expectations, and receive a $1,600 reimbursement on their housing costs for the academic year ($800 per semester) in exchange for working 3-5 per week in their role as a student leader.

CSU also supports the program by providing two credit courses for the Eco Leaders that count toward the Global Environmental Sustainability interdisciplinary minor.

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

ASCSU-Environment Affairs

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

30,304

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

The Associated Students of CSU (ASCSU) has organized their sustainability efforts through a dedicated student-led environmental affairs department with a paid student leadership position.

The Director of Environmental Affairs position and team is an ongoing role that assists with furthering the university's sustainability goals. The department works alongside the President's Sustainability Committee and Student Sustainability Center to promote student-based initiatives. Outreach activities include involvement in Earth Week, passing the Fair Trade Resolution, and collaborating on the Plastic Bag initiative for the campus book store.

ASCSU Environmental Affairs organized Bike to Breakfast Stations this year with four different dates, culminating in over 1,000 students served breakfast if they arrived to campus on their bike. The breakfast stands also offered free tune ups and educational material on biking to campus.

ASCSU Environmental Affairs also works with the Fraternity and Sorority system at CSU to educate them about energy saving techniques and more. Students go directly to greek houses in order to encourage green living.

ASCSU Environmental Affairs also organizes an alternative transportation fair each year in order to educate students on biking, riding the bus, or walking to campus.

Additional Events include:
A National Sustainability Day on campus
Food Day (educates students about sustainable dining and food waste on campus)

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

The Director of ASCSU-Environmental Affairs is appointed by the CSU Student Body President. The Director then invites any student at CSU to participate in events (including programming, coordinating, participating, and especially educating as all of the events have a peer-to-peer educational component). For more information visit

http://ascsu.colostate.edu/executive/environmental-affairs/

.

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

All ASCSU participants are trained in governance and CSU University policy. Additional training and support in sustainability is provided by on campus experts in areas relevant to ASCSU-Environment projects/events. For example, in preparation for a Bike to Campus Event, members will meet with the CSU Alternative Transportation Manager, Parking Services, and the Bike Committee on campus in order to educate students on relevant issues. Informal mentoring is also provided by sustainability staff on campus who assist with resolutions, events, and presentations.

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

As part of ASCSU, the Environmental Affairs team earn salaries, have access to facilities and office space, and other resources provided by the University and/or student fees (i.e. funding for events and programs).

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

Rambassadors and Ram Guards

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

30,304

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

Rambassadors are funded student positions who work with on-campus and off-campus students to educate them about the alternative transportation options available to them. They help custom tailor safe biking commute routes, bus schedules, etc.

Ram Guards are funded student positions who are stationed at strategic points on campus to educate students abut bike safety so that rules about pedestrian/bike/car safety are known and exercised. This helps to support a safe biking experience for everyone.

Both programs are ongoing initiatives sponsored and funding by Parking & Transportation Services. For more information visit

http://source.colostate.edu/ramguards-rambassadors-enhance-safety-education/

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

Applicants are interviewed and screened based on their own transportation habits, know-how and enthusiasm, as well as their perceived ability to communicate with and approach their piers.

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

Students are trained in bike/bus routes and all facets of city-wide alternative transportation options. Ram Guards are specifically trained in bike/pedestrian safety and courtesy.

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

Both programs are funded and managed by Parking & Transportation Services, under the direct supervision of the Alternative Transportation Manager. Both programs provide stipends to student peer educators.

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

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

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

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

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

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

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

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

http://www.housing.colostate.edu/ecoleaders

Student Orientation

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

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

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

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

Submission Note:

Additional Information:

http://www.housing.colostate.edu/live-green-team

http://www.otp.colostate.edu/fy-outdoor-orientation.aspx

"---" *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:

Orientation includes several opportunities to learn about sustainability on campus. Several departments, including Housing & Dining Services and Parking and Transportation Services, prominently feature sustainability presentations and engagement opportunities during orientation.

The Center for Advising and Student Achievement, which organizes Orientation Programs, introduces sustainability-focused programs throughout Orientation and Ram Welcome including the Ram Welcome Picnic, which serves over 8,000 diners and is a zero waste event. All students are invited to this event, along with their families, and it is a major focus of education efforts for sustainable practices at the University.

In the residence halls during orientation, students are introduced to alternative transportation, energy monitoring in each hall, the composting program, and much more (

http://www.housing.colostate.edu/sustainability

). During move-in, emphasis is placed on recycling programs that capture cardboard boxes and other common move-in waste. These facilities are easily accessible and conveniently located for students in each hall. In fall 2013 over 21 tons of cardboard was diverted from landfills through these programs.

New student orientation also features diversity and intercultural opportunities. New students can sign up for diverse educational experiences over the orientation weekend.
Students can also explore the ecology-based experiences of Pingree Park - CSU's mountain campus as part of Ram Orientation over the summer.

From the beginning, students experience CSU as an environmentally-conscious university. The university strives to educate students on sustainable alternatives and opportunities from their first day as students.

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

http://www.housing.colostate.edu/sustainability

Student Life

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

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

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

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

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

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

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	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	No
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

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

The Student Sustainability Center's (SSC) mission is to empower students to advance sustainability principles and practices at Colorado State University and beyond. Through innovation and collaboration with the campus community, they work to raise awareness about opportunities for positive environmental impact and lead projects to achieve personal and institutional sustainability.

The SSC is dedicated to increasing student involvement and coordination among sustainable projects in the community. They work to create a strong network of organizations with sustainability in mind, so that they can facilitate students' ideas on a more efficient and effective level. Other projects include monthly educational workshops, efforts to increase xeriscaping on CSU's campus, community garden development, and free documentary showings with the City of Fort Collins.

Multiple additional student groups formally collaborate with SSC including the Watershed Club, Hemp Club, Net Impact, ASES, Palm Oil Committee, Horticulture Club, Ecosystem Science and Sustainability Club, Natural Resource Management Society, etc.

The website URL where information about student groups is available:

http://sustainability.colostate.edu/ssc

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:

The department of Horticulture and Soil & Crop Sciences, maintains several organic gardens on-campus (and off-campus) which are used for student learning, research, and student-led gardening projects. Projects include a student-led CSA program that gives student's organic farming experience while supplying the community with low cost organic produce.

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

http://organic.colostate.edu/

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

The Aspen Grille is a student-operated restaurant located in the University Club in partnership with the Hospitality Management Program, on the upper level of the Student Center. The Aspen Grille is open to the public for lunch Tuesday through Friday during the academic year. The Grille maintains its certification by the Green Restaurant Association as a "green restaurant" and focuses on local/sustainable food sources.

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

http://www.sc.colostate.edu/aspen-grille.aspx

A brief description of the sustainable investment or finance initiatives:

The Summit Fund's goal is to enrich students' educational experience by bridging academic coursework with professional experience in managing an actual investment fund. The students who run the fund each semester are charged with achieving the highest return possible while investing in sustainable and socially-conscious investments.

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

http://biz.colostate.edu/SummitFund/pages/default.aspx

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

CSU hosts a variety of events and speakers related to sustainability. The largest is the annual Earth Week celebration which includes campus-wide participation and events such as the Earth Day Celebration and Open Your Mind Fair. Throughout the week there is live entertainment, lectures, and activities on renewable energy, gardening, waste reduction, and even a recycled fashion show.

The event is free and open to the community. There are also lectures on sustainability issues and symposiums that highlight both undergrad and graduate student research related to sustainability.

The 2014 International Colloquium on Global Environmental Sustainability offered three days of sessions on a wide range of sustainability topics with students as the primary focus.

Throughout the year, the School of Global Environmental Sustainability offers symposia, lectures, panels, and workshops for students.

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

http://www.green.colostate.edu/earth-week.aspx

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

The Student Sustainability Center as well as the School of Global Environmental Sustainability run a variety of film series throughout the year which are intended for students.

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

http://sustainability.colostate.edu/ssc/events

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

Pingree Park Mountain Campus is a truly unique experience where students experience nature in a remote mountain setting. Students study tree identification, fire ecology, map and compass use, geology, life zones, and ecosystem interaction. Students learn through instruction and activity; exploring climate change through hikes, watershed research, etc.

Additionally, the Outdoor Program through Campus Recreation offers a variety of outdoor activities which emphasize safe and low impact practices. Literature on leave no trace and other environmental principles is available in seminars and via pamphlets at the Rec Center Office.

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

http://campusrec.colostate.edu/programs/outdoor-program/

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

N/A: CSU does not do themed semesters or years.

The website URL where information about the theme is available:

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

CSU runs sustainable living workshops through Housing & Dining Services each year. They also provide four model residence hall rooms, each in a different hall, which are open to students and visitors year round. Model room tours emphasize green living on campus and include "Living Green at CSU" fliers. These fliers encourage students to buy Energy Star appliances, use power strips in their rooms to reduce electricity consumption, bring a bike to campus, etc. Additionally, there is an interactive model green room which students can tour online.

http://www.housing.colostate.edu/living-green

There is also the Natural Resources and Sustainability Residential Learning Community in Summit Hall open for any student to engage in the research and outreach of the Warner College of Natural Resources. Students who apply for the community collectively register for a freshman seminar class on sustainability and agree to participate in an alternative Spring Break in the local National Parks. Additional events are also organized through the semester. Students are encouraged to engage in a wide range of sustainability activities and opportunities on campus.

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

http://www.housing.colostate.edu/living-green

A brief description of sustainability-focused student employment opportunities:

The School of Global Environmental Sustainability keeps an active listing of student and professional sustainability positions on their website.

The weekly SSC newsletter also includes a sustainbility jobs listing. This listing includes paid jobs, internships & volunteer opportunities both on & off campus.

RAMweb, the CSU student portal, also provides a full listing of all student positions open on campus, including sustainability positions.

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

http://sustainability.colostate.edu/jobs

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 campus SLiCE (Student Leadership, Involvement, and Community Engagement) office provides a number of co-curricular sustainability programs and initiatives including alternative breaks, service learning, and coordinated community volunteering. Sustainability options exist in each of these categories.

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

http://www.slice.colostate.edu/engagement.aspx

Outreach Materials and Publications

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Green.colostate.edu

is a central website that highlights Green Initiatives at CSU. It includes information on campus sustainability representatives, leaders, and opportunities for student and research involvement. The homepage features a continually updated stream of CSU-related sustainability news and events. It also acts as a portal and first point of contact for sustainability forums and organizations on campus.

The website URL for the central sustainability website:

http://www.green.colostate.edu/

A brief description of the sustainability newsletter:

The Green Bulletin, available by email, has weekly information on sustainability events, classes, workshops, and volunteer/internship/job opportunities (on campus and within the broader Fort Collins community), as well as a number of other note-worthy events/opportunities.

The website URL for the sustainability newsletter:

http://sustainability.colostate.edu/ssc/green-bulletin

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

The School of Global Environmental Sustainability maintains facebook, vimeo and twitter accounts with regular updates on all things sustainable at CSU as well as a dedicated blog.

Other student groups and specific projects at CSU also maintain their own social media sites including the Eco Leaders.

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

http://sustainability.colostate.edu/connect

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

CURC is the "Celebrate Undergraduate Research on Campus" initiative which highlights undergraduate research through an annual publication as well as poster competition. In FY14, 400 students shared their research efforts through this program.

Through CURC, Colorado State University recognizes and honors the achievements of students in the areas of research & creativity. Students are invited to participate in a variety of events that will provide them an opportunity to showcase what they have learned through their research and creative activities.

Each year, events culminate with the CURC Showcase in April. The showcase features outstanding performers and award winners from all disciplines. Following the Showcase, an awards ceremony recognizes all participants and honored awards winners.

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

http://www.curc.colostate.edu/

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

Buildings which are LEED certified or have exceptional green features have educational signage which highlights these features. Such buildings include the Transit Center, the Lory Student Center, Powerhouse Institute, Aspen Hall, the Pavilion at Laurel Village, and classrooms in Guggenheim Hall.

The Pavilion at Laurel Village, the first building on the main CSU campus to pursue LEED Platinum certification, features a 3D model of the building with an interactive touch screen that allows students and visitors to explore more than 20 innovative sustainability features

including a katabatic tower, two-story living wall, bike repair shop, and much more.

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

http://green.colostate.edu/green-buildings.aspx

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

All dining facilities include digital signage (recently transitioned from printed signage in order to reduce paper waste) that is regularly updated with information about local food, vegan/vegetarian options, composting, plate waste, etc.

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

http://www.menus.colostate.edu/

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

Grounds Facilities signage indicates areas with recycled mulch and pest management practices that employ biological controls or natural substances. There is expanded signage at the University's Bioremediation Wetlands Project at the University Greenhouse providing detailed information about the systems with photos and diagrams.

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

http://www.fm.colostate.edu/sustain/index.cfm?page=projects/use

A brief description of the sustainability walking map or tour:

The Green Walking Tour traces an on-campus path that passes more than twenty of the University's sustainable sites including LEED certified buildings and green laboratories and research sites. It includes information on sustainability in the halls and dining centers as well.

The Green Walking Tour is a self-guided tour available to the campus community and all campus visitors (

http://green.colostate.edu/green-walking-tour.aspx

).

The tour also includes information on buildings and initiatives on the CSU Foothills Campus and mountain campus.

The website URL of the sustainability walking map or tour:

http://green.colostate.edu/green-walking-tour.aspx

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

The Parking & Transportation Services maintains several web pages and guides that describe local transportation options such as bus lines and biking routes. It also gives information on carpooling and public programs such as Smart Trips, which promote alternative transportation options in the City of Fort Collins.

Biking:

http://parking.colostate.edu/pages/Biking.aspx

Walking:

http://parking.colostate.edu/pages/Walking.aspx

Campus Shuttle:

http://www.colostate.edu/aroundthehorn/

Zip Car:

http://parking.colostate.edu/pages/NewsItem.aspx?ID=48

Carpool/Ride Share:

http://parking.colostate.edu/pages/Carpool.aspx

Buses:

http://parking.colostate.edu/pages/Transfort.aspx

CSU is dedicated to expanding commuter options through the Alternative Transportation Manager who works with the City and multiple campus entities on public transportation and biking routes in and around campus as well as many other projects, including charging stations, to encourage sustainable transportation to and on campus.

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

http://pts.colostate.edu/alternative-transportation/

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

The Campus Bike Advisory Committee has a dedicated website for all news and information pertaining to bicyclists and pedestrians. This includes a campus map specific to bike/pedestrian routes (including dismount zones and other traffic measures) as well as education materials from their Bicycle Education and Enforcement Program.

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

http://bicycle.colostate.edu/

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

Housing & Dining Services publishes an online guide to living green that includes energy and resource conservation tips, alternative transportation, an interactive green model room, and ways to get involved with sustainability within the residence halls and university apartments.

The guide also includes links to more comprehensive guides on recycling and other sustainability programs on campus.

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

http://www.housing.colostate.edu/living-green

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 Student Sustainability Center maintains a sustainability column. Any student on campus can submit an article for selection by the SSC to fill this regular column.

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

http://www.collegian.com/

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

The main source of on campus news; 'SOURCE' tags stories and press pieces related to sustainability and/or the environment. And the University-wide calendar flags green events with a special symbol to help users identify green events on campus (

http://calendar.colostate.edu/

).

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

http://source.colostate.edu/

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

Yes

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

School of Global Environmental Sustainability produces an annual report.

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

http://sustainability.colostate.edu/

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

Yes

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

The School of Global Environmental Sustainability has a listserve to stay up to date on sustainability news, events, announcements and other important information.

Their website:

sustainability.colostate.edu

is also a good source of information for many other aspects of sustainability on campus.

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

http://sustainability.colostate.edu/content/join-our-mailing-list

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

Yes

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

Housing & Dining Services produces an annual sustainability report.

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

http://housing.colostate.edu/Data/Sites/1/documents/sustainabilityreport.pdf

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

Yes

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

CSU produces a Climate Action Plan and updates it biannually.

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

http://www.fm.colostate.edu/sustain/index.cfm?page=about/reports

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

Yes

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

Facilities produces an annual Environmental Report.

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

http://www.fm.colostate.edu/sustain/index.cfm?page=about/reports

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

Yes

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

The

Green.colostate.edu

website has an outreach slideshow to help explain STARS and the academic programs, research initiatives, and engagement programs that make up CSU's score. The STARS system can be difficult to explain to students, staff, and faculty with limited sustainability experience; the slideshow helps highlight how sustainability initiatives many in the campus community are familiar with play a role in STARS.

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

http://www.green.colostate.edu/stars-2014.aspx

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

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

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

Outreach Campaign

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

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 an 8-week competition of colleges and universities to promote waste reduction on their campuses. The goal is to collect the highest amount of recyclables, the least amount of trash, and achieve the highest recycling rate. In addition to the national competition, an internal competition is held between the residence halls and university apartments. The coveted traveling RecycleMania trophy is awarded to the hall and apartment complex with the highest per capita recycling rate.

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

Colorado State recycled 48.9% of its total waste stream in the 2014 competition, scoring in the top 25% of all schools (placing 29 out of 256) and the number 1 highest scoring participant in Colorado.

Internally, the top residence hall recycled 43 pounds per resident. In the apartment competition the recycling rate was 67 pounds per resident.

This was Colorado State's eighth year in the competition and rates from every year show that CSU recycles more and sends less to the landfill - demonstrating not only measured positive impacts each year, but across time.

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

http://www.colostate.edu/events/recyclemania.aspx

The name of the campaign (2nd campaign):

Faces of Conservation

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

During FY13, six CSU buildings engaged in a Faces of Conservation energy challenge. Over 350 CSU faculty, staff and students showed an impressive dedication and commitment to energy and resource conservation. One person at a time made a conscious decision to help save energy and resources. These are the results of a CSU
community committed and caring. They turned off lights in empty rooms, turned off office equipment when it wasn't in use (at night or over the weekend), eliminated equipment they didn't really need, and each person acted as a Face of Conservation. Little acts added together make a BIG difference.

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

These six buildings:
• Are "home " to over 350 CSU faculty and staff
• Reduced electricity consumption an average of 10% (As compared to a 3-year average)
• Saved over 279,000 kWh of electricity
(This is equivalent to the annual electricity consumption of 33 average homes in Fort Collins)
o Conservation saved CSU over $18,000
o Conservation avoided burning 106 tons of coal

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

http://www.training.colostate.edu/proctor/energy-cons/2faces.pdf

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

Colorado State University's fifth campus-wide International Colloquium was a three-day event that featured 11 panel sessions designed to give students, faculty, staff and the public a better understanding of global environmental sustainability and the link between society, economics and the environment. CSU invited experts from the public and private sectors to join faculty in an exchange of ideas, and each of Colorado State's colleges is helped facilitate an interdisciplinary discussion that embraced a comprehensive definition of sustainability. Topics included population growth and social sustainability, water, food security and climate smart agriculture, economic perspectives on sustainability, climate change and emerging diseases, and the built environment.

Employee Educators Program

Responsible Party

Stacey Baumgarn
Campus Energy Coordinator
Facilities

Criteria

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

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

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

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

"---" *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?:

Yes

Total number of employees:

8,317

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

Energy Conservation for Building Proctors

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

8,317

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

The CSU Campus Energy Coordinator works with CSU building proctors to develop engagement (outreach and education) programs as well as training for building proctors to work with faculty, staff, and student staff to encourage/enable energy, water, and resource conservation at CSU. Building proctors are a resource to the entire campus for energy/resource conservation and other sustainability

practices.

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

Trainings include both in-person and online resources that include Ideas to Save Electricity, Faces of Conservation, A Proctor's Case for Conservation, and Computer Power Management.

• The Campus Energy Coordinator implements various building energy challenges. The focus of these challenges have been on reducing electricity (electricity is our single largest contributor to GHG emissions – reducing electricity consumption will help us reduce our emissions). These challenges are ongoing so building proctors/buildings can join in at any point in time.

o Some buildings asked occupants to take a pledge to reduce energy use (or other types of sustainability-related actions)

o In each building the Campus Energy Coordinator works with the building proctor to distribute monthly email updates / encouragement / tips / etc.

• The Campus Energy Coordinator is also responsible for training sessions at: University New Employee Orientation, Facilities Management New Employee Orientation, Tier 3 Building Proctor Training (our building proctors go through 4 tiers of training), as well as department staff meetings, lunch-n-learn programs, and professional development sessions.

• In January 2014 at PDI the Campus Energy Coordinator co-presented with other faculty a program called "Become a 'Certified Conservation Champion'" – a new dedicated peer-to-peer education outreach effort.

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

Financial support is apparent through funding for the Campus Energy Coordinator position as well as from Facilities Management funding to support training and program development.

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

http://www.training.colostate.edu/proctor/resources.html#energy

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

Green Cleaning Certification

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

425

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

Housing & Dining Services offers Green Cleaning Certification to Environmental Technicians within the residence halls and university apartments. Staff can volunteer for training or may be asked to complete training as part of LEED for Existing Buildings Operations and Maintenance certification processes.

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

Employees go through a Green Cleaning Certification work shop and then implement practices in the field under the guidance of their supervisor.

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

Housing & Dining Services provides financial funding for both the Green Cleaning Certification workshop as well as green cleaning supplies for staff (e-clothes and approved cleaning supplies).

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

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

Criteria

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

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

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

100

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

The University Employee Orientation mentions both the broad accomplishments and importance of sustainability here at CSU. The presentation from the Campus Energy Coordinator includes information about energy, water and resource conservation opportunities for employees. Information includes "Ideas to save electricity", recycling, and general sustainability practices here at CSU. The Alternative Transportation Manager informs employees about the free transit passes available to all faculty and staff, the Guaranteed Ride Home program through Parking Services and other resources for alternative transportation. There are brochures available on recycling and energy conservation programs as well as bicycling routes and transit information. Additionally, Procurement Services (purchasing) includes information on green vendor options and, the Campus Recreation Center promotes health and wellness opportunities open to faculty and staff in their presentation.

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

Staff Professional Development

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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

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Submission Note:

TILT courses and workshops can be found at:
http://tilt.colostate.edu/events/
.

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

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

Yes

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

The Professional Development Institute provides seminars and training sessions each January at a time when most faculty and staff are able to attend before spring semester begins. Previous seminars include, "Our footprint and the path to zero" (the staff/faculty role in the path to carbon neutrality), "Greening Your Office," "Urban and Office Gardening," "Sustainability in Healthcare," and "the Live Green Community: Using Service Learning to introduce students to natural resources." There are extensive opportunities for diversity training, wellness programs, and other opportunities that fall within the greater definition of sustainability.

Throughout the year, the Institute for Learning and Teaching offers professional development on a number of sustainability-related topics including Teaching Sustainability through a Race, Color, and Gender Justice Lens Across the Curricula, Focus on Diversity: Creating Inclusive Classrooms, and Developing a Social Justice Education Instructional Lens for the College Classroom.

The purchasing department also organizes a Green Market Vendor Fair on campus each year to educate faculty and departments about options for sustainable purchasing.

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

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

http://tilt.colostate.edu/pdi/

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

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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*.

Submission Note:

"---" *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:

CSUCares provides assistance for local community members who are experiencing an immediate, severe, and temporary financial hardship due to an emergency. Eligible parties may apply for one-time grants, generally not exceeding $2,000, to meet financial needs not covered by insurance. 100% of donations received though CSUCares go to families in need. Past funding has gone to local victims of natural disasters including the significant 2013 front range flood and two forest fires in 2012.

CSUCares is an ongoing initiative with funding available and donations continuing to be received by the fund. In times of need, the fund sees both an increase in need and an increase in donations. Generally, grants are one-time grants designed to aid recipients in an initial response and recovery from a local natural disaster.

Colorado State University supports CSUCares by providing a panel of employees who determine is the eligibility and the level of need of the applicant. Additionally, CSU provides staff support to process incoming gifts and outgoing payments to recipients.

The CSUCares is governed by Advancement with a committee of CSU faculty and staff who review and approve applications.

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):

Climate Wise is a partnership between CSU, the City of Fort Collins and businesses in the community. The goal of the ClimateWise program is to reduce greenhouse gas emissions by promoting waste reduction, energy savings, alternative transportation and water conservation. Local businesses that join the program are provided with: technical assessments and on-going support, public recognition (including the annual EnvirOvation recognition event), employee engagement and education, and networking opportunities.

The ClimateWise program is helping the Fort Collins community meet some of its greenhouse gas reduction goals highlighted in their Climate Action Plan. In 2013, participating business partners reduced greenhouse gas emissions by over 171,000 metric tons of CO2e per year and saved $15 million.

ClimateWise is ongoing with more local businesses joining every year. CSU supports ClimateWise by tying the CSU Climate Action Plan projects to the program, providing staff support, and funding program-related initiatives. Campus and local community members are engaged through numerous events, programs, communications, and interactions with the 360 local business partners.

Drive Electric Northern Colorado (DENC) is another example of a sustainability partnership in the local community. DENC brings together stakeholders in the community to participate in a first-of-its-kind effort focused on electric vehicle deployment. Led by the cities of Fort Collins and Loveland, Colorado State University, and the Electrification Coalition, and joined already by more than 20 additional organizations, Drive Electric Northern Colorado strives to generate interest and action in the area of electric vehicles.

DENC was formed as a multi-year initiative to help encourage electric vehicle communities. They are part of a national effort to develop electric vehicle ecosystems that hope to make ownership of an electric vehicle simple, convenient, attractive, and cost effective. CSU supports the partnership with technical expertise and grant-writing from the CSU Alternative Transportation Manager and volunteer hours and marketing for events held on campus through the Eco Leaders. The DENC interns are also former Eco Leaders and CSU students who are engaged in sustainability academically or through clubs and organizations on campus. Campus and local community members are engaged through frequent ride-and-drive events held on campus and in the local community. Four charging stations have been added to campus since the partnership began and numerous stations have been added in the local community to help the electric car community grow and thrive.

ClimateWise is governed by an advisory committee comprised of ClimateWise partners.

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:

FortZED is a triple-helix partnership with local government, academia and industry. Its key partners include the City of Fort Collins, Colorado State University and the Colorado Clean Energy Cluster. It aims to transform the downtown area and the main campus of Colorado State University into a net Zero Energy District through conservation, efficiency, renewable sources and smart technologies. Students who live off campus were engaged as part of the Fort ZED ranger project - a peer to peer project intended to help students learn more about reducing energy use.

FortZed was launched in 2007 and continues to grow and evolve today. It is governed by an MOU between CSU, the City and the Colorado Clean Energy Cluster. The partnership supports economic prosperity by supporting local innovation and entrepreneurship and creating local green jobs. CSU supports FortZed by being a central partner working toward net zero, providing faculty and staff expertise, and sharing clean energy research and education. Relevant stakeholder groups are identified and engaged by the boundaries set by FortZed - all business and residents within the district are invited and encouraged to take part and many leading partners, like CSU, New Belgium Brewery, and Advanced Energy help spread the word. Stakeholders are also engaged via energy challenges, audits, and programs and events related to FortZed. The partnership proposes to institutionalize systemic change by working towards a net zero energy district by engaging the local utility provider and working with businesses and residents within the district to change behavior. With a direct tie to the City and CSU Climate Action Plans there are measurable metrics towards this goal that are shared with the public.

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

Colorado State University Extension, created under the Smith-Lever Act of 1914, reaches Colorado citizens in the state's 64 counties through country partnerships to provide research-based information on areas such as water quality and water saving, native plants, clean and renewable energy, food safety, and sustainable agriculture.

The Mission of Extension is to provide information and education, and encourage the application of research-based knowledge in response to local, state, and national issues affecting individuals, youth, families, agricultural enterprises, and communities of Colorado.

Extension is governed by the Vice President for Outreach.

The website URL where information about sustainability partnerships is available:

http://www.green.colostate.edu/partnerships.aspx

Inter-Campus Collaboration

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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:

From individual research results from our faculty, to deliverables from extra-campus collaboration, CSU has a commitment to sharing its knowledge, research, expertise, and experiences in Sustainability. This happens through many channels and programs:

- Last year alone, the School of Global Environmental Sustainability (SoGES) published 34 reports across six main areas of sustainability. They presented 27 posters/presentations/talks in various University events across the country and hosted 13 events here at CSU.

- CSU researchers served as Lead Authors on current and previous Intergovernmental Panel on Climate Change (IPCC) assessment reports and have led the development of the soils components of the IPCC Guidelines for National Greenhouse Gas Inventories. Their work contributed to the Panel's sharing in the 2007 Nobel Peace Prize.

In addition, there are freely available reports and publications from all of the partnerships below.

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 State became a ClimateWise partner in 2000, joining local businesses in an effort to reduce greenhouse gas emissions and improve the quality of life in Fort Collins.

Directed by Michael Kostrzewa of CSU's Mechancial Engineering Department, the Colorado Anemometer Loan Program is a partnership between CSU, the Governor's Energy Office, and the U.S. Department of Energy. Anemometers are instruments used to determine the

feasibility of wind energy in a specific location. The Colorado Anemometer Loan Program assists ranchers, farmers, and homeowners in determining if their site is a good location for small scale wind turbines.

The Colorado Renewable Energy Collaboratory includes Colorado State University, the Colorado School of Mines, the University of Colorado and the National Renewable Energy Laboratory. Their first major project, known as the Colorado Center for Biorefining and Biofuels or C2B2 is a research venture between large and small businesses and the Collaboratory. C2B2 will perform cutting-edge research to develop new biofuels and biorefining technologies.

CSU is an EPA's Green Power Partner, which provides a powerful platform for utilities, state agencies, and other organizations implementing energy efficiency programs to make a bigger difference in their communities. As a Green Power Partner, CSU has agreed to have at least 4% of its electric usage from green sources.

Colorado State University has forged a strong partnership with federal agencies that share research interests with the University and have located branches in Fort Collins or the region to facilitate this strong collaboration with CSU and other research partners. Federal agencies located in the region include the:
* Natural Resources Research Center
* National Center for Atmospheric Research
* National Oceanic and Atmospheric Administration

CSU is a lead partner in the Northern Colorado Clean Energy Cluster, a clearinghouse that connects entrepreneurs and major power users with researchers and government officials, encouraging innovation, new job creation, and investment in the region.

In FY02, CSU Facilities Management joined the U.S. Green Building Council. Council members work together to develop LEED products and resources, the Greenbuild Annual International Conference and Expo, policy guidance, and educational and marketing tools that support the adoption of sustainable building.

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

CSU and CU-Boulder work together on Future Earth: an ambitious 10-year research initiative to address global environmental change solutions and actions. The Future Earth initiative builds on decades of global change research with a goal of linking scientists, decision makers and private sector to design and develop activities to deal with such change at local and regional levels.
Future Earth is expected to mobilize roughly 60,000 scientists and students worldwide to work toward responding effectively to the risks and opportunities of global change and supporting transformation toward global sustainability. The research platform will engage scientists, decision makers, business leaders and other stakeholders to address mounting societal challenges of global environmental change.

Colorado State is the sponsoring institution for Colorado's involvement in The Pierre Auger Cosmic Ray Observatory in southeast Colorado, which provides a new window through which scientists can study the universe's highest energy particles. CSU, joined by associate member institutions Colorado School of Mines, Colorado State University-Pueblo, and University of Colorado-Boulder, along with Lamar Community College, have been part of the effort since 2004 to build the Pierre Auger Observatory Northern Auger Site near Lamar.

The Colorado School of Public Health will be the first and only school of public health in Colorado and the Rocky Mountain region. The SPH is collaboratively formed by the University of Colorado-Denver, Colorado State University, and the University of Northern Colorado.

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

http://www.green.colostate.edu/partnerships.aspx

Continuing Education

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

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.

Submission Note:

There are also smaller ongoing training programs such as:
Building Urban Farmers: City dwellers are educated and encouraged to contribute to sustainable local food systems by creating business models for small farms in urban areas.
http://www.ext.colostate.edu/impact/BuildingFarmers_Statewide.pdf

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

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

Yes

Number of continuing education courses offered that address sustainability:

532

Total number of continuing education courses offered:

2,379

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

CSU Non-Credit Sustainability Courses_EN11_1.xlsx

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

See see attached spreadsheet for a detailed inventory of all non-credit courses that address sustainability at CSU (includes CSU Extension, Online Plus, and OSHER).

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

A brief description of the certificate program:

CSU Offers the Following Sustainability-Related Certificate Programs:

Integrated Sustainability Management Program:
Understand how to lead and manage sustainable corporate responsibility initiatives.

Sustainable Community Development Certificate:
Enhance your ability to empower people through sustainable community development.

Natural Resources and the Environment: Students gain critical insights into the conservation and use of natural resources. The program introduces the latest theories and practices in natural resources to develop an understanding of the viewpoints that impact public debate and decisions on this important topic.

Systems Engineering: This certificate program prepares engineers or other professionals in aerospace technology, energy, biosciences, or environmental resources to lead systems engineering development from concept creation to production.

Water Resources: Students learn water resources planning, management, or policy with this online graduate certificate addressing an array of water issues in Colorado and the western United States. Expand your knowledge with case studies and applied exercises.

Colorado Energy Master: Energy Masters receive 30 hours of energy education and complete meaningful energy projects in their communities such as energy audits and teaching in schools.

Native Plant Master: Native Plant Masters receive extensive training in water-saving landscaping techniques and the importance of native plants in natural ecosystems in order to educate thousands of Coloradans across the state.

Sustainable Military Lands Management (SMLM): A one-of-a-kind online educational opportunity that trains current and future professionals in the breadth and complexity of military land management to provide them with knowledge of the rapidly evolving practices, technologies, and analytical tools necessary to support this national defense mission.

Non-credit certificates in Integrated Sustainability Management and Sustainable Community Development are also offered.

Similarly, the Institute for the Built Environment has an award winning training program in Integrated Sustainability Management:

http://www.ibe.colostate.edu/learn.aspx

Year the certificate program was created:

2,007

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

http://www.learn.colostate.edu/areas-of-study/sustainability/

Community Service

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

Part 1

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

Part 2

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

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

Submission Note:

CSU has several innovative community service programs related to sustainability. Just one example is Fall Clean Up. More than 1,500 student volunteers help approximately 200 neighbors in need in the local community clean up their leaves and yard waste in the fall. In October 2014, 4,867 bags of leaves were collected and taken to Hope Farms for composting.

Student enrollment differs in this credit from IC3 as online/continuing education students are not included in this credit per the headcount note from AASHE above specifying that non-credit, continuing education, and/or part-time students may be excluded.

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

Number of students engaged in community service:
23,023

Total number of students :
27,086

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:

575,000

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:

While CSU does not officially list community service on the university transcript, students are encouraged to track co-curricular experiences and create a Leadership and Involvement transcript on RamLink, a student portal. The transcript can be downloaded and included with materials submitted for graduate programs, used as a resource to build resumes, and can be included in materials for internship programs.

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

Yes

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

Volunteers in Public Schools at Colorado State University allows employees up to 5 hours per month administrative leave to volunteer in any public school district. The program was developed by Colorado State University Classified Personnel Council in 1995 and is a permanent program open to all Colorado State employees.

School is Cool is a community outreach effort managed and organized by CSU employees that provides backpacks and school supplies to K-12 students in Fort Collins, Wellington, Timnath and LaPorte, and to outlying mountain schools. Since 1992, School Is Cool has helped more than 32,000 children. Last year, the program assisted 2,517 students in 46 schools.

Multiple departments and offices at CSU also sponsor staff volunteer and service activities throughout the year.

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

http://www.slice.colostate.edu/

Community Stakeholder Engagement

Criteria

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

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

> And

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

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

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

"---" *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:

CSU has the Center for Public Deliberation whose main goals are:
1. Enhance the Local Civic Culture
2. Expand Collaborative Decision-Making
3. Improve Civic Pedagogy

It is made up of CSU students, CSU faculty/staff, and local community members who work together to increase transparency, accessibility, and engagement in CSU governance, strategy, and operations.

The CPD serves as an impartial resource to the northern Colorado community. It is based on the belief that democracy requires high quality communication, but unfortunately such communication is rare. Working with students trained in small group facilitation, the CPD assists local government, schools boards, and community organizations by researching issues and developing useful background material, and then designs, facilitates, and reports on innovative public events.

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

The Center for Public Deliberation conducts frequent Community Issues Forums where anyone can come to present issues of concern. These can then be adopted as formal topics for consideration and are considered by the various committee members in hope of finding supportive community solutions. Underrepresented and vulnerable groups benefit from this free resource as a way to give voice to concerns and ask for consideration on important items.

Recent issues included elder abuse in Larimer County, the retail marijuana amendment, anti-bullying, as well as on campus policies such as a campus-wide smoking ban, proposals for an on-campus stadium, etc.

List of identified community stakeholders:

Campus Community (students, faculty & staff)
Fort Collins Community
Neighborhoods in proximity to campus
City & County government
Health community (hospital, public health, mental health)
Local businesses
Local school district and community colleges
Emergency services (campus, city & county police, fire & EMS)
Advocacy groups (affordable housing, real estate, sustainability, development, etc.)

The CPD Advisory Board is comprised of representatives of these stakeholders:
•Rich Alper, CPD Community Associate
•Karrin Anderson, CSU Department of Communication Studies
•Darrie Burrage, CSU Teaching and Learning Institute
•Deni LaRue, Larimer County Community Information Officer
•Jen Johnson, CSU Student Leadership and Civic Engagement office
•Susan Opp and David McIvor, CSU Department of Political Science
•Ginny Sawyer, City of Fort Collins
•Linda Mahan, Larimer County League of Women Voters
•William Timpson, CSU Department of Education
•Michael Liggett, Fort Collins Library Board, & Liggett, Smith, & Wilson
•Pete Seel, CSU Department of Journalism and Technical Communication
•Mallorie Bruns, Meridian Institute
•Karina Branson, ConverSketch

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

A few successes from the past three years include:

Creation of the Northern Colorado Food Cluster: CPD Director Martín Carcasson began working with CSU extension in the fall of 2011 to provide trainings on deliberative practices. In November 2013, CPD worked with Routt County CSU Extension Agent Karen Massey to hold a forum on improving the local food economy. The forum brought together a collection of farmers, local government officials, restaurateurs, and consumers for a two-hour conversation. CPD's work in local food issues expanded beyond CSU Extension in November 2013 and February 2014. CPD and the Northern Colorado Food Cluster held forums that brought together a mix of local farmers, food businesses, consumers, government officials, and nonprofits to discuss issues related to developing the local food economy. The Food Cluster seeks to create a healthy community through a resilient, local food system, while supporting and promoting local food production, distribution and consumption. Work with the Food Cluster will continue in the fall of 2014.

Creation of a "Deliberation Track" in the Communications Studies Masters Program: The program began in the fall of 2013. A new course in Deliberative Theory and Practice was taught for the first time in Spring 2014 to support the track. Graduate students at CSU can now be formally trained in deliberative practices to aid local communities.

Nature in the City Initiative: The City of Fort Collins is running a process to improve overall access to nature within the city. CPD ran an initial process in March 2014 that established these goals: (a) ensure every resident is within a 10-minute walk to nature, (b) have natural spaces that provide diverse social and ecological opportunities, and (c) continue to shift the landscape aesthetic from lawns to more diverse landscapes that support healthy environments for all species. CPD anticipates assisting with another process in fall 2014. Nature in the City website:

http://www.fcgov.com/advanceplanning/natureinthecity/

Development of the Partnership for Age-Friendly Communities: This project was started in 2011 and received a national grant this year connected to the National Association of Area Agencies on Aging and MetLife. Three major projects were run in 2013-2014 including a daylong workshop and two forums on age-friendly transportation.

A full list of projects is listed on the "activities" page of the Center website.

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

http://www.cpd.colostate.edu/

Participation in Public Policy

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:

CSU has had a long-standing tradition of engaging local and regional policies that support sustainability - on campus and beyond.

CSU has a dedicated Center for the New Energy Economy, directed by former Colorado Governor Bill Ritter. The policy center helps build essential partnerships around research-based clean energy solutions, workforce development, and advancement of technologies that fuel long-term, sustainable economic growth. The Center works directly with Governors, state energy offices, regulators, and policy makers to develop legislative, regulatory, and programmatic plans for clean energy development and advise on policy best practices and implementation.

The center and Ritter's position are a natural outgrowth of CSU's longstanding leadership in environmental research and clean-energy technologies, along with its land-grant service mission to benefit Colorado.

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

The CSU's Center for the New Energy Economy works closely with CSU's rural economic development activities, spearheaded by Director of Economic Development and former Larimer County Commissioner Kathay Rennel,to advance statewide economic initiatives related to clean and renewable energy.

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

N/A - as a public institution, CSU does not make political contributions

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

http://cnee.colostate.edu/

Trademark Licensing

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

Criteria

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

Submission Note:

CSU is already a member of the Fair Labor Association and ASCSU, the student government, has also passed a Fair Trade Resolution which has been endorsed by the President's Sustainability Committee. The resolution will now go to campus administration for review and endorsement.

"---" *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? :

Yes

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

No

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

http://www.fairlabor.org/affiliate/colorado-state-university

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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.

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:

CSU is an ACUPCC signatory & reports their annual GHG inventory via that site. We utilize CACP as a tool to determine the GHG inventory. In addition, Climate Action Plans can be viewed there.

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?:

Yes

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

All work is verified by the Climate Action Plan working group and reviewed by an outside consultant - The Brendle Group.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	56,700.90 *Metric Tons of CO2 Equivalent*	60,594 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	9,701.50 *Metric Tons of CO2 Equivalent*	6,937.70 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	113,905.10 *Metric Tons of CO2 Equivalent*	109,511.90 *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	0 *Metric Tons of CO2 Equivalent*	0 *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	3,567.70 *Metric Tons of CO2 Equivalent*	123.10 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	3,099.70 *Metric Tons of CO2 Equivalent*	3,915.80 *Metric Tons of CO2 Equivalent*

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

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

A brief description of the composting and carbon storage program:

CSU has an in-vessel composter where 2,000 # of food waste & animal bedding per day are composted. In addition, the agricultural programs have developed composting programs for the animal waste generated at their sites.

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

The university purchases RECs to offset the electricity use of the common areas in the residence halls. In addition, RECs are purchased to offset the emissions of new LEED buildings.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	6,443	5,343
Number of residential employees	603	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,888.04	24,304.90
Full-time equivalent of employees	6,521	3,672
Full-time equivalent of distance education students	3,218	2,879

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2009	June 30, 2010

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

FY10 was the year that CSU developed their first Climate Action Plan (CAP) and established a timeline for carbon neutrality.

Gross floor area of building space, performance year:

10,618,090 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	1,358,084 *Square Feet*
Healthcare space	242,210 *Square Feet*
Other energy intensive space	1,033,736 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	20,096.70 *Metric Tons of CO2 Equivalent*
Commuting	21,440.20 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	11,262.20 *Metric Tons of CO2 Equivalent*
Waste generated in operations	903.80 *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://www.fm.colostate.edu/sustain/index.cfm?page=about/reports

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

Greenhouse gas reductions have been a result of energy efficiency projects and renewable energy installations where CSU retained the environmental attributes. The uptick in GHG emissions for FY14 was due to an increase in the emissions factor from the local utility. CSU actually had a reduction in electric use, but the local utility burned more coal than the previous year - increasing the emissions

factor.

Outdoor Air Quality

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

CSU Police ticket and enforce the Colorado policy (42-4-1206 co. statute) prohibiting idling.

In addition, CSU has committed to retaining the core of campus as a Pedestrian campus & restricting vehicular access through campus policies. These policies are central to campus character & safety, but also critical to preserving high air quality standards in these areas. One of the components of furthering this strategy is the new "Around the Horn" bus service that has been funded jointly by ASCSU (student government) and the university administration. This service provides transportation around campus and reduces vehicle trips within campus boundaries.

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:

CSU owns and operates numerous stationary sources of air emissions including boilers, generators and incinerators. Many of these sources are covered by an air emission permit or Air Pollution Emission Notice (APEN). CSU calculates air emissions from boilers using the type and amount of fuel consumed, and applying emission factors from AP-42 or based on manufacturer information. Emissions from generators are calculated based on actual run-time and manufacturer supplied emission factors. Incinerator emissions are estimated based on fuel type, allowable charge rate, and emission factors from AP-42.

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

	Weight of Emissions
Nitrogen oxides (NOx)	118.90 *Tons*
Sulfur oxides (SOx)	3.10 *Tons*
Carbon monoxide (CO)	49 *Tons*
Particulate matter (PM)	6.60 *Tons*
Ozone (O3)	3.80 *Tons*
Lead (Pb)	0 *Tons*
Hazardous air pollutants (HAPs)	0 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0 *Tons*

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

Initiatives in the last three years that have helped to reduce air emissions from stationary sources include the following:

• Retrofitting the boiler system at the Fisheries lab in order to improve the efficiency of operation. The boiler was short cycling, so a tank was added to lengthen time between on/off intervals thus reducing emissions from multiple starts.

• Evaluation of the incremental increase in air pollutants emitted with each major project that represents additional air emissions, e.g. cogeneration, large biomass, etc. Some projects have been shelved due to air emissions considerations. Evaluation of alternative sources to provide heat on campus that do not increase air emissions, such as geothermal energy.

- Retrofitting several residence hall facilities (originally built in the 1950s & 1960s) to dramatically improve the R value of the building skin. Energy used for heating the buildings was cut by nearly 40% thus reducing pollutants associated with burning natural gas for heat. - Coordination with Xcel Energy for the installation of electrical substation, and construction of underground electrical lines on Foothills campus to make the power more reliable and reduce reliance on standby generators

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

Carol Dollard
Energy Engineer
Facilities Management

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
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:

http://www.green.colostate.edu/green-buildings.aspx

The most up to date list of green buildings at CSU is on this website. At the time of this submission, CSU has 17 LEED buildings (14 GOLD)

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

7,974,062 *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)	119,627 *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	---

Mid-Level	---
Highest Achievable Level	---

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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

7,854,435 *Square Feet*

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

aesthetic_guidelines.pdf

The date the guidelines or policies were formally adopted:

Feb. 11, 2010

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

Colorado State University's Facilities Management Department (FM) strives to operate & maintain all buildings in a manner that places the health of the building occupants as well as the environment in the highest priority. To achieve this goal FM focuses on sustainable operations and maintenance as well as reducing energy and water consumption and maintaining an excellent indoor environmental quality.

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

An example is the green cleaning policy adopted by Housing and Dining Services which pledges to use environmentally preferred products.

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

https://www.fm.colostate.edu/construction/

Building Design and Construction

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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:

The design team is expected to follow the LEED process and use the LEED rating system as a project guide, regardless of the actual requirements set by the University for specific projects. For all projects, the design team is required to organize the design and coordination efforts to follow the intent of an integrated and collaborative design process. The design process shall be integrated to develop and review design alternatives, perform first cost analyses, gain resolution on the project approach, determine the evaluation criteria, and to develop programmatic and sustainable design goals.

"---" *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:

LEED Certified: Colorado State Forest Service Building

LEED Silver Certified: Morgan Library Addition

LEED Gold Certified: Behavioral Sciences Building, Student Recreation Center Expansion, Research Innovation Center, Lake Street Parking Garage, Durrell Center, LSC Theatre and Scott Bioengineering Building

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

1,058,451 *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)	4,444 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	7,000 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	949,026 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

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

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Feb. 11, 2010

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

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

CSU has mandated that all new construction be built to nationally accepted LEED Gold standards.

http://www.facilities.colostate.edu/index.asp?url=construction/home

Additional information can be found at:

http://www.fm.colostate.edu/projects/

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.fm.colostate.edu/buildings/

Indoor Air Quality

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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:

10,618,090 *Square Feet*

Gross floor area of building space:

10,618,090 *Square Feet*

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

All CSU buildings are covered by an indoor air quality plan. All incidents of contamination or concern are managed by the Indoor Air Quality Management Group. We also continuously monitor using a JCI Metasys building automation system. Roughly 200,000 parameters are monitored and/or alarmed on campus, including those related to indoor air quality (like airflow in lab rooms, CO2 concentrations, etc.).

The IAQ Management Group (consisting of Environmental Health, Trades Maintenance Manager, Plumbing Shop, HVAC Shop, Custodial, and the work order control group) adress IAQ issues on campus. The first step the team takes is to assess the situation (through monitoring, trending of the BAS system, etc.) to arrive at root causes. For example, is the problem a result of a problem with the air flow to the space, a new function in the space, mold or some other contaminant? Once the root cause is determined the appropriate staff is assigned to solve the problem. Once the problem has been addressed subsequent monitoring and follow up can be implemented in order to assure the problem has been fully addressed.

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

http://www.ehs.colostate.edu/WPublicH/Home.aspx

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

Tim Broderick
Senior Sustainability Coordinator
Housing and Dining Services

Criteria

Part 1

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

   • Local and community-based

   And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

Dining operations at CSU are split between Housing & Dining Services and the Lory Student Center.

1. In Part 1 dining services percentage of local and community based and/or third party verified includes all operations for Housing & Dining Services. This includes the dining centers as well as two grab-and-go components in the dining centers. We recognize that some of the items included in Part 1 (i.e. retail-type items) may appear better-suited for Part 2 but any items included in Part 1 are part of our dining centers and since purchasing and record-keeping are centralized for Housing & Dining Services and separate from other entities on campus, this is the most accurate, practical, and transparent way to report this data.

2. In Part 2 the 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 include all food purchasing through the Lory Student Center. The Lory Student Center operates franchises, convenience stores, and concession/catering operations. Because the Lory Student Center handles purchasing and record-keeping for the above-listed entities and is separate from other entities on campus, it was most accurate and transparent for us to report all of their purchases in Part 2.

"---" *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:

21.50

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

CSU Food and Beverage Purchasing_OP6.xlsx

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

Housing & Dining Services purchases all of our sliced breads and dairy products from Earthgrains/Sara Lee located in Fort Collins. All dairy products are provided to us by Robinson Dairy in Denver. Our milk is supplied by dairy farms that are located within 150 miles of CSU. Our bagels are supplied by Gib's Bagels in Fort Collins, our coffee from Vail Mountain Coffee in Minturn, CO; our biodegradable/compostable carryout products are from Eco-Products in Boulder, CO and our soups from Spoons in Fort Collins. Our in-house bakeshop makes a large quantity of items from scratch including our gluten-free breads, hummus, cupcakes, etc.

Housing & Dining Services has purchased nearly $1 million in locally grown and processed foods.

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)?:

Yes

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:

25

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:

• Yogurt, milk, and cream: Morning Fresh Dairy (

www.morningfreshdairy.com

)
• Produce (potatoes, tomatoes, squash, spinach): Harvest Farms (

www.harvestfarm.net

)
• Coffee: Café Richesse (

www.caferichesse.com

)
• Bagels: Gib's Bagels (

www.gibsbagels.com/home

)
• Bread: Aspen Baking Company (

http://aspenbaking.com

)
• Lamb: CSU Meat Lab (

www.csumeats.com

)
• Bacon: Denver Bacon Company (

http://denverbacon.com/

)
• Soup: Spoons Soup and Salad (

http://espoons.com/

)
• Cheese: MouCo Cheese Company (

http://mouco.com/

) and Rocking with Cheese (

www.rockingwcheese.com

)
• Beer: Fort Collins Brewery (

www.fortcollinsbrewery.com

), Odell's (

http://odellbrewing.com

), and New Belgium (

www.newbelgium.com/Home.aspx

)
• Eggs: Owl Canyon Eggs (

www.grantfarms.com/eggs/owl-canyon-eggs

)
• Continental Sausage Company (

www.continentalsausage.com

)
• LoCo Food Distributing (

www.locofooddistribution.com

)

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

Housing & Dining Services works with our food distributor to purchase local and organic foods when possible, always working to balance cost for students with quality products. Our produce specifications require vendors to bid and supply local and organic produce when available and reasonably priced.

The Lory Student Center purchases local and organic food items whenever possible for Aspen Grille (90 percent local and organic in the summer and fall) and the catering operation. The student center also operates several in-house venues that serve local breads, bagels, soups, produce, beer, etc.

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

These calculations were made by manually combing through the last year's purchases and calculating totals based on STARS guidelines.

Total annual food and beverage expenditures:

6,000,340 *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	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	Yes
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:

The Associated Students of CSU passed a Fair Trade University resolution in 2014.

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

http://www.housing.colostate.edu/green-dining

Low Impact Dining

Responsible Party

Tim Broderick
Senior Sustainability Coordinator
Housing and Dining Services

Criteria

Part 1

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

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

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

 Or

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

Part 2

Institution:

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

 And

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

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

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

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

26

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

This data was compiled manually over several months using STARS guidelines for the CSU 2013/14 academic year.

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"):

CSU offers a wide range of meatless meals. Diners can find delicious vegan breads and cookies from the in-house bakeshop, as well as dishes such as kung pao tempeh, Thai vegetable curries, vegan stir-fries with seitan, tempeh, or tofu from the Mongolian Grill. Middle Eastern options include the falafel with lemon-tahini sauce or a quinoa, tabbouleh, and white-bean hummus wrap. Or, students can stick with a new take on an old classic: vegan "chicken" nuggets and vegan veggie hummus wraps and salads.

In addition, the Housing & Dining Services dietician offers vegetarian/vegan nutrition and cooking classes for on-campus students including a plethora of nutrition education within the dining centers centered around eating a balanced vegan/vegetarian diet. In addition, the online dining menu highlights vegan and vegetarian options for each meal period.

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

The Housing & Dining Service's dietician engages students on healthy eating via the Eat Well program, which includes a blog, brochures, events, and social media engagement. One of the primary Eat Well topics is healthy eating through the reduction of meat and balanced diets that include more vegetables, fruit, and healthy grains.

http://eatwell.colostate.edu/

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

http://menus.colostate.edu/Default.aspx?Date=20141030

Annual dining services expenditures on food:

5,604,948 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

1,483,741.43 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

17,583.76 *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

Carol Dollard
Energy Engineer
Facilities Management

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	1,624,664 *MMBtu*	1,713,480 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	560,343 *MMBtu*	551,720.60 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	10,618,090 *Gross Square Feet*	10,097,481 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,358,084 *Square Feet*
Healthcare space	242,210 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	5,939
Cooling degree days	686

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2009	June 30, 2010

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

This is consistent with our Climate Action Plan baseline year and is our default baseline year for all credits unless otherwise stated.

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

CSU has a comprehensive Building Automation System (BAS). The system is a Johnson Controls Metasys system. The BAS has direct control over the HVAC equipment in nearly all campus buildings.

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

CSU has started a major project to convert older outdoor lighting for parking lots and pedestrian walkways to LEDS. Over $100,000 in retrofits were made in the past year. LEDs are also used in emergency exit lighting across campus and lighting in hard to reach places (for example atriums). We have several beta sites where we are testing LED retrofits lamps (as a replacement option for flourescent lighting).

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

Occupancy or vacancy sensors are used in several buildings on campus such as residential halls, bathrooms, hallways, and classrooms.

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

In commercial spaces in our climate, there is typically more cooling than heating demand. Therefore, when we employ passive solar techniques for our buildings it is for daylighting rather than for space heating.

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

None - however, CSU has completed a feasibility study of the Moby Gym complex (over 280,000 GSF including an 8,000 seat basketball arena and a swimming pool). This feasibility study showed that GSHP was a preferred option for this facility when the steam system is removed from this part of campus in the next few years. This project is in the Utility Master Plan is is expected to be implemented in the next 5 years.

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

The 800 kW Steam Turbine at the District Energy plant generates electricity (over 3 million kWh/yr) from energy that was previously lost when the pressure was dropped in the plant from generation pressures to distribution pressures.

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

Facilities Management has a dedicated retroCx engineer on staff. The sucess of the retroCx efforts led by this engineer has led to the approval of another FTE controls technician that will allow the university to pursue retroCx in a larger number of buildings.

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

CSU has a comprehensive Building Automation System (BAS). The system is a Johnson controls Metasys system. The BAS has direct control over the HVAC equipment in most campus buildings.

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

CSU EPP policy encourages the purchase of Energy Star appliances when available. In addition, CSU Facilities has a fund to match Department dollars to replace older refrigerators in break rooms. Add'l efforts are underway to consolidate freezers in research labs (the most recent in the Microbiology building).

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

CSU waters their landscape almost exclusively with raw (untreated) water. Using this less processed resource not only saves the university money, but also reduces energy use associated with water use because no energy or chemicals are used to treat the water.

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

Previously, CSU had vending machines on campus with a technology called Vending Miser. This sensor regulated cooling and lighting of the machine when it is not in use. In the summer of 2011 CSU switched to Energy Star machines. In addition to the added benefits of the Energy Star machines, CSU decided that the lights are generally not needed in most of these machines and they have been removed. These new machines reduce energy use even further than the Vending Misers.

CSU also reduced the total number of machines on campus. The total energy savings from all of these measures (new machines, removed lights, and decreasing the total number of machines) is as follows:

Baseline energy consumption from old vending machines = 688,400 kWh/year
After vending misers = 426,500 kWh/yr
After Energy Star machines = 207,100 kWh/yr
After removing lights = 153,600 kWh/yr

So from beginning to end we reduced energy by 78% from baseline.

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

Through the Energy reserve Fund, CSU commits $500,000 to $1 million/year on energy & water efficiency projects. This project is seeded with university money, but also grows as savings from previous years projects are returned to the fund. This regular source of funding has allowed Facilities to do long term planning and prioritizing of energy & water efficiency projects on campus. In addition, CSU has a Campus Energy Coordinator & a Sustainability Director in Housing and Dining Services. These individuals focus on energy & waster conservation through behavioral change with faculty, staff and students living on campus.

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

http://www.fm.colostate.edu/sustain/index.cfm?page=projects/energy

Clean and Renewable Energy

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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:

CSU is the site host for 5,300kW (8.5M kWh/yr) solar plant on the foothills campus - one of the largest in the country and one of the largest associated with a college/university campus. The RECs were sold to the local utility in order to finance the plant. CSU will be able to claim the REC's in 2030.

"---" 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	1,188 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	1,939 *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)	14,298 *MMBtu*

Total energy consumption, performance year:

1,624,664 *MMBtu*

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

Colorado State University is home to 8 major photovoltaic arrays on campus. CSU retains the environmental attributes on 6 of those which are rated at a total of 237 KW. An additional 5 systems will be installed on campus before the end of FY15.

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

A biomass boiler on CSU campus generates hot water and displaces natural gas use. This plant has a rating of 46 bhp.

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

A meterological tower was installed as the first phase to investigate the viability of installing wind turbines on a 3000 acre university owned site, 100 miles east of the main campus.

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

One year of REC s were purchased to off-set the electric use in common spaces at the residence halls and two years of electricity were purchased to off-set the use of two new LEED certified buildings on campus.

CSU also purchases wind power from the local utility for some accounts.

Additionally, Fort Collins Utilities recently awarded solar incentives for a total of 1,200 kW (1.2 MW) of solar projects on the CSU Campus. These projects are in design & construction will start in September 2014. When completed in 2015, there will be solar panels on the roofs of the Veterinary Teaching Hospital, the University Center for the Arts, the Students Recreation Center & three residence halls.

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

http://www.fm.colostate.edu/sustain/index.cfm?page=projects/energy

Grounds

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

Credit
Landscape Management
Biodiversity

Grounds

Landscape Management

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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:

Note that the acreage listed in this credit does not match the total campus acres listed in the Institutional Characteristics. This is due to the fact that as a land grant university Colorado State has multiple agricultural research facilities. Those farms & ranches are included in the acreage listed under IC2; however since they are not included in this credit concerning "landscape management" the acreage listed here does not include those facilities. The total acreage listed here in OP-10 includes the three main Colorado State campuses in the Fort Collins area (Main, South & Foothills).

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

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

	Area
Total campus area	2,313 *Acres*
Footprint of the institution's buildings	113 *Acres*
Area of undeveloped land, excluding any protected areas	1,499 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	700 *Acres*
Managed organically, third party certified and/or protected	1 *Acres*

A copy of the IPM plan:

The IPM plan :

The university Facilities Management Outdoor Services Group (OSG) strives to limit the application of insecticides to control insect populations, and employs both Integrated Pest Management (IPM) and Plant Health Care (PHC) practices to that end.
Core Principles of CSU's IPM include:
Managing to acceptable pest levels (control not eradication of pests)
Preventative cultural practices, including selection of best varieties for pest resistance
Monitoring of pest populations

Mechanical controls

Biological controls, including the use of beneficial insects, and other organisms

Responsible use of pesticides

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

Pest populations management utilizes the most suitable IPM and PHC techniques including: cultural, fertilization, irrigation, release of beneficial insects, insect monitoring, resistant plant varieties, and plant diversity. Insecticide usage is generally limited to campus trees, and only for insects that directly influence tree mortality. These applications are timed to the insect's life cycle.

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

CSU uses native and adapted plants on all of its new buildings and/or remodeling projects on campus.

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

All green waste on campus is composted and is put into a green waste recycling roll-off taken to a local composter. Additionally, the campus grinds our own trees and uses it as mulch. All grass clippings remain on the ground as compost.

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

The only area managed organically is the on-campus student sustainable organic garden.

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

CSU follows all of these practices on all of the 700 acres of actively managed ornamental landscape, both out a concern for the environment and the health of the campus community, but also because we do not budget for chemical control of insects and other pests.

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

As described in the water management credits, CSU has a number of natural buffer systems, and works with storm water runoff and wetlands remediation projects to address concerns for the natural hydrology of the campus.

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

In 2010, CSU purchased smaller equipment; able to sand the campus instead of relying solely on ice melt. And in 2013 the university built a contained storage facility for ice melt to prevent exposure to the elements.

During the winter season, Grounds is responsible for all snow and ice removal. Our primary emphasis is to maintain as safe a walking surface as possible.

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

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

Yes

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

Biodiversity

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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.

Submission Note:

Note that all of CSU Master Plan documents are at the website listed above. Rather than providing a link to a specific document, we provided a link to this more general page, so the most recent versions of the Master Plans can be found.

"---" *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:

CSU's Shortgrass campus is officially called the Central Plains Experimental Range (CPER), and houses the Shortgrass Steppe Long Term Ecological Research (LTER) program. It is located within the Pawnee National Grassland, which is a Federally administered National Grassland in Weld County, Colorado. The LTER Program researchers inventory and study the species of wildlife and vegetation that inhabit the National Grassland. CSU researchers collect and inventory data on species of arthropods, birds, mammals, microarthropods, nematodes and plants. Certain long term research projects have been ongoing for more than 30 years.

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

Yes

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

Yes

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

The Central Plains Experimental Range (CPER) has served as a key research site for livestock grazing and rangeland ecosystem dynamics/structure in the western Great Plains since it was established in 1937. The CPER exemplifies ongoing challenges faced by semiarid rangelands around the world to simultaneously manage for both ecosystem goods (e.g., livestock production) and services (e.g., biodiversity, wildlife habitat, carbon storage, greenhouse gas mitigation, hydrological functions) in a changing climate. Our current conceptual framework views climate, disturbance regimes, and physiography as the key interacting factors that structure population and community processes, and influence ecosystem productivity, states and services. Current research experimentation is addressing production-conservation issues and associated tradeoffs with beef production when other ecosystem services are incorporated into management objectives. The CPER has a >70 year history of research on vegetation and livestock including key datasets encompassing: 1) aboveground forage production, 2) livestock weight gains, 3) climatological data, 4) soil carbon, 5) carbon and trace gas fluxes, 6) rainfall simulation experiments, 7) climate change (elevated atmospheric CO2 and increased temperatures), and 8) remote sensing with high resolution (<10 mm) aerial images.

Specifics methodologies for identification and assessments in this environmentally sensitive area can be found in the field manuals online at:

http://digitool.library.colostate.edu/R/?func=collections-result&collection_id=4549

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

The shortgrass prairie environment is a unique place that is critical habitat for a range of species from the microscopic in the soil to the small mammals that live in the grasses to the raptors that soar overhead. In addition, the shortgrass prairie itself is considered a sensitive habitat with unique soil and flora characteristics. The CPER conducts research experiments looking at this vast array of critical species and habitat including:
Raptors
Migratory birds
Prairie dogs
Swift fox
Spiders
Insects
Soil Food Webs
Nematodes
Climate/Weather issues (droughts, climate change, etc.)
Grassland Anthropods

Short Horned lizards

Grass & other plant species unique to shortgrass prairie

Small mammals (Kangaroo rats, mice, etc.)

Species List:

http://sgrc.colostate.edu/research/common-species-lists/

For a complete listing of the experiments conducted at CPER :

http://sgslter.colostate.edu/ars/ExistingProjects.asp

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

The facilities master plan has a long-standing commitment to integrating natural vegetation buffers around waterways and bodies of water (including lakes, streams, and irrigation ditches). These projects often include community pathways and trail networks throughout the Fort Collin's area.

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

https://www.fm.colostate.edu/construction/

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

Stacey Baumgarn
Campus Energy Coordinator
Facilities

Criteria

Part 1

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

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

Part 2

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

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

"---" *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 :

http://policylibrary.colostate.edu/policy.aspx?id=513

From the Environmentally Preferable Purchasing Policy:

The University will work towards increasing the procurement of electronics with certain environmental attributes (i.e. reduced or no toxic constituents, recycled-content, designed for recycling, reduced materials use, energy efficient, extended product life/upgradeable, remanufactured, etc.). The Purchasing Manual will be updated from time to time to provide references to current, meaningful standards and guidelines for certain product categories (for example, ENERGY STAR rating, Electronic Products Environmental Assessment Tool [EPEAT] score).

Suppliers will be required to deliver the items to the University with energy efficiency and conservation features enabled (i.e. sleep mode, duplex printing, etc.).

Refurbishing services may be used in place of new purchases of computer upgrades or electronic equipment.

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

CSU does not enforce EPEAT printers but does make their purchase a priority. We also have a campus wide program, called Planet Partners, to replace old printers with ENERGY STAR printers (these are not EPEAT printers but do focus on reducing energy consumption).

http://wsnet.colostate.edu/cwis191/procurement/PPP.aspx

CSU also participates in the State Electronics Challenge; a voluntary program that encourages state, tribal, regional, and local governments, including schools and other public entities, to purchase greener electronic products, reduce the impacts of electronic products during use, and manage obsolete electronics in an environmentally safe way.

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

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

	Expenditure Per Level
EPEAT Bronze	5,596 *US/Canadian $*
EPEAT Silver	39,238 *US/Canadian $*
EPEAT Gold	3,517,275 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
4,051,774 *US/Canadian $*

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

http://policylibrary.colostate.edu/policy.aspx?id=513

Cleaning Products Purchasing

Responsible Party

Stacey Baumgarn
Campus Energy Coordinator
Facilities

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

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

CSU recognizes that purchasing "green" cleaning products is an easy way to minimize harmful impacts to custodial workers and staff, improve indoor air quality and reduce water pollution. Green cleaning products such as general purpose cleaners, bathroom cleaners, carpet cleaners, and glass cleaners are becoming more readily available and perform equal to, or even superior to conventional cleaning products.

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

CSU has enacted a comprehensive green purchasing policy that encourages the purchase of cleaning products which minimize environmental impact.

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:

117,474 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

372,330 *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:

In addition to the Green Seal or EcoLogo certified products we purchase, we also utilize products like H2Orange2 that is EPA certified and also supportive of a green cleaning program. We are also testing trash bags that are made with resin that is certified 100% post-consumer recycled. We are also using E-cloths at Laurel Village, Braiden Hall, and Summit Hall that successfully disinfect without the use of chemicals, only water. We will expand the use of the E-cloths to other areas as funding permits.

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

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

The website URL where information about the institution's green cleaning initiatives is available:

http://policylibrary.colostate.edu/policy.aspx?id=513

Office Paper Purchasing

Responsible Party

Stacey Baumgarn
Campus Energy Coordinator
Facilities

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

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

The paper purchasing policy, directive or guidelines:

Office paper is a large consumption item for the university with millions of sheets consumed each year. Prior to instituting a University-wide policy mandating only >30% recycled paper purchasing across campus, the Associated Students of CSU recommended to the President that the university adopt 30% post-consumer waste (PCW) office paper as the standard paper. In an effort to comply with the recommendation, Procurement Services studied the use of this paper in several areas on campus and the feedback received found virtually no discernible difference in performance over regular #4 bond paper for the typical application. 30% PCW office paper is available through the University's Strategic Partnership with OfficeMax as well as the University Bookstore.

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

The E-Procurement website for ordering multi-use paper across campus limits which multi-use paper can be ordered to a minimum 30% post-consumer waste as required per the University's Environmentally Responsible Purchasing Policy, policy ID#: 5-6010-003.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	71 *US/Canadian $*
30-49 percent	224,670 *US/Canadian $*
50-69 percent	2,207 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	22,319 *US/Canadian $*

Total expenditures on office paper :

270,510 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://policylibrary.colostate.edu/policy.aspx?id=513

Inclusive and Local Purchasing

Responsible Party

Stacey Baumgarn
Campus Energy Coordinator
Facilities

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

The Small Business program supports the University's goals for promoting diversity and socially responsible purchasing. The program provides a resource that assists the University community in locating and establishing relationships with small and disadvantage businesses and to assure compliance with applicable federal regulations.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

14

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://wsnet.colostate.edu/cwis191/procurement/small.aspx

Life Cycle Cost Analysis

Responsible Party

Stacey Baumgarn
Campus Energy Coordinator
Facilities

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The Environmentally Responsible Purchasing Policy at CSU states:
"Environmentally Responsible Purchasing [at CSU] takes into consideration both the long- and short-term costs associated with the full life cycle of the product. The life cycle includes extraction, production, manufacturing, distribution, operation, maintenance, and disposal... [CSU] Considers all the phases of a product's life cycle when determining its cost and environmental impact."

Procurement Services incorporates environmentally beneficial specifications in competitive solicitations. We do have the ability to conduct competitive procurement which include environmental requirements and Colorado State University Policy #5-6010-003 allows a five percent preference for the purchase of environmentally preferable products. In some cases, the preference may exceed five percent if a cost of ownership life cycle analysis establishes that long term savings will result.

The Policy also includes specific recommendations on specific kinds of purchases based on LCA. For example; "Flat Screen monitors: While these monitors contain some hazardous materials, they are considered significantly less of a hazard than CRT monitors. Flat screen monitors typically have a longer lifespan than their CRT counterparts. In addition, they use less energy thereby reducing their life cycle environmental impact."

The website URL where information about the institution's LCCA policies and practices is available:

http://policylibrary.colostate.edu/policy.aspx?id=513

Guidelines for Business Partners

<div align="center">

Responsible Party

Stacey Baumgarn
Campus Energy Coordinator
Facilities

</div>

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.

Submission Note:

An example of policies governing business partners are the following categories covered in the Independent Services Contract:

Equal Employment Opportunity – Contractor shall comply with E.O. 11246, "Equal Opportunity," as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

Davis-Bacon Act, as amended (40 U.S.C. 276a to a-7) (Applicable to construction contracts of more than $2000) – Contractor shall comply with the Davis-Bacon Act (40 U.S.C. 276a to a-7) and as supplemented by Department of Labor regulations (29 CFR part 5,

"Labor Standards Provision Applicable to Contracts Governing Federally Financed and Assisted Construction"). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the University.

Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333) (Applicable to construction contracts of more than $2000 and other contracts involving the employment of mechanics or laborers in excess of $2500) – Contractor must comply with Sections 102 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), as supplemented by Department of Labor regulations (29 CFR part 5). Under Section 102 of the Act, each contractor shall be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than 1 ½ times the basic rate of pay for all hours worked in excess of 40 hours in the work week. Section 107 of the Act is applicable to construction work and provides that no laborer or mechanic shall be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Combating Trafficking in Persons (22 U.S.C. 7101) – The United States Government has adopted a zero tolerance policy regarding Contractors and Contractor employees that engage in or support severe forms of trafficking in persons, procurement of commercial sex acts, or use of forced labor. During the performance of this Contract, Contractor shall ensure that its employees do not violate this policy. Should University become aware that Contractor has violated this policy, University may terminate the contract for breach in accordance with the termination clause herein.

Independent Services Contract:
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&cad=rja&uact=8&ved=0CCQQFjAB&url=http%3A%2F%2Fwww.contracting.colostate.edu%2Fdocuments%2FIndependent-Services-Contract-Rev-7-18-14.doc&ei=z3TvVLPBKMzUoATl14CAAg&usg=AFQjCNF8ysd4dac-WheMz4eNhKtaEgrtBQ&sig2=Xr5ZLSV1mCYNlDahWpNPgQ

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:
Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:
All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

CSU vendors that are competing to become strategic business partners are required to fill out the Sustainable Vendors Survey which evaluates potential vendors (and current vendors) on aspects of life cycle analysis, recycling, green options, etc.

All of CSU's business partners must adhere to minimum standards governing employee wages, benefits, working conditions & rights per both state & federal statutes as applied to agencies of the state of Colorado. Examples are detailed in the Notes section below. Colorado State University is an agency of the state of Colorado and as a result must adhere to policies of the state.

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 website URL where information about the institution's guidelines for its business partners is available:

http://wsnet.colostate.edu/cwis191/policy/policies.aspx

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

Carol Dollard
Energy Engineer
Facilities Management

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 :

850

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	5
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	20
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

CSU has been experimenting with a variety of alternatively fueled vehicles. One creative project was a partnership with a local entrepreneur to retrofit two of our delivery vehicles with a hydraulic assist to capture braking energy for acceleration on start up. Unfortunately in many cases they proved to be cost prohibitive.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Tim Broderick
Senior Sustainability Coordinator
Housing and Dining Services

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:

65.36

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)	34.64
Walk, bicycle, or use other non-motorized means	43.76
Vanpool or carpool	1.74
Take a campus shuttle or public transportation	19.86
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

An off campus student housing survey was conducted in 2014 that included questions about undergraduate and graduate student commuting choices. The results are what provided the above data.

While nearly 100% of the students who live on campus use alternative transportation, predominantly bikes on campus, we only counted off campus students in this question as they transport most often to and from campus and we felt that most closely matched the criteria for this credit.

The website URL where information about sustainable transportation for students is available:

http://pts.colostate.edu/

Employee Commute Modal Split

Responsible Party

Tim Broderick
Senior Sustainability Coordinator
Housing and Dining Services

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

30

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)	70
Walk, bicycle, or use other non-motorized means	22
Vanpool or carpool	0
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	5

A brief description of the method(s) used to gather data about employee commuting:

Parking and Transportation Services commissioned a Parking and Transportation Study in 2012 / 2013 to determine future parking policy and support the investment in transportation demand management to help shift commuter behavior to alternative transportation. The representative sample study included a modal split survey distributed to students and employees while allowing for participation by the general public (visitors to campus). The percentages are a representative sample of the total employee commuting population. This survey is our most recent survey on employee transportation modes. Following this planning effort, an annual mode split survey will be conducted every February to coincide with the academic census date for the University.

The website URL where information about sustainable transportation for employees is available:

http://pts.colostate.edu/alternative-transportation/

Support for Sustainable Transportation

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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:

There are showers, lockers, and covered parking in four main buildings on campus for the use of cyclists. Additionally, there are 7 on-campus stations where students can fill their tires and/or make some basic repairs with freely available tools.

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:

There are over 25,000 available bike parking points on campus available for short or long term storage. There are also longboard rack across campus.

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:

CSU has a Bike Master Plan which includes complete streets, continuous paths and bicycle accommodation across campus. CSU was previously awarded Silver from the League of American Cyclists for its bike infrastructure. There is a capital improvement project on campus to continue improving trails and bike lanes on all of CSU's campuses.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The city of Fort Collins has a city-wide bicycle library which extends to CSU students at no cost. Students can check out a bike at several locations around town including on campus.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

Yes

A brief description of the certification, including date certified and level:

Rated Silver since 2011. Renewing certification in 2014.

http://bikeleague.org/bfa/profile?url=http://apply.bikeleague.org/bfu-award-p151103-formId-57-i

d-66

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):

Students and employees receive free bus passes at the beginning of each year. CSU has put in $500,000 to encourage sustainable transportation in the last year. This incudes on campus shuttles and supporting new bus routes throughout the city to help students and employees commute sustainably.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

There is a Guaranteed Return Trip program for employees who use sustainable transportation so that they are able to get home, or anywhere around town, if there is an emergency or other unexpected situation. Students have a similar program through RamRide.

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:

CSU offers a free online program that is designed for students, faculty, and staff to easily find carpools not only to campus but also to the airport, ski resorts, and other popular areas.

The university is also expanding its vanpooling options for employees.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Colorado State University (CSU) has forged a partnership with Zipcar Inc. to provide the campus with access to the world's leading car sharing network. The environmentally friendly and cost-effective transportation option has vehicles placed in convenient areas around campus. The service is available 24 hours a day, seven days a week to all students, faculty and staff members ages 18 and older, as well as members of the local community ages 21 and over.

Gas, insurance, reserved parking spaces, roadside assistance and up to 180 miles of driving per day are included in the regular hourly and daily Zipcar rates. Cars can be reserved for as short as an hour or up to four days.

About Zipcar:
Zipcar is an environmentally friendly transportation alternative; national studies have shown that each Zipcar shared takes at least 15 privately owned vehicles off the road. Zipcar has established partnerships with more than 230 universities. With parking at a premium on college campuses, and a growing interest in alternative transportation options, Zipcar provides an attractive substitute for bringing a personal car to campus.

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:

CSU has four electric vehicle charging stations on campus and is looking to expand that as part of its partnership with Drive Electric Northern Colorado.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Certain employees of CSU can telecommute to their office. These programs are managed by individual departments.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Flex time is available for CSU employees which can condense a normal work week. Individual departments determine the regulations and administration of this program.

Does the institution have incentives or programs to encourage employees to live close to campus?:
Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

There is limited low cost, on-campus housing for Faculty and Staff which is provided as available once student applications for housing have been assigned.

Additionally, the University offers free bus passes to Employees, thereby encouraging staff to live closer to campus. CSU recently mapped all employee and student off campus residencies against access to bus routes. They found that more than 60% of employees living in Fort Collins have access to a bus stop serving campus within 0.25 miles of their home.

With the installation of an express bus line along campus this year, the University is demonstrating a commitment to making local commuting possible.

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:

CSU has no-car commuter days, bike to breakfast days (free breakfast for those arriving by bike) and also longboard to breakfast days and a number of other direct outreach programs provided by CSU's dedicated Alternative Transportation Coordinator.

The website URL where information about the institution's sustainable transportation program(s) is available:
http://parking.colostate.edu/

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

Carol Dollard
Energy Engineer
Facilities Management

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:

We recognize that it is considered a best practice to use the same base line year for waste minimization, GHG emissions, energy consumption, and water use. As an institution that has been engaging in waste minimization efforts for over two decades, our baseline year of 1992 accurately reflects our efforts and gains in this area whereas records for other areas like GHG emissions, energy consumption, and water use data have evolved more recently.

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

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	1,006.65 *Tons*	137.90 *Tons*
Materials composted	45.90 *Tons*	0 *Tons*

Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	2,914.50 *Tons*	10,479.60 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	6,443	4,813
Number of residential employees	603	10
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,888.04	19,404.97
Full-time equivalent of employees	6,521	3,990
Full-time equivalent of distance education students	3,218	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 1991	June 30, 1992

A brief description of when and why the waste generation baseline was adopted:

CSU has a long history of sucess in promoting recycling. FY92 was chosen as a baseline year to accurately reflect the reductions in waste & gains in recycling & compost made on campus. FY92 was the first year for which there is accurate data for waste streams on campus.

A brief description of any (non-food) waste audits employed by the institution:

The university conducts a waste audit every year in conjunction w/ RecycleMania. An entire truckload of trash is dumped on the plaza and volunteers (students & staff) sort it to better understand what is still in our waste stream. Specific weights are gathered to record what percentage of materials in the trash could have been recycled, composted, or donated.

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Surplus Property, an institution on campus, is responsible for the handling and disposition of all property that the University no longer has a use for. Their main objective is to provide an opportunity for the reallocation of still-usable items from one area of the University to other areas that have a need for them. In addition, an outlet for the disposal of property that the University no longer has a use for is provided either through weekly walk-in sales to the public, vehicle auctions and surplus auctions as needed, or recycling for items that no longer have a market value. Unfortunately, Surplus Property has no mechanism to weigh items moved through their facility. As a result, those numbers are not included above.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The University uploads almost everything from policy handbooks, to maps, to course catalogs online. Printed materials are only produced upon request and at a fee. Some materials, such as the (sizeable) course catalog, are no longer available in print.

A brief description of any limits on paper and ink consumption employed by the institution:

All printing labs set limits on printing per student except for the main library where students must pay for individual printing. The exact limits are defined by the colleges each semester.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

In an effort to divert solid waste from the landfills, unwanted items are collected by CSU's Integrated Solid Waste Department, the Live Green Team, and the Eco Leaders during residence hall move out. Items collected include clothing, shoes, towels, dishes, lamps, desks, couches, coffee pots, plants, and more. The program, called "Leave it Behind" collects more than 20 tons of items that are then sold in a community sale during Ram Orientation in the summer to encourage incoming students to bring used items rather than purchasing new. The proceeds help support the Eco Leaders Program.

In Spring 2014, we piloted a program to make Leave It Behind available to off campus students as well as on campus students. There are plans to expand efforts for off campus students next year.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

During Move-In each year, the Eco Leaders host Cardboard Corrals to collect boxes during move-in, most of which would be thrown away without this very visible collection program. In Fall 2014, more than 21 tons of boxes were collected for recycling.

A brief description of any food waste audits employed by the institution:

Once each semester the Green Guard and the Eco Leaders conduct a plate waste audit in all of the dining centers on campus to track the amount of plate waste per student. An educational campaign and display is used to help engage students.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

A brief description of programs and/or practices to track and reduce post-consumer food waste:

All on campus dining centers are tray-free.

Over 11,000 meals are served every day in CSU dining centers. Not washing and sanitizing over 50,000 trays per week saves an estimated 195,000 gallons of water every month in addition to a reduction in dish-washing chemicals and energy usage.

Trays of prepared food that are not served at the end of each meal period are donated to the Larimer County Food Bank. In 2013, over 60,000 pounds of food were donated.

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):

Free Rental Rubbermaid containers are available at all dining facilities. Students can check the Rubbermaid containers out at any dining center and return them dirty. Housing and Dining Services takes care of cleaning and restocking them.

All to-go products are compostable, from a local company called Eco-Products. This includes everything from the compartment food containers, to-go cups, lids, straws, silverware, etc. CSU also provides composting bins in two locations to collect to-go containers and close the loop. The compostable to-go containers are fed through the pulper, which collects all food waste, paper waste and some cardboard from the dining center. The materials from the pulper are taken to an in-vessel composter on the Foothills Campus (three miles west of main campus). The finished compost is returned to campus for use in campus landscaping projects. The composting rate for the dining centers was 92% in FY14.

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):

All dining centers on campus use reusable service ware for dine-in meals.

All to-go meal containers can be returned to two locations to be composted as part of our robust composting program.

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:

Housing and Dining Express counters offer reusable mug discounts along with select on-campus franchises such as Carl's Junior.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

http://www.fm.colostate.edu/sustain/index.cfm?page=projects/integrated

Waste Diversion

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

14,617 *Tons*

Materials disposed in a solid waste landfill or incinerator :

2,914.50 *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:

CSU has had an institutional commitment to recycling for decades, with programs such as Cardboard Corral where residence hall students can recycle their cardboard moving boxes on move in day (in 2014, 21 tons were recycled in 5 days) and participation in Recyclemania.

A brief description of any food donation programs employed by the institution:

Colorado State donates thousands of pounds a year of food from the dining centers to the Larimer County Food Bank. In 2012, More than 65,375 pounds of food was donated by the Dining Centers and Pingree Park Mountain Campus donated just Over 900 pounds. Non-perishable food donations are also collected from students as part of the Leave It Behind program at the end of the academic year.

A brief description of any pre-consumer food waste composting program employed by the institution:

Pre-consumer food waste is collected at the dining centers and the bake shop.

Housing & Dining Services in 2011 invested in a state of the art, fully-automated composting system called the Earth Flow. This enclosed, 30■yard capacity compost bin is located on the CSU Foothills Campus (three miles west of main campus). Pre-consumer and

post-consumer food waste from CSU Dining Centers is composted in the Earth Flow. The Earth Flow accepts up to 2,000 pounds of material per day. Organic waste is loaded into one end of the vessel by placing the collection container on an automated tipper. Every time food waste is added, bulking material like straw, wood chips, and horse manure from the equine center is added at a 1:2 ratio. Material is composted for about four to six weeks inside the vessel. Finished compost is discharged through an end door of the vessel. The compost is piled on site to cure for at least 3-4 weeks before being used in landscaping projects on campus such as Braiden Hall and The Durrell Center renovations. Over 30 yards of compost were used on these projects as a soil amendment.

In 2013, the CSU Earth Flow Composter diverted over 300,000 pounds of food waste from the landfill. In the first half of 2014, CSU composted over 100,000 pounds of material.

A brief description of any post-consumer food waste composting program employed by the institution:

Pulpers installed at Ram's Horn, Braiden, And Durrell dining center mix all of the food and paper waste with water, and then grind up the material. This slurry is then taken by pipe to a centrifuge, which removes excess water and recycles it through the system. The pulped organic waste is emptied into collection containers outside the building. This pulped material is perfect for composting because it is already broken down into small pieces. The pulpers have helped reduce the waste stream in the dining halls by up to 70% and reduced water use by 80%.

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	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes

Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Surplus property captures a broad variety of materials leaving campus & diverts them by redistributing, reselling, recycling & repurposing. While they do not have a scale at their facility, the weights of the items were generated from a detailed list of all the items processed in FY14.

Construction and Demolition Waste Diversion

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

11,954 *Tons*

Construction and demolition materials landfilled or incinerated :

3,105 *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:

There is a concerted effort to recycle, donate or otherwise recover construction materials as part of the CSU's commitment to making all new buildings LEED GOLD or better. The buildings from FY13 reported here, 79% of the waste was diverted.

Hazardous Waste Management

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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:

The Hazardous Materials Team on CSU campus provides training on hazardous waste management and regulate the proper handling and accumulation of all hazardous waste. The service provided is free of charge to all individuals who work at CSU and generate normal waste.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Trained professionals immediately respond to any reports of hazardous materials and responsibly dispose of such waste. If the generator of the waste does not have a container for disposal, the EHS will provide one free of charge.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

A program offered by Environmental Health Services analyzes unwanted or donated lab chemicals for quality. If the chemical is reusable, it is placed in a recycling system, stored and regulated. If the chemical is requested at a later date, it is safely transported at no charge.

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):

Both student generated and institution generated electronic waste is picked up from the original location and securely transported to the e-waste facility where it is evaluated and either reused or recycled. The facility is located on campus and the pick-up and transportation is free to students and staff.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

98% of electronics taken by Colorado State's e-waste program is either reused or recycled. No incineration is used in the recycling process. Transportation of electronic devices is secured by skilled and trained drivers.

There is also an electronics landfill waste ban:

http://www.cvmbs.colostate.edu/mip/mipnews_archives/landfill-electronics-ban.pdf

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.ehs.colostate.edu/WHazWaste/Home.aspx

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

Carol Dollard
Energy Engineer
Facilities Management

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	368,657,919 *Gallons*	468,273,685 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	368,656,435 *Gallons*	468,273,082 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	6,443	5,343
Number of residential employees	603	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,888.04	20,752.09
Full-time equivalent of employees	6,521	3,672
Full-time equivalent of distance education students	3,218	2,878

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	10,618,090 *Square Feet*	8,289,985 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	2,000 *Acres*	2,000 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 1999	June 30, 2000

A brief description of when and why the water use baseline was adopted:

This was a drought year for Colorado and marked the beginning of a long-term commitment at CSU to better water management and conservation.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

Untreated raw water is used for irrigation on nearly all CSU properties.

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

Water is delivered to campus through master meters.The university operates building level metering for almost all the buildings on campus. Those meters are currently read manually, but an AMI metering program is being implemented and most water meters will be converted into "real time" meters within the next year.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

CSU has made 1 pint/flush urinals & 1.28 gpf toilets standard in all bathroom remodels.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Autoclaves are notorious for using lots of water to cool condensate before it is sent down the drain. CSU has retrofit 42 autoclaves on campus w/ water saving devices that save the university 15 million gallons/year. These features are now specified in all new autoclave installations.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

In accordance with LEED guidelines, all new construction on campus includes drought tolerant plants and active xeriscaping. Nearly all new plants on campus are water conserving.

A brief description of any weather-informed irrigation technologies employed by the institution:

A local data system monitors weather patterns and irrigation systems require manual overload to conserve water during a storm.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Rainwater Management

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

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:

CSU's Low Impact Development (LID) practices include incorporating permanent best management practices (BMPs), detention and treatment for stormwater pollution prevention in each project to the maximum extent practicable. Although Colorado water law imposes restrictions on the amount of LID we can incorporate (rainwater harvesting is illegal in Colorado except where a residential parcel has a domestic water well, or a legal water augmentation plan is established), CSU incorporates LID methods that infiltrate stormwater

whenever a site is redeveloped (e.g. a building is constructed in an former parking lot location), and whenever a new building is constructed in a formerly undeveloped area. Our landscape architects design surface drainage features that are pleasing, convey stormwater through native plantings and enhance infiltration. New buildings typically incorporate swales, and plantings that receive and use the stormwater, rather than connecting roof drains directly to subsurface storm sewers. Where feasible, landscaping and hardscape are configured to minimize directly connected impervious areas; this helps reduce unnecessary impervious areas and routes stormwater from impervious surfaces over permeable areas to slow runoff and increase infiltration.

CSU has an MS4 permit issued by the Colorado Department of Public Health and Environment, the plan for which includes a provision to review and incorporate permanent BMPs with new and redeveloped parcels.

Examples of CSU's LID implementation at its Fort Collins campuses include the following:

• At least 29 detention/extended detention ponds
• More than 26,000 square feet of permeable pavers
• At least 10 bioswales
• Several constructed wetlands
• A green roof
• A 3,700 square feet BMP demonstration area with five different LID features including rain gardens and permeable surfaces

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :
Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

CSU has a storm water permit that regulates what measures the university must take and what is to be done to minimize storm water pollution. It is structured with six "Minimum Measures," each of which has multiple goals and requirements. Discharges of processed waste water or contaminated water are not allowed to go to storm drains. In some cases, a specific discharge permit can be obtained to allow discharge of waste water. However, these permits may require monitoring, reporting and treatment to meet the discharge limits. CSU's storm water and surface water discharges are regulated by the Colorado Department of Public Health and Environment (CDPHE).

A brief description of any rainwater harvesting employed by the institution:

In Colorado, rainwater harvesting is only allowed for a very narrowly defined group of residential applications. In general, it is prohibited for commercial buildings under current Colorado water law.

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:

Colorado State University has a vegetative roof on the roof of the Microbiology study lounge. Approximately 400 square feet of the study lounge is covered with vegetation. This reduces the storm water runoff and helps buffer the space from outside temperature extremes. For several years this roof was used for research purposes where twenty percent of the vegetation grown on this roof was part of an experiment, coordinated by Jennifer Bousselot, a PhD Horticulture student. Her research was looking at green roof plant species to determine which western alpine plant species are most useful.

A brief description of any porous (i.e. permeable) paving employed by the institution:

To increase storm water recharge while conserving a significant amount of space, Colorado State University has begun to implement porous paving in construction. Currently, the Industrial Science building's surrounding areas are built of porous paving. Also, the newly constructed Behavioral Science building incorporates porous paving in its nearby walkways and plazas.

CSU is also experimenting with permeable asphalt.

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:

Retention ponds in Colorado are illegal. However, CSU currently has seven detention ponds. These ponds are strategically placed in parking lots and close to buildings to not only limit runoff and flooding but also to remove water pollutants.

A brief description of any bioswales on campus (vegetated, compost or stone):

CSU uses three stone swales on the Main Campus. These swales filter water through stones and a layer of peat ensuring a cleaner storm water returns to the soil.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Biofilters, snouts, vegetative buffers, and filters are all also used in storm water management at CSU. Also, a wetland was constructed in 2003 on campus through the cooperation of students and a landscape architect. There is also a rain garden in the Construction Management Building.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

http://www.fm.colostate.edu/sustain/downloads/ms4_program_document.pdf

Wastewater Management

Responsible Party

Carol Dollard
Energy Engineer
Facilities 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:

321,048,835 *Gallons*

Wastewater naturally handled:

205,000 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The University Greenhouse bioremediation wetland was sized to filter up to 500 gallons per day .

At Aspen Hall, a greywater system collects & treats an average of 62 gallons per day. This greywater is then sent to 11 first floor student room toilets for flushing.

Note that under current Colorado water law, large greywater systems are not permitted. The Aspen Hall system was permitted to allow for research in this area, but larger systems would require changes to "COLORADO REVISED STATUTE 37-87-101 (2014) TITLE 37. WATER AND IRRIGATION, WATER RIGHTS AND IRRIGATION, ARTICLE 87. RESERVOIRS"

The website URL where information about the institution's wastewater management practices is available:

http://sustainability.colostate.edu/newsroom/monumental_gray_water

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

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

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:

CSU has a number of offices, officers, and committees devoted to sustainability, notably the President's Sustainability Committee, School of Global Environmental Sustainability, and the Student Sustainability Center. Achievements in the past three years include creation of multiple graduate and undergraduate majors in sustainability now encompassing all eight colleges at CSU, submission of the highest STARS 1.2 score to date, and CSU being selected as one of only two US institutions for the Future Earth initiative. For a complete list of most recent achievements please visit:

http://green.colostate.edu/

to see our Green Firsts, Green Research, events and achievements of the committee, and more.

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 President's Sustainability Committee has the important role of providing the President and Cabinet a variety of perspectives on sustainability, energy, and the environment from various parts of the campus community.

Mission Statement
Promote and facilitate the effective integration of sustainability across all aspects of the University.

Goals
-Advocate for sustainability efforts on campus
-Advise on campus-wide sustainability initiatives including but not limited to STARS, strategic planning (SPARC), budgets, community & public partnerships, and new buildings
-Help connect sustainability efforts across the university (including academics, research, operations, student engagement, administration & public outreach).
-Utilize STARS as a framework to help judge progress

In addition to the President's Sustainability Committee, there are numerous other committees devoted to sustainability at CSU including, but not limited to, the Climate Action Plan Advisory Committee, Live Green Team, Green Guard, Campus Bicycle Advisory Committee, Composting Team, and Sustainability Fund Committee.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

President's Sustainability Committee (PSC) Member List – May, 2014
Chair Amy Parsons, Vice President for University Operations
Co-Chairs Carol Dollard (Facilities Management) and Tonie Miyamoto (Student Affairs)
Campus Units/Divisions:
College of Agricultural Sciences
College of Engineering - Mark Ritschard, Jesse Parker
Warner College of Natural Science – Frederick "Skip" Smith
CVMBS – Colleen Duncan
College of Liberal Arts
College of Business
College of Health & Human Sciences - Brian Dunbar
College of Natural Sciences - Tony Rappe, Andrew Warnock
Athletics - Doug Max
Office of International Programs - Scot Allen
Vice President for External Relations
Public Relations - Dell Rae Ciaravola, Kortny Rolston
Vice President for Information Technology/CSU Libraries
Morgan Library
Vice President for University Advancement
Communications – Vance Sherwood
Vice President of Engagement
Engagement
Extension - Cary Weiner
Vice President for Research
Center for the New Energy EconomySOGES - Aleta Weller
Student Sustainability Center - Jacob Kimiecik
Colorado Water Institute

Vice President for Student Affairs

ASCSU

Housing & Dining Services - Tim Broderick

Vice President for University Operations

University Operations - Jocelyn Hittle

Facilities Management - Stacey Baumgarn

Parking & Transportation Services - Aaron Fodge

Procurement Services - Farrah Bustamante, Tom Weeks

Surplus Property - Jake Drenth

Constituencies

Classified Personnel Council Sheela Backen

Administrative Professional Council Erin Heim

Faculty Council Paul Doherty

CSURF (REO) Kathleen Henry

Graduate Student Council Jeff Cook

STARS (Student Intern) Meagan Dechen

Energy Institute Andrew Warnock

Partners (invited but not standing members)

City of Fort Collins

Drive Electric Northern Colorado

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

http://www.green.colostate.edu/committee.aspx

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 School of Global Environmental Sustainability (SoGES) is an interdisciplinary umbrella organization that encompasses all environmental education and research at the university in all eight colleges and in collaboration with multiple institutes, organizations, and campus partners.

Colorado State University is renowned nationally and internationally for excellence and leadership in the environment. This historical legacy in global and regional issues (e.g. atmospheric sciences, biodiversity, land use, water, energy, veterinary medicine and diseases) and the base as a land grant institution positions CSU to be a leader in environmental sustainability in the 21st Century. Taking the next step towards environmental sustainability – meeting the needs of people while maintaining the quality of the environment for the long term - embraces all aspects of a land grant university –integrating humanities to energy and research, education and outreach.

SoGES represents a significant transformative force nationally and internationally. It is serving as an overarching program to catalyze faculty from every college into fruitful research teams, leverage their strengths in new powerful ways, build partnerships and engage them to address the many aspects of world problems, even when resources are tight. SoGES also includes the Student Sustainability Center as an umbrella for all sustainability-related student organizations and initiatives on campus.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

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

http://sustainability.colostate.edu/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Stacey Baumgarn - Facilities Sustainability Coordinator, Aaron Fodge - Transportation and Parking Services Sust. Manager, Tim Broderick - Housing and Dining Senior Sust. Coordinator

A brief description of each sustainability officer position:

Aaron Fodge is the Alternative Transportation Manager for Parking and Transportation Services at Colorado State University. His office works with employees, students, and visitors to provide safe, efficient, and sustainable transportation options to access the University. He previously served seven years as Senior Transportation Planner for the North Front Range Metropolitan Planning Organization (NFRMPO) where he oversaw Transportation Demand Management programs. He is the Rocky Mountain Region representative on the board of the Association for Commuter Transportation (ACT –

actweb.org

) and chairs the Campus Bicycle Advisory Committee.

Tim Broderick is the Senior Sustainability Coordinator; he is responsible for providing project management for sustainability initiatives within Housing & Dining Services. This position works collaboratively with other HDS staff and the Division of Student Affairs to integrate sustainable practices into construction, maintenance, purchasing, dining, student housing, student programming and engagement, transportation, and custodial procedures within the department and in collaboration with campus and community partners. This hands-on position also actively engages residential students in experiential learning and behavior change campaigns. The Senior Sustainability Coordinator reports to the Director of Communications & Sustainability.

Stacey Baumgarn is the Campus Energy Coordinator. He works in Facilities Management developing engagement (outreach and education) programs targeting faculty and staff to encourage/enable energy, water, and resource conservation at CSU. He is assists all of the campus community to engage in energy and resource conservation.

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

Sustainability Planning

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

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:

In addition to the URL for the CSU Strategic Plan above, strategic planning around sustainability at CSU is also found in the following documents.

School of Global Environmental Sustainability Guiding Document:

http://www.sustainability.colostate.edu/about/background

Climate Action Plan:

http://www.fm.colostate.edu/sustain/index.cfm?page=initiatives/cap
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"---" *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)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	---	---
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	---	---
Transportation	Yes	Yes

Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	---	---
Other	Yes	Yes

A brief description of the plan(s) to advance sustainability in Curriculum:

The School of Global Environmental Sustainability (SoGES) at CSU oversees issues of research and education. Their guiding document defines a strategy for making decisions and allocating resources to advance sustainability in curriculum including a vision, goals, timelines, and metrics for success. This guiding document is available publicly at

http://www.sustainability.colostate.edu/about/background

.

CSU is also a signatory of the Talloires Declaration which has curriculum-relevant commitments.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Colorado State University will be graduating the most environmentally literate population of students, and the most well-prepared students in environmentally related majors, in the country.
FY09-FY15 Goals:
• Goal: Every student will have a transcriptable experience (course, seminar, field experience, internship) related to environmental studies before graduating from CSU.
• Goal: Every department offers a course that relates to environmental studies.
• Goal: The number of courses, concentrations, certificate programs, minors, and majors related to environmental studies at CSU dramatically increases.
• Goal: Every undergraduate program of study has the ability to incorporate a concentration, certificate program or minor in environmental studies, without exceeding COF credit limits."

Within the Talloires Declaration, CSU has committed to:
3) Educate for Environmentally Responsible Citizenship Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.
4) Foster Environmental Literacy For All Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

Accountable parties, offices or departments for the Curriculum plan(s):

Within SoGES, primary responsibility for curriculum objectives falls on the Curriculum Development Committee.

Adherence to the Talloires Declaration is the responsibility of the Office of the President and his Cabinet.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The School of Global Environmental Sustainability at CSU oversees issues of research and education. Their guiding document includes goals/metrics/timelines for sustainability research, which can be viewed at

http://www.sustainability.colostate.edu/about/background

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The measurable objectives, strategies and timeframes included in the Research plan(s):

Research: The research productivity of our School members (faculty, staff, and students) is demonstrably in the top ten of such units in the country. Goals for FY09-FY15:
• Goal: The number of publications, citations, and presentations by our faculty increases dramatically.
• Goal: External grant funding increases dramatically.
• Goal: Workshops and nationally prominent seminar series on our campus increase dramatically.
• Goal: High-Impact projects resulting from translational research efforts increase in number and effectiveness.

Accountable parties, offices or departments for the Research plan(s):

Within SoGES, primary responsibility for research objectives falls on the Executive Council in conjunction with the VP of Research.

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The School of Global Environmental Sustainability at CSU oversees issues of research and education. Their guiding document includes goals/metrics/timelines for sustainability engagement, which can be viewed at

http://www.sustainability.colostate.edu/about/background

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The Bicycle Master Plan will guide CSU's bikeway development over the next decade to become a more bicycle friendly campus and to achieve the goals of improved safety, sustainability, and health.

CSU is also a signatory of the Talloires Declaration which has engagement-relevant commitments.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Faculty: The School's faculty will, as individuals, represent the highest levels of achievement in the country. They will form teams to offer exciting interdisciplinary instruction to our students, and to solve national and international problems facing our society and our planet. Collectively, they will be recognized as the most effective environmentally-focused major unit on any US campus. Goals for FY09-FY15:

• Goal: Every department on campus has a School faculty member.
• Goal: The number of faculty on our campus able and willing to be affiliated with the School increases by 50%.
• Goal: Every School faculty member has a collaborator in the School, not in their home department.
• Goal: The number of our faculty who are presidents of their professional societies, editors of major journals, NAS members, etc. increase dramatically.

Student Goal: Every qualified and interested student at CSU has access to experiential learning opportunities (field work, internships, undergraduate research, service learning, etc.) during their undergraduate career.

The CSU Bicycle Master Plan is a ten year plan designed to make CSU a more bicycle friendly campus and to achieve the goals of improved safety, sustainability, and health all while attaining a Platinum level Bicycle Friendly Designation.

The Bicycle Plan advances the goal to reduce single-occupancy vehicle commuting by 5 percent. Alternatives to single-occupancy vehicle commuting can reduce greenhouse gas emissions, improve air quality, and encourage healthy walking and cycling habits, thereby advancing the University's goal of becoming a climate neutral campus.

TALLOIRES:
2) Create an Institutional Culture of Sustainability
Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability

CSU also includes campus-engagement objectives in its Climate Action Plan:
4.3 Outreach, Smart Metering, and Behavioral Changes
While this plan identifies many strategies addressing specific topic areas such as energy efficiency and renewable energy, its successful implementation will ultimately hinge on the CSU community's awareness and willingness to learn, change behaviors, and take action. Research indicates that education alone can result in 5 percent to 30 percent energy savings. This strategy builds on and provides additional sustained resources for CSU's education and outreach efforts, focusing on expanding these efforts over
the long term, building campus leadership and capacity, and providing greater incentives and recognition for outstanding efforts.
Other related campus engagement efforts are discussed under Strategy 5.7, Solid Waste Diversion (listed below). Examples of programs and initiatives that could be expanded are provided on the following page.
Other organizations that could be leveraged to expand current education and engagement efforts include:
• The Student Sustainability Center's (SSC) mission is to empower students to advance sustainability principles and practices at Colorado State University and beyond. Through innovation and collaboration with the campus community, we work to raise awareness about opportunities for positive environmental impact and lead projects to achieve personal and institutional sustainability.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Within SoGES, primary responsibility for engagement objectives falls on the Executive Council. The Student Leadership, Involvement, and Community Engagement office (SLiCE) oversees major student opportunities for experiential learning, volunteering, and engagement.

The accountable parties for the CSU bicycle master plan include Parking and Transportation Services, Police Department, Facilities, Housing and Dining Services, and the Associated Students of Colorado State University.

Adherence to the Talloires Declaration is the responsibility of the Office of the President and his Cabinet.

A brief description of the plan(s) to advance Public Engagement around sustainability:

The School of Global Environmental Sustainability at CSU oversees issues of research and education. Their strategic plan includes goals/metrics/timelines for public engagement around sustainability, which can be viewed at

http://www.sustainability.colostate.edu/about/background

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CSU's Bicycle Master Plan is intended to help the University increase bicycling on campus as a way to enhance campus sustainability and reduce demand for automobile travel and parking. The Plan provides clear vision and guidance to improve the bicycle environment on campus while also aligning with the City of Fort Collins Bicycle Master Plan (Fort Collins Bike Plan).

CSU is also a signatory of the Talloires Declaration which has engagement-relevant commitments.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Community engagement goals for FY09-FY15:
• Goal: All residents of Fort Collins have an opportunity to increase their environmental literacy through seminars and workshops offered throughout the community to all levels of audiences.
• Goal: The city of Fort Collins and surrounding communities benefit directly from advances developed through collaborations with the School of the Environment
• Goal: Every program within the school will have an outreach and engagement component for Fort Collins, Colorado, the US, and the world.
• Goal: The School of the Environment will provide usable solutions on environmental issues for communities, and all students at CSU have the opportunity to work directly with communities on pressing environmental issues regardless of their disciplines.

Goals for the CSU Bicycle Master Plan for the next decade around public engagement include:
• Prioritizes investments to the built environment;
• Equips CSU to apply for North Front Range Metropolitan Planning Organization funding in partnership with the City of Fort Collins (City);
• Guides programmatic investments for education, enforcement, and encouragement;
• Recommends data collection measures to support ongoing investment in the bicycle environment at CSU and to be shared with the City of Fort Collins
• Informs Master Plan updates and decisions about placement of new buildings and open spaces on campus; and
• Provides guidance for accommodating bicycles on campus in new residences, office and educational buildings, and parking garages.

TALLOIRES:
1) Increase Awareness of Environmentally Sustainable Development
Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.
6) Involve All Stakeholders
Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.
9) Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

Accountable parties, offices or departments for the Public Engagement plan(s):

Within SoGES, primary responsibility for engagement objectives falls on the Executive Council.

Accountable parties for the CSU Bicycle Masterplan include CSU (Facilities, Police, Parking and Transportation Services), City of Fort Collins, and the Bicycle Pedestrian Education Coalition.

Adherence to the Talloires Declaration is the responsibility of the Office of the President and his Cabinet.

A brief description of the plan(s) to advance sustainability in Air and Climate:

CSU has signed the American College and University President's Climate Commitment and our Climate Action Plan includes specific, long term metrics, designed to achieve campus carbon neutrality by 2050, which can be viewed at

http://www.fm.colostate.edu/sustain/index.cfm?page=initiatives/cap

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The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

4.14 Develop Wind Power on CSU Lands
For this strategy, CSU would acquire significant wind power assets and take advantage of the favorable wind power generation conditions on CSU lands. Projects may involve partnering with third-parties, or may involve collaborating with other institutions. Such projects would reduce CSU's carbon footprint and create opportunity for University research. There are two phases to this strategy in the Climate Action Plan (CAP). One phase is medium term (3-10 years), while the other phase is long term (> 10 years). Current feasibility studies at the CSU facility near Akron, CO show great promise for meeting these goals.

Accountable parties, offices or departments for the Air and Climate plan(s):

CSU's Climate Action Plan is a campus-wide responsibility. Progress towards goals is evaluated by Facilities and the Climate Action Plan Working Groups with oversight from the President's Sustainability Committee.

A brief description of the plan(s) to advance sustainability in Buildings:

CSU has signed the American College and University President's Climate Commitment and our Climate Action Plan includes specific, long term metrics, designed to achieve building energy efficiency, re-commissioning, and high standards for new construction. The Climate Action Plan can be viewed at

http://www.fm.colostate.edu/sustain/index.cfm?page=initiatives/cap

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The measurable objectives, strategies and timeframes included in the Buildings plan(s):

4.1 Building Energy Efficiency
The University has made significant strides in increasing building energy efficiency and identifying conservation opportunities in a number of its facilities. This strategy focuses on a number of energy efficiency opportunities, grouped into six phases, which can be implemented over the short (0-3 years), medium (3-10 years), and long term (>10 years) based on anticipated payback. These strategies are largely based on energy assessments completed for CSU in 2009. While some projects have been funded and are underway, more than 100 potential projects have been identified, including:
• Lighting upgrades
• Controls upgrades
• Heat Recovery
• Variable-air-volume terminals
• Synchronous belt drives
• Heat-exchanger upgrades
• Demand control ventilation

4.4 Re-Commissioning and Retro-Commissioning
The strategy expands on and will be used to refine efforts currently being implemented by CSU to recommission or retro-commission its existing buildings. It includes both short (0-3 years) and medium (3-10 years) term goals and the resources to conduct commissioning and implement changes in all of the buildings on CSU's local campuses.
Commissioning is a quality assurance process that takes place after construction of a new building is complete, while re-commissioning essentially consists of a "tune-up" of an existing building's mechanical and control systems. Commissioning verifies that building systems are performing as intended. Retro-commissioning, or commissioning of existing buildings for the first time (as opposed to re-commissioning), optimizes building systems so that they operate efficiently and effectively, resulting in reduced energy use and increased occupant comfort.

4.15 Improvements in New Construction
Buildings are the major users of energy on the CSU campus and nationwide. According to the U.S. Green Building Council, in the U.S. today buildings consume approximately 70 percent of electricity and account for nearly 40 percent of CO2 emissions. As a result, in addition to exploring energy efficiency in existing buildings, this plan also includes a focus on high-performance building in new construction. All new major construction on CSU's campus is being designed to a standard of LEED Gold or higher, resulting in higher performing, more energy-efficient buildings. This strategy is being implemented now & is considered on-going.

Accountable parties, offices or departments for the Buildings plan(s):

CSU's Climate Action Plan is a campus-wide responsibility. Progress towards goals is evaluated by Facilities and the Climate Action Plan Working Groups with oversight from the President's Sustainability Committee.

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):

Housing and Dining Services is one of CSU's most active departments in the area of Sustainability with a full-time dedicated sustainability coordinator. While a formal strategic plan around sustainable dining has not yet been created, their achievements are

summarized each year in an Annual Report:

http://housing.colostate.edu/Data/Sites/1/documents/fy13-sustainability-report.pdf

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

CSU has signed the American College and University President's Climate Commitment and our Climate Action Plan includes specific, long term metrics, designed to achieve campus energy efficiency which can be viewed at

http://www.fm.colostate.edu/sustain/index.cfm?page=initiatives/cap

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The measurable objectives, strategies and timeframes included in the Energy plan(s):

4.2 Biomass Boilers or Cogeneration
This strategy builds on a pilot project already implemented - the installation of a biomass boiler - by adding a second boiler or cogeneration facility to provide energy for campus operations. This strategy is a medium term (3-10 year) goal.

4.5 Net Metered Solar Facilities
This strategy includes net metering of existing solar photovoltaic (PV) facilities on CSU's Main Campus, Foothills Campus, and at Chrisman Field that have been installed since the fiscal year 2009 inventory. Net metering is a policy that allows owners to take full credit for the cost of the electricity that their solar energy system produces and thereby reduces the amount of electricity that CSU has to purchase from the grid and the emissions associated with that electricity. Solar projects on campus fall into short (0-3 years) and long-term (>10 years) in the Climate Action Plan. The goals set for the short term have already been realized. Add'l systems now underway will help meet the long-term goals when environmental attributes revert to the university in the future.

4.9 Computer Power Management and Server Virtualization
The objective of this strategy is to explore how to improve efficiency by reducing redundancies in common functions in information technology (IT) across campus, resulting in more streamlined and efficient IT services and more standardized power management practices. This strategy is a medium term (3-10 year) goal.

Accountable parties, offices or departments for the Energy plan(s):

CSU's Climate Action Plan is a campus-wide responsibility. Progress towards goals is evaluated by Facilities and the Climate Action Plan Working Groups with oversight from the President's Sustainability Committee.

A brief description of the plan(s) to advance sustainability in Grounds:

The Main Campus Physical Master Plan is a planning document for the campus, coordinated by the Facilities Department. The timeframe for goals and metrics within the plan is 10 years. The plan can be viewed at

www.fm.colostate.edu/files/forms/2014_Masterplan.pdf

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The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Goal: Demonstrate the University's leadership role in society and wise stewardship of the land. 1) Set example by demonstrating best practices in environmental sustainability, energy, water, and transportation management. 2) Provide an environment that promotes the use of alternative modes of transportation and reduces the dependency on single occupant motor vehicles. 3) Maximize flexibility of facilities and infrastructure to accommodate unforeseen future conditions. 4) Conserve land resources by building at appropriate densities and avoiding sprawl. 5) Conserve water resources by demonstrating best practices in landscape design and maintenance.

Goal: Encourage, through the University facilities, a sense of community between the faculty, staff, and students. 1) Provide a wide variety of appropriate settings for formal and informal activities. 2) Support campus diversity by designing an inclusive campus that is inviting to persons of all backgrounds. 3) Maintain and strengthen campus accessibility for persons with disabilities.

Goal: Maintain the health, safety and well being of all users. 1) Develop a circulation system that minimizes conflicts between pedestrians, cyclists, and motorists. In particular, facilitate inner campus pedestrian movement and discourage the use of automobiles through the central core. (Note: a map of the proposed new bicycle and pedestrian planning, meant to be implemented by 2015, is available on page 78 of the CSU Campus Master Plan). 2) Create an environment that instills a sense of personal safety and security by using appropriate lighting levels. Maintain highly visible pedestrian ways.

Accountable parties, offices or departments for the Grounds plan(s):

Facilities is the primary party in charge of implementing the plan.

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:

CSU has signed the American College and University President's Climate Commitment and our Climate Action Plan includes specific, long term metrics related to campus transportation and can be viewed at

http://www.fm.colostate.edu/sustain/index.cfm?page=initiatives/cap

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The measurable objectives, strategies and timeframes included in the Transportation plan(s):

4.11 Reduce Single Occupancy Vehicle Commuting by 5 Percent
This strategy is focused on reducing single-occupancy vehicle commuting by the CSU community by 5 percent. Alternatives to single-occupancy vehicle commuting can reduce greenhouse gas emissions, contribute to good air quality, and encourage healthy walking and cycling habits. This strategy is a medium term (3-10 year) goal.

4.6 Reduce Fleet Fuel Consumption by 10 Percent
This strategy includes opportunities to reduce the CSU campus fleet's conventional fossil fuel consumption by 10 percent through a number of measures. This could include purchasing more efficient fleet vehicles when existing vehicles are due for replacement, optimizing fleet routes and combining trips to reduce vehicle miles traveled, more comprehensive maintenance practices, and use of alternative fuels. This is a medium term (3-10 years) goal.

Accountable parties, offices or departments for the Transportation plan(s):

CSU's Climate Action Plan is a campus-wide responsibility. Progress towards goals is evaluated by Facilities and the Climate Action Plan Working Groups with oversight from the President's Sustainability Committee. The Climate Action Plan can be viewed at

http://www.fm.colostate.edu/sustain/index.cfm?page=initiatives/cap

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A brief description of the plan(s) to advance sustainability in Waste:

CSU has signed the American College and University President's Climate Commitment and our Climate Action Plan includes specific, long term metrics, designed to reduce waste and increase waste diversion and can be viewed at

http://www.fm.colostate.edu/sustain/index.cfm?page=initiatives/cap

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The measurable objectives, strategies and timeframes included in the Waste plan(s):

4.7 Increase Waste Diversion to 75 Percent
Under this strategy, CSU would increase the solid waste diversion rate to 75 percent using a combination of reduction, recycling, and composting. The University currently recycles more than one-half of the waste generated including bottles, cans, plastics, cardboard, and paper waste. Practices are also in place for composting food waste and recycling construction and demolition waste. This strategy is a medium term (3-10 year) goal.

Accountable parties, offices or departments for the Waste plan(s):

CSU's Climate Action Plan is a campus-wide responsibility. Progress towards goals is evaluated by Facilities and the Climate Action Plan Working Groups with oversight from the President's Sustainability Committee.

A brief description of the plan(s) to advance sustainability in Water:

The Main Campus Physical Master Plan is a planning document for the campus, coordinated by the Facilities Department. The time frame for goals and metrics within the plan is 10 years and can be

www.fm.colostate.edu/files/forms/2014_Masterplan.pdf

.

The measurable objectives, strategies and timeframes included in the Water plan(s):

- Irrigation Water System
Through the irrigation system, untreated water is drawn from College Lake on the Foothills Campus, and transported via a University-owned 14-inch pipe to Main Camus. This system irrigates approximately 215 acres on the Main Campus.

Future plans include: (1) adding variable frequency drive to the two pump motors, (2) upgrading pump station controls, (3) completing the loop at the east end of the Central Campus, and (4) adding more control valves to limit water loss when sprinkler heads and irrigation mains fail.

Accountable parties, offices or departments for the Water plan(s):

Facilities is the primary party in charge of implementing the plan.

A brief description of the plan(s) to advance Diversity and Affordability:

Diversity and Affordability have their own dedicated section in the CSU Strategic Plan, which can be viewed publicly at

http://static.colostate.edu/client-files/provost/csu-strategic-plan-01-11-13.pdf

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The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Strategic Planning Area 5: Diversity
Objective: Colorado State University is committed to enhancing its diversity through the inclusion of individuals reflective of characteristics such as: age, different ideas and perspectives, disability, ethnicity, gender identity, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and socioeconomic and geographic background. The University's commitment to diversity is a longstanding one that reflects the essential function a diverse community, spanning international boundaries, plays in the furtherance of its role and mission as a land-grant institution.

Given the historic and legal discrimination that has existed in American society, particular emphasis needs to be placed on the inclusion of individuals who are members of groups that have been excluded, e.g., racial/ethnic minorities, women in non-traditional areas and persons with disabilities.

The University strives to foster for its members recognition of their role in a global community with greater understanding of their own and other cultures and perspectives.

Goal 35: Campus Climate

Colorado State University will continue to shape and maintain a campus climate designed to welcome, encourage, and embrace differences so all community members are recognized, affirmed, and valued.

Strategy 35.1

35.1 Encourage respectful and meaningful interactions in the classroom, residential and dining areas, professional offices, and communal campus spaces

to promote a welcoming and engaging campus climate.

35.1.a. Provide curriculum and educational resources on topics of diversity across academic disciplines and departments to students, employees, and members of the community.

35.1.b. Conduct educational outreach for the Colorado State community

on how to be more inclusive

and supportive of traditionally marginalized and/or underrepresented populations and other diversity-related topics.

35.1.c. Encourage cross-status, cross-division dialogues in the campus community about diversity.

35.1.d. Increase programmatic support for faculty, staff, and students in diversity-related initiatives and exploration, both inside and outside the classroom.

Strategy 35.2

35.2 Provide educational, social, and personal support systems for traditionally marginalized and/or underrepresented populations to find a sense of belonging and home.

35.2.a. Continue to create and improve upon programs and services designed to support the diverse communities and populations of Colorado State University.

Strategic Planning Area 5: Diversity

35.2.b. Raise community awareness about Colorado State University services for traditionally marginalized and/or underrepresented populations.

Strategy 35.3

35.3 Identify, support and celebrate upcoming campus-wide diversity initiatives and those currently in progress.

35.3.a. Start an institutional record of campus-wide efforts in areas of diversity – a universal listing of projects, programs and services at Colorado State University that pertain to diversity.

35.3.b. Increase institutional funding support for programs related to diversity.

35.3.c. Establish and maintain awards and commendations to recognize the achievements of groups, departments, and/or individuals in service of equity, inclusion, and diversity.

35.3.d. Institutionalize policies

that support and value individual and collective work and scholarship related to diversity.

Strategy 35.4

35.4 Openly, intentionally, and consistently communicate about diversity on campus through all facets of Colorado State University.

35.4.a. Increase ways of learning about and evaluating Colorado State University's campus climate for faculty, staff, and students.

35.4.b. Increase the visibility of existing diversity-related resources across campus to promote opportunities that already exist at Colorado State University.

35.4.c. Continue to administer a periodic campus climate assessment for faculty, staff, and students and develop and disseminate action plans based on the results.

35.4.d. Ensure the maintenance of a robust, current and comprehensive website for diversity.

35.4.e. Implement and sustain

a communications and marketing campaign focused on informing the campus and greater community about diversity-related events,

resources, initiatives, and services.

Strategy 35.5

35.5 Improve the physical and technological foundations of Colorado State to ensure accessibility, safety, and equity for all members.

35.5.a. Increase documentation and communication, including periodic assessment, about mobility space, campus accessibility, and gender- neutral/unisex restrooms.

35.5.b. Improve existing mobility space and campus accessibility.

35.5.c. Evaluate current campus restrooms and implement gender neutral/unisex restrooms across campus.

35.5.d. Increase details and visibility of campus maps to identify accessible and disability-friendly spaces.

35.5.e. Fund, support, and create solutions for improved internet accessibility for students with disabilities.

Strategy 35.6

35.6 Encourage appointed levels of leadership across the Colorado State community to explore diversity initiatives and hold leaders accountable for the diversity efforts in their respective departments.

35.6.a. Fund fully and extend to full- time status the current Vice President for Diversity position to better align with the University's goals around diversity and campus initiatives in diversity.

35.6.b. Relocate and incorporate an independent and visible space overseen

by the Vice President for Diversity that houses, archives, and records educational resources and activities related to diversity.

35.6.c. Assess annually the progress and impact made my committees created to move forward the mission of diversity at CSU, such as the Internal and External Advisory Committees and the Operations Team for Diversity.

35.6.d. Evaluate all campus leaders on the progress toward diversity- related initiatives.

Related Metrics

● Annual progress and impact made by committees created to move forward the mission of diversity and diversity- related events, such as the internal and external advisory committees and the Operations Team for Diversity.

● Progress of diversity initiatives as recorded by research tools such as PRISM.

● Dissemination of campus accessibility audits and campus climate assessment results.

Goal 36: Students

We will recruit, retain and graduate a

student body in keeping with the land- grant mission of the university to provide access and opportunity to individuals from all segments of society and will create an effective learning environment that benefits all members of the campus community. We will do so by enhancing the pipeline through outreach and recruitment activities, and by developing responsive, sensitive strategies toward curricular and co-curricular advising with particular attention to the cultural and identity-related needs of students. As part of this goal:

● The percent of new Colorado resident freshmen from each racially/ethnically diverse group will increase in a way that reflects the state's graduating cohort,

improving, each year, diversity of the freshman class.

● The percent of new Colorado resident transfers from each racially/ethnically diverse group will increase in a way

that increasingly reflects the state's population of 18-25 year olds, improving the incoming transfer cohort's diversity each year.

● The percent of new graduate and professional students from each racially/ ethnically diverse group will place us at or above the national average each year.

● The percent of new Colorado resident undergraduates who are Pell-eligible will increase in a way that reflects the state's 18-25 year old population.

● Each year, the group of admitted undergraduates offered merit-based aid will reflect the racial/ethnic diversity of the overall admitted student cohort.

● Overall admission results each year, and for all levels of degree-seeking enrollment, will reflect an inclusive selection process that offers admission in an equitable manner once accounting for measures of preparation.

Strategy 36.1

36.1 Develop and support a variety of pre-enrollment programs for leadership and college preparation.

36.1.a Strengthen partnerships

with institutions that serve diverse populations (including not only targeted high schools, but also community-based organizations, community colleges, HBCUs, Hispanic- serving institutions, and tribal colleges).

36.1.b. Build and develop comprehensive on-campus programs –both in summer and during the academic year -- that help K-12 students and parent(s) understand college life, and in a way that invites participation from a wide range of schools and communities.

36.1.c Enhance recruitment presence

in Colorado community colleges, with a special focus on early identification of diverse students who aspire toward transfer.

36.1.d Strengthen central coordination of graduate level recruitment of diverse students and seek opportunities for promoting CSU's interest in attracting diverse graduate students.

36.1.e Collaborate with all eight colleges to ensure all outreach/ recruitment programs leverage the strengths of the complete array of academic units.

36.1.f. Partner with campus cultural and support centers to create an environment that is welcoming to underrepresented groups, and ensure that prospective undergraduates

and graduates are connected to these centers as soon as possible and appropriate.

36.1.g. Seek and invite regular feedback from partner high schools, colleges and community based organizations on ways in which CSU's impact on outreach to these students is effective, or can be improved.

Strategy 36.2

36.2 Actively address the role that financial aid, scholarships, and financial planning play in access and inclusion of diverse students.

36.2.a. Ensure prospective students and families have early and accurate awareness of financial aid resources, both through direct contact and through broad advocacy and publicity in schools and school districts.

36.2.b. Increase resources available for both need- and merit-based financial aid to attract and retain members of underrepresented groups and increase overall access, through both development and budgetary priorities.

36.2.c. Maintain broad and inclusive

criteria for merit-based scholarships that recognize the varied ways students can show performance and the potential to be successful additions to the campus community.

36.2.d. Carry out periodic

studies on the connections between socioeconomic status and various dimensions of diversity, ensuring that such information is tied to metric- related progress and shared within the campus community or beyond.

Related Metrics

● Progress in meeting recruitment goals identified here.

Strategy 36.3

36.3 Increase the resources available for financial support of continuing undergraduate and graduate students.

36.3.a. Increase funding for scholarships and work study through CSU, private onations (foundation, capital campaign) and federal, state and private grants.

36.3.b. Refine and broaden merit- based scholarship criteria for continuing students.

Strategy 36.4

36.4 Insure early awareness of financial aid resources among CSU students.

36.4.a. Develop print and web- based materials for dissemination

at Ram Welcome and graduate/ professional student orientation that are particularly targeted toward underrepresented and first-generation students.

Strategy 36.5

36.5 Improve preparation of diverse students for success in undergraduate and graduate programs of study at CSU.

36.5.a. Develop and support pre- college and pre-graduate programs including skills preparation in science, math and writing, as well as summer leadership programs.

Strategic Planning Area 5: Diversity

36.5.b. Develop concurrent enrollment and community-college based "bridge" courses to improve freshman and transfer preparation for success upon matriculation into CSU programs.

36.5.c. Designate a person at the Associate or Assistant Dean's level in each college a part of whose position responsibilities is to act as a "Diversity Advocate" for both undergraduate and graduate students. For that part of their function, create a coordinating relationship to the Vice President for Diversity.

Strategy 36.6

36.6 Increase the number/proportion of diverse students participating in undergraduate research, scholarly experiences, and international experiences.

36.6.a. Develop freshman/first year research experiences (based on "Many Minds" and HHMI Phage Program models) and fund through external support mechanisms like HHMI.

36.6.b. Develop programs in TILT Office for Undergraduate Research and Artistry (OURA) for interaction and support of diverse students and the organizations to which they belong.

36.6.c. Develop programs for encouraging and assisting diverse students to apply for research funding and summer undergraduate research experience programs.

36.6.d. Apply for and obtain funding (grants) from state, federal and private sources supporting diverse students in undergraduate research experiences at CSU (e.g. MORE programs at NIGMS/ NIH, HHMI).

36.6.e. Increase the number and level of support for academically related student organizations like SACNAS and AISES chapters.

36.6.f. Increase financial resources to support students from low-income

backgrounds in engagement with study abroad and/or international experiences.

Strategy 36.7

36.7 Increase academic support for students from diverse backgrounds.

36.7.a. Expand the Bridge Scholars Program and similar programs (for example, "math boot camp") that provide intensive academic support just prior, or immediately upon, students' first enrollment.

36.7.b. Expand enrollment by students from underrepresented backgrounds in learning communities, providing support for curricular and co-curricular engagement.

36.7.c. Ensure that participation

in TILT Learning Programs includes students from underrepresented backgrounds both as participants in and providers of academic support services at levels that are appropriate to their representation in the population.

36.7.d. Increase the number of Academic Support Coordinators throughout the departments and colleges and ensure sensitivity and attention of those positions to underrepresented students' needs

Strategy 36.8

36.8 Increase the availability of cultural support in the campus environment.

36.8.a. Increase the retention and support capacity of the Student Diversity Programs and Services Offices.

36.8.b. Increase the number of programs designed to increase awareness and cultivate dialogue around cultural differences.

36.8.c. Involve parents and family members of students from underrepresented backgrounds

in orientation, parent and family programs, and other appropriate activities related to the educational process.

Strategy 36.9

36.9 Adopt and implement cutting edge institutional practices that respond to cultural differences and/or reduce differential learning effects.

36.9.a. Adopt practices that increase active and experiential learning.

36.9.b. Increase faculty

awareness of diverse student needs through professional development opportunities; and promote effective teaching practices, especially those that incorporate awareness of cultural differences.

36.9.c. Encourage faculty to engage in the scholarship of teaching.

36.9.d. Create venues for communicating to students and parents the benefits of participation in enriching educational experiences and instructional approaches.

36.9.e. Identify and address impediments to student success.

36.9.e.i. Conduct analysis to identify differential performance among underrepresented and non- underrepresented groups in steps and experiences in the educational process; where possible, design and implement strategies to intervene and support students at those critical points.

Related Metrics

● Increase in proportion of students reporting awareness of financial aid resources on surveys.

● Increase in funding available for financial support of continuing undergraduate and graduate/ professional students.

● Increase in percentage of students applying for financial aid.

● Status of preparation programs for graduate study and the number of diverse students participating in these programs.

● Increase in the proportion of diverse undergraduates participating in undergraduate research and scholarly experiences.

● Increase in the number of diverse students with research support.

● Increase in the number of diverse students applying for Research Experience for Undergraduates (REU) summer programs, and gaining acceptance into REU summer programs.

● Increase in the level of support for undergraduate research programs

● Increase in the number of diversity- related student organizations, and associated financial support.

● Reduction in the gap in graduation performance, measured in terms of persistence, GPA, and graduation, based on differences in Index scores (used as a proxy for academic preparation).

● Elimination of discrepancies in survey responses in the Campus Climate Survey based on ethnicity/race, income, or first generation background (particularly on questions or factors relating to levels of support in the environment, sense of belonging to the campus, satisfaction with the social and academic aspects of the institution, and degree to which one would recommend CSU to a friend).

● Completion of an analysis of "leading indicators" of student success and design and implement appropriate interventions where substantial levels of differential performance

by underrepresented groups are discovered.

● Funding and implementation of all major strategies in the Student Success Plan.

Strategy 36.10

36.10 Promote post-degree success and continued engagement with diverse alumni.

36.10.a. Build and maintain connections to diverse alumni/ae.

36.10.a.i. Ensure that programming and communications for alumni/ae are inclusive, inviting participation from graduates with diverse backgrounds, identities and socioeconomic status.

36.10.a.ii. Strive to assure that membership in the CSU Alumni Association reflects the various dimensions of diversity in the graduating class.

36.10.a.iii. Provide outreach in the area of career services and document all outreach efforts.

36.10.a.iv. Enhance efforts between the Division of Student Affairs and Division of Advancement in order to encourage the transition of current students toward engagement as alumni/ae.

36.10.a.v. Createacareer/business network of diverse alumni/ae to enable current students to connect with professionals in the field.

36.10.b. Support continued educational goals of diverse graduates.

36.10.b.i. Host graduate school fairs representative of the interests of graduating seniors.

36.10.b.ii. Offer seminars in graduate/professional school preparation that are inclusive of students from diverse backgrounds.

36.10.c. Eliminate the gap between racially diverse and non-diverse undergraduate degree recipients going on to graduate and professional studies.

36.10.d. Eliminate any measurable gaps for diverse students in job placement and satisfaction.

Related Metrics

● Diversity of membership in the CSUAA as measured by data in comparison with definable characteristics of the student database.

● National Student Clearinghouse data on gap between racially diverse and non- diverse students relative to graduation metrics.

● Alumni/ae surveys on job placement and satisfaction.

Goal 37: Employees

The diversity among the employees across the various employment categories at Colorado State University should be reflective of the diversity within the population of persons qualified for these various categories of employment.

Strategy 37.1

37.1 Make sure that position announcements are welcoming to diverse groups. In particular, state that being supportive of the University's efforts to increase diversity among its employees is a desired qualification.

Strategy 37.2

37.2 Make sure that positions are advertised in places that reach diverse applicant pools.

Strategy 37.3

37.3 Provide mechanisms for employee support, such as orientations, mentoring, support networks, training, and workshops; communicate these opportunities to all employees; and make sure that supervisors support attempts by employees to make use of these

opportunities.

Strategy 37.4

37.4 Collect and maintain informational resources from both internal and external sources and make them available to units wishing to increase diversity and/or its appreciation within the unit.

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■Strategic Planning Area 5: Diversity

Strategy 37.5

37.5 As part of the annual evaluation of every unit manager, ask what efforts he or she has made to increase diversity and its appreciation within the unit.

Strategy 37.6

37.6 Create a central pool of financial resources to help with the hiring of candidates where more competitive offers are needed, and with the increased expenses associated with international hires.

Strategy 37.7

37.7 Conduct exit interviews with employees leaving voluntarily and milestone interviews with continuing employees to solicit suggestions with regard to the recruitment and retention of diverse employees.

Related Metrics

● Document the specific efforts each unit has made to address the strategies and make progress toward the goal.

● Document what informational resources from Strategy 39.4 are being utilized by units and which units are making use of them.

● Track the results from surveys and exit interviews to document progress with regard to following the strategies and moving toward the goal.

● Collect statistical data to the extent possible with regard to the diversity among employees at CSU, including data on recruitment, hiring, and retention, to document progress with regard to following the strategies and moving toward the goal.

● The Diversity SPARC shall document annually whether or not each strategy is being followed.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

While the VP for Diversity takes the lead on many of these initiatives and goals, the Strategic Plan is a campus-wide collaborative effort with oversight from the highest levels of the Administration.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The Advancement in Healthy Campus Initiatives and Primary Prevention Plan is the CSU Health Network Strategic Plan. The plan has two strategic goals:

• Prevention initiatives result in improvements in student success, safety and community well-being.

• A broader segment of the student population gain access to life enhancing tools and resources that cultivate self-regulation and healthy decision making.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

The CSU Health Network Strategic Plan spans FY15-17 and contains several specific objectives:

Prevention Progression

• Lead the development of a University-wide prevention and education strategy to address marijuana use.

• Implement identified evidence-based strategies to address alcohol and other drug abuse related concerns.

• Provide technical assistance for University's tobacco policy review process.
• Foster peer education outreach initiatives in the areas of: (1) bystander intervention (2) marijuana education and (3) prescription drug abuse.
• Educate students, staff and faculty to recognize signs of distress and intervene appropriately to broaden the safety net through early identification of distressed students.
• Implement identified sexual health strategies, based on the strategic planning process.

Resiliency Enhancement
• Promote proactive stress management skills, resiliency and well-being strategies and explore new modalities for reaching students, including the use of electronic media and technology.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

The CSU Health Network Health Education and Prevention Services (HEPS) takes the lead on the strategic plan with campus-wide collaboration with Division of Student Affairs, Public Safety Team, CSUPD, and local health agencies.

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:

CSU has a dedicated section in its Strategic Plan which addresses Sustainability. It includes metrics which do not fall in categories listed above, as well as multi-dimensional goals and metrics which are not confined to one category.

The measurable objectives, strategies and timeframes included in the other plan(s):

Goal 31: To Be a Model Institution for Sustainability, Master Planning, Beautification, and Condition of our Campus Buildings and Grounds
Strategy 31.1 - Implement best practices in sustainability, including the use of green building materials and design, the efficient use of energy, and reuse and recycling of materials.
Strategy 31.2 - Perform cost-effective controlled maintenance to preserve the integrity and appearance of buildings and grounds, and keep building systems operating efficiently.
Strategy 31.3 - Use master planning to promote architectural campus continuity and material qualities.
Strategy 31.4 - Construct and renovate high quality facilities to meet campus demands.
Related Metrics

● Update STARS report every three years
● Implementation of green purchasing policy and increased use of green products and services.
● Annual report to Operations Committee and Cabinet on maintenance, update, and funding of prioritized items on the Controlled Maintenance list.
● Preparation and delivery of Master Plan to Board and CCHE in 2014.
● Progress on maintaining, updating, and funding items on the Physical Development Plan for smaller/medium projects; annual revision and prioritization of larger projects
via Cabinet discussions, presidential recommendations, and Board approvals.

Accountable parties, offices or departments for the other plan(s):

The Strategic Plan is a campus-wide collaborative effort with oversight from the highest levels of the Administration.

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:
Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

CSU's Strategic Plan includes Sustainability, Accountability, and Infrastructure as one of five strategic planning areas with multiple goals and metrics included.
The plan can be viewed at

http://static.colostate.edu/client-files/provost/csu-strategic-plan-01-11-13.pdf

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

http://static.colostate.edu/client-files/provost/csu-strategic-plan-01-11-13.pdf

Governance

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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:

http://ap.colostate.edu/index.html
- Administrative Professional Council

http://cpc.colostate.edu/
- Classified Personnel Council

http://facultycouncil.colostate.edu/
- Faculty Council

"---" *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:

Through the Associated Students of CSU (CSU's student government), students have access to all levels of the administration.

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:

Both the President and Vice President of the CSU student government are elected by students on an annual basis. In addition, each college elects representatives to ASCSU.

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:

Students are able to establish organization mission, vision and goals through representation (ASCSU president) on the Board of Governors of Colorado State University. Through the same mechanism, they are also able to establish new policies, programs, or initiatives; as well as be involved with strategic and long-term planning.

The Student Fee Review Board allows students the ability to allocate existing and prospective physical resources. The Student fee Review Board also lets students prioritize programs and projects by reviewing and voting on all student-fee funded initiatives.

Students comprise the University Facility Fee Advisory Board (UFFAB) which provides guidance and advice concerning the University Facility Fee to the Vice President of Administrative Services; to review all project proposals for allocations of the University Facility Fee; and to ensure that all allocations of the University Facility Fee will be used to provide new facilities and/or to improve current facilities that directly benefit the students of Colorado State University.

Students comprise the University Technology Fee Advisory Board (UTFAB) whose mission is to provide guidance and advice in the implementation and application of technology at Colorado State University; to review all allocation requests of the University Technology Fee; and to ensure that all allocations of the University Technology Fee will be used to provide technology that has the potential to benefit as many Colorado State University students as possible.

The CSU Open Forum and Budget Talks from the University President allows all students to be involved with budgeting, staffing, and financial planning.

Students also participate in communications processes and transparency practices through involvement in CSU's fiscal accountability reporting.

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:

The university has a practice of shared governance through Faculty Council, Administrative Professional Council & Classified Personnel Council. State Classified and Administrative Professional personnel have access to participation in governmental bodies via the Classified Personnel Council and Administrative Professional Council. Faculty have access through Faculty Council. The CSU Faculty Council is the major policy making body for academic affairs at Colorado State University and acts as the representative body for the academic faculty and performs those duties delegated to the academic faculty by acts of the legislature.

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?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Members of the Faculty Council elect for a one-year term a faculty member who is either an assistant professor or professor to serve as the faculty representative on the CSU Board of Governors. There are 85 regular faculty voting members and 24 non-voting members.

Classified Personnel Council representatives are elected annually by all State Classified staff. CPC can have up to 20 members and 5 alternates.

Administrative Professional Council representatives are elected annually by all Administrative Professional staff. There are 15 representatives from all colleges, the Office of the President & VP offices.

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:

1 - councils (APC, CPC), open forums faculty
2 - councils (APC, CPC), open forums faculty
3 - strategic planning process includes multiple task forces open to faculty and staff
4 - physical space planning committee, architectural review board, committee on strategic and financial planning,
5 - faculty council, hiring council - code of conduct "faculty and staff manual"
6 - financial planning report, budget forums, "SPARCfest" (strategic planning public presentations),
7 - SPARC (strategic planning), planning commission

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:

Via the Faculty Council - see description above.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:
Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

The Faculty Council elects a member to serve as faculty representative on the Board of Governors of the CSU System

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:

1 - Faculty Council set policies for college and departmental organization, long-range planning, and resource allocation.

2- Faculty Council's Committee on Strategic and Financial Planning reviews University proposals, policies, and procedures;

3 - See 1

4 - Faculty Council Committee on University Programs evaluates proposals for centers, institutes and other units; a faculty member from each college serves as a representative on the University Physical Development Committee

5 - Committee on Strategic and Financial Planning recommends policies related to planning, budgeting, resource allocation, and faculty compensation increases

6 - Faculty Council standing committees receive and review all appropriate items from any member of the University community and furnish annual reports to the Faculty Council

The website URL where information about the institution's governance structure is available:

http://www.accreditation.colostate.edu/criterion05b.pdf

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

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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 University has two committees responsible for Diversity:

The Operations Team for Diversity assists the Office of the Vice President for Diversity in Advancing the Diversity Agenda of CSU.

The Diversity Strategic Planning and Review Committee has the following duties;

1) Serving as Advisory to the Operations Team for Diversity.

2) Acting as the Strategic Plan Review Committee (SPRC) for Colorado State University.

3) Sharing information about the activities and programs communicated to them during meetings.

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://diversity.colostate.edu/committees.aspx#iac

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:

Colorado State University strives to create and maintain a work and student environment that is fair, humane, and respectful so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. The University is committed to preventing, correcting and disciplining incidents of unlawful sexual harassment and/or discrimination. CSU's policy applies to all persons affiliated with the University, including its students and employees.

Colorado State University is offering a new way for employees to learn about sexual harassment prevention. Any member of the Colorado State University community now takes an online tutorial where users can read the definitions of sexual harassment, the federal law and CSU campus policy, and work through various scenarios. A confidential test component at the end of the training also allows users to see how well they understand these concepts. Since it is located on the web, accessibility is 24 hours a day, 365 days a year.

Examples of Sessions:
* Disability Awareness
* Diversity Equity and Human Dignity
* Equity in the Workplace
* Search Chair Training
* Sexual Harassment

In addition to ongoing trainings throughout the year, the annual Diversity Symposium in the fall and Professional Development Institute in early spring provide high-profile trainings in cultural competence for faculty, staff, and students that range from cross-cultural communication to understanding the interconnections between race, religion, sexual orientation, and gender.

The website URL where information about the cultural competence trainings is available:

http://oeo.colostate.edu/professional-development.aspx

Assessing Diversity and Equity

Responsible Party

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

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) :

Colorado State University does Student and Faculty/Staff Campus Climate Surveys on alternating years (odd ending years are student surveys, and even ending years are for surveying faculty and staff). The benchmarking survey is an opportunity to identify areas of excellence as well as areas in need of improvement with regards to major concerns in diversity.

Well over 1,000 students participate year year, and well over 2,000 faculty respond to more than 150 questions in the online survey. (1-7 point scale). The population sampling method included oversampling for five groups:
1) African American/Black (non-Hispanic)
2) American Indian or Alaska Native
3) Asian or Pacific Islander
4) Hispanic/Latino
5) Physical / Learning Disabled

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The Division of Student Affairs works closely with the Office of Institutional Research and the Diversity Office to evaluate student diversity and educational equity via the Campus Climate Student Survey, which is administered every other year by Educational Benchmarking Inc. The Student Diversity Programs and Services offices at CSU also regularly assess programs and outreach efforts. In addition, the Division of Student Affairs conducts a Student Employee Quality of Work Life Survey that addresses equity, dignity, cultural/ethnic differences, and respect and fairness in the student employment environment at CSU (

http://www.studentaffairs.colostate.edu/assessment-research

).

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The Office of Institutional Research and the Diversity Office work closely to evaluate faculty and staff diversity and educational equity via the Campus Climate Employee Survey, which is administered every other year.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

Collaborative programs such as The Ripple Effect epitomize CSU's commitment to assessing diversity in terms of governance and public engagement. The Ripple Effect's mission states:

"To assist in the creation of an environment at Colorado State University that fosters productive and supportive relationships and interactions among people. Such an environment is one in which an inclusive gender identity is supported; women and men feel safe; all people are freed from limitations and restrictions of culturally defined sex roles; and all members of the campus community feel empowered and supported by the institution and University community in pursuing their professional and academic aspirations."

The Commission is charged by the University President to identify gender equity concerns and other issues impacting the campus climate for women and forward concerns, recommendations, and program ideas to the University administration through annual meetings with the President and consistent connection and routine communication with the Vice President for Diversity.

http://cwge.colostate.edu/

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

http://diversity.colostate.edu/campus-climate/

Support for Underrepresented Groups

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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.

Submission Note:

Details on Open Housing (i.e. gender inclusive housing) can be found at
http://www.housing.colostate.edu/housing-options
.

"---" *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:

CSU offers a comprehensive set of programs to support diversity and underrepresented groups on campus including but not limited to:

- CSU has multiple Diversity Programs and Services offices including; the Asian/Pacific American Cultural Center, Black/African American Cultural Center, El Centro Student Services, Native American Cultural Center, the Gay, Lesbian, Bisexual, Transgender, Queer, Questioning, and Ally Resource Center, Women and Minorities in Engineering, Women and Gender Advocacy Center, Adult Learner & Veterans Student Services, and Resources for Disabled Students.

- The Graduate Center for Diversity; committed to providing an environment that supports all forms of diversity.

- The Off-Campus Student Services/Resources for Adult Learners offers a variety of services and programs for commuter, off-campus and non-traditional students including support groups, peer mentor programs and social events for single parent students, veteran students, women students, and commuter students

- The Multicultural Faculty and Staff Network provides resources for staff recruitment, recognition and awards, and social and professional networking for underrepresented faculty and staff on campus.

The website URL where more information about the support programs for underrepresented groups is available:

http://diversity.colostate.edu/

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:

It is the policy of Colorado State University that no member of the University community may discriminate against another member of the community on any basis for which discrimination is prohibited by state or federal law or University policy, including, but not limited to, race, color, religion, gender, age, national origin, veteran status, sexual orientation, and disability. Colorado State University has internal mechanisms for the expeditious resolution of complaints or discrimination involving actions that are either unlawful or violate University policy, excepting claims of sexual harassment, against the University or any of its academic faculty, administrative professionals, state classified employees, or student employees. It is also possible to pursue complaints through avenues external to the University. These avenues have their own restrictions and time limitations. However, the pursuit of any outside remedy precludes involving the provisions of this Grievance Procedure Policy.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://oeo.colostate.edu/discrimination-policy-grievance-procedure

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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:

CSU grants awarded through The National Science Foundation's AGEP (Alliance for Graduate Education and the Professoriate) Fellowship Program seek to increase the number of students successfully completing quality PhD programs in science, technology, engineering and mathematics (STEM). Particular emphasis is placed on supporting groups that historically have been underrepresented in STEM disciplines: African American, Hispanic, Native Pacific Islander, and those enrolled in American Indian, and Alaskan Native tribes, and disabled students.

Since 2000, the University has also had a Multicultural Staff & Faculty Network. The mission of this organization is to transform the campus climate and culture in order to foster the empowerment of all CSU employees. This transformation occurs through the recruitment, retention and development of employees, collaboration with the community to work towards positive change, expansion of social and networking opportunities, and the recognition and rewarding of service. In addition the organization serves to assure the accomplishment of Colorado State University Strategic Diversity Goals.

http://msfn.colostate.edu/

.

Additionally, the Recruitment and Retention of Diverse Employees Committee has enacted a campus-wide commitment that diversity language be implemented in the recruitment and retention process which goes beyond mere compliance. Consequently, every new applicant to the university must address their commitment/contribution to Diversity at CSU. And for new recruits, an updated system of diversity training has been implemented which uses mandatory computer and face-to-face sessions. These models have been retroactively fit to every Dean and Cabinet Member at the University and is now being implemented in a top-down fashion such as all of their Leadership Teams are also receiving the training.

The website URL where more information about the faculty diversity program(s) is available :

http://www.nsfagep.org/

Affordability and Access

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

Add'l information about services for non-traditional students are at
http://alvs.colostate.edu/

"---" 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:

As part of its land grant mission, Colorado State University ensures that financial challenges do not prevent any undergraduate Colorado student who is admitted to the university from attending.

CSU's Commitment to Colorado is a promise to provide Colorado students who have a family Adjusted Gross Income (AGI) of $57,000 or less (and who meet other eligibility requirements) with grant funds from state and university sources to cover at least one-half the cost of student share of base tuition. In addition, students who are eligible for federal Pell Grant will receive grant funds from federal, state, and University sources to cover at least 100% of student share of base tuition and standard fees.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Institute for Professional Development offers seminars to all CSU staff/faculty on training oriented towards students and parents. Seminars in 2013 included;
"Promoting Academic Success for First-Generation and Lower-Income Students at CSU," "Student Parent Barriers to Academic Success," "Tips & Strategies for Working with the Parents & Families of Today's Students," "Promoting Academic Success for First-Generation and Lower-Income Students at CSU,"

CSU has a first generation faculty initiative and a program that pairs first generation graduates with current first generation students as mentors. Because of programs like this we were named one of the top universities for first generation students by The Best Colleges (

http://www.colostate.edu/features/first-generation.aspx

).

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Access Center strives to develop the talents of those who have been traditionally underrepresented in higher education (first generation, low income, ethnically or racially diverse, and non-traditional age students) during their pre-college years by: nurturing college bound aspirations, increasing academic skills and motivation, reaching out to Colorado's historically underserved secondary students, facilitating the college application, enrollment and student aid process, assisting in the transition to college, and supporting retention efforts.

The Access center oversees several initiatives which facilitate these goals. More information on programs such as Upward Bound, Talent Search, Reach Out, Dream, and the Alliance Program, see the Access Center online:

http://accesscenter.colostate.edu/dream

A brief description of the institution's scholarships for low-income students:

The Alliance Partnership through the Access Center includes Alliance Awards (scholarships of $10,000) for all students matriculating at CSU from Alliance Partnership schools.

The First Generation Awards ($16,000) are for students whose parents have not received bachelor's degrees and demonstrate financial need.

Partnership Awards:
Alliance Partnership
Alliance Transfer Award
Black Issues Forum
Daniels Fund
Denver Scholarship Foundation
Educational Opportunity Center Partnership Award
First Generation Award
Lorenzo de Zavala
Native American Legacy Award
Scholarship Athletes
STARS Partnership
Talent Search
Upward Bound

A brief description of any programs to guide parents of low-income students through the higher education experience:

Programs through the Access Center (including Upward Bound, Talent Search, Reach Out, Dream, and the Alliance Program) all provide resources for parents, in addition to the support offered to students.

Student Financial Services also assists parents with financial aid, loans, scholarships, insurance, extenuating circumstances, and other concerns.

http://sfs.colostate.edu/parents/

A brief description of any targeted outreach to recruit students from low-income backgrounds:

All of the programs from the Access Center which prepare students from low-income backgrounds for higher education, also aim to recruit students from low-income backgrounds.

In particular, the Dream Project seeks to attract students, at the high school level, who are not traditionally encouraged or expected to go to college.

http://accesscenter.colostate.edu/dream

Additional, targeted outreach and recruitment programs at CSU include the Lorenzo de Zavala Youth Legislative Session (National Hispanic Institute), Black Issues Forum, and Native American Education Forum.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

The Academic Advancement Center provides low-income students financial literacy training through their Retention Specialists to help low income and first generation students navigate financial aid, loans, and personal expenses.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The Academic Advancement Center, a TRIO Student Support Services program, has a mission to help low-income, first-generation college students, foster youth, and students with disabilities to stay in college until they earn their baccalaureate degrees.

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:

Pinnacle offers scholarships to all non-traditional students including part-time students. Pinnacle is an academic honor society which recognizes non-traditional students. The national charter has over 150 chapter members on more than 175 campuses nationwide. Colorado State has established a charter of Pinnacle for CSU non-traditional students. Some of the benefits for CSU non-traditional students include a scholarship, exclusively for adult learners and non-traditional students, and the opportunity to graduate, recognized as an academically excellent non-traditional student.

The Student Parent Success Program provides outreach to student parents in all aspects of their transition to CSU, including financial resources. This program connects student parents with the various resources available to them at CSU, coordinates workshops tailored the needs of student parents, and helps student parents get started on the right track at CSU.

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:

CSU has several options for on site childcare facilities:

Ram Kidz Village - student parents can finally have the worry-free study time they need while their children are engaged in supervised educational activities in a safe, positive learning environment. Ram Kidz Village is a drop-in educational program available to all currently enrolled, Colorado State University student parents. For more information:

http://alvs.colostate.edu/childcare

The Sunshine House has a brand new facility just south of campus that offers subsidized childcare for children of students and employees. It has programs for infants, toddlers, preschool, pre-K, after school programs, and more.

The Early Childhood Center is the lab school for Colorado State University's Human Development and Family Studies Program. The center offers a quality program for young children, trains CSU students for careers in early childhood education, and child-life specialists, and provides opportunities for research related to children, families, and early childhood education. The center is dedicated to working in partnership with families to ensure a quality educational experience for their child.

A brief description of other policies and programs to support non-traditional students:

The Veteran Success Program provides outreach to student veterans in all aspects of their transition to CSU. This program connects veterans with various resources, coordinates workshops tailored to veteran needs and wants, sets up networking events, and helps veterans get started on the right track at CSU. We also have an active mentorship program that provides one-on-one guidance and advice to support success both academically and personally.

One-on-One Success Coaching for student parents is designed to help with success both academically and personally. Whether student parents are having difficulties or just want to be proactive, success coaching helps make a plan for success at CSU and beyond.

Multiple resources are also available for transfer students including a dedicated community in the residence halls, specific Admissions Visit Days, Transfer Mentors, and Tau Sigma National Honor Society (

http://www.otp.colostate.edu/transfer-programs.aspx

).

Adult Learner and Veteran Services (ALVS) aims to support non-traditional students in their transition to Colorado State University. ALVS provides a broad range of resources to aid in the advancement of adult and veteran students both academically and professionally.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	27
The graduation/success rate for low-income students	67.70
The percentage of student financial need met, on average	100
The percentage of students graduating with no interest-bearing student loan debt	84

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://accesscenter.colostate.edu/

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

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

8,317

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

8,317

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

0

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Colorado State University employees are separated into two classifications: State Classified Positions and Faculty/Administrative Professional. To ensure Colorado State University provides sustainable pay, the University has instituted a wage floor of $9.31/hour for regular State Classified employees, which exceeds the state minimum wage in Colorado of $8.23/hour (

http://www.hrs.colostate.edu/pdfs/state-classified-by-title-FY15.pdf

). State Classified Positions are positions classified on the basis of duties and responsibilities to classes described in the State of Colorado Class Descriptions that indicate title, general duties, level of complexity, decision-making, purpose of contact, and line/staff authority. State of Colorado Classified Employment Positions are covered under the State of Colorado's Annual Compensation Plan and are administered via the Colorado Division of Human Resources (

https://www.colorado.gov/pacific/dhr/fy-2014-15-annual-compensation-plan

).

The second classification of Colorado State University employees, Faculty/Administrative Professionals, is exempt from the State Classified Personnel System. Faculty and Administrative Professional compensation is determined by the University using as guidance market data, primarily from the College and University Personnel Association (

http://www.cupahr.org/surveys/fhe4-tenure-surveydata-2014.aspx

). The compensation interests of these University employees are represented by the Colorado State University Faculty Council's Standing Committee of Faculty and Administrative Professionals and its Benefits Committee (

http://www.facultycouncil.colostate.edu/files/manual/sectiond.htm#D.1

). For a list of policies/guidelines for each employment category at CSU, please visit the HR page:

http://www.hrs.colostate.edu/compensation/

. Annual compensation increase guidelines for Faculty/Administrative Professional employees are defined in the Salary Increase Exercise Guidelines are detailed here (

http://www.budgets.colostate.edu/docs%5CSALX%20Guidelines_FY15_2014_05_01.pdf#zoom=100

).

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

8,317

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

For pay rates for Faculty and Administrative Professional (categorized as University employees), the University utilizes salary data from organizations such as the College and University Personnel Association to understand market value. Within the AP framework, CSU uses Towers Watson and Mercer data to set an informal compensation standard. Internally, the Office of Equal Opportunity and Institutional Research conduct internal salary equity evaluations for Faculty, Administrative Professional, and State Classified employee groups. Colorado State University also considers the US & Denver/Boulder Consumer Price Index (

http://www.ir.colostate.edu/pdf/cpi/CPI_updated_Jan_2015.pdf#zoom=100

) as a sustainable compensation standard in the institution's locality. In FY14, Faculty/Administrative Professional salary increases were set at 3%. In the same year, the US CPI change and the Denver/Boulder CPI change were 1.5% and 2.9% respectively (page 155,

2014-2015 University Fact book,

http://www.ir.colostate.edu/pdf/fbk/1415/2014_15_Fact_Book_Employees.pdf

).

The University holds the primary compensation guideline/standard, as outlined in the Salary Increase Exercise Guidelines, which state: "Colorado State University administers an annual process for salary adjustments that are implemented on July 1. Colorado State has a duty and responsibility to treat all employees in a consistent and fair manner relative to salary and benefit administration within the annual salary increase pool. Each unit shall develop a plan that must include a merit-driven process to guide individual salary decisions. While each department and unit must be concerned about consistency, the University must exert an effort to assure that there are no material inconsistencies between department/unit implementation of the salary exercise. Justification for all salary adjustments must be formally documented, and able to withstand independent review (page 3, paragraph 1)." These internal and external evaluations ensure that there is sustainable compensation across the campus.

However, acknowledging that there can be some debate about a fair level of compensation for lowest paid employees, CSU is in the process of implementing a Navigator Program which explicitly helps our lowest paid employees access more community resources to support them in their efforts for financial security. This program considered the assessments mentioned above, and strives to go beyond them in providing for employees at CSU.

For State Classified employees (categorized as employees of the State of Colorado assigned to work at Colorado State University), compensation is by the State of Colorado via legislation and Colorado State University does not have control of these pay rates. However, State Classified employees at Colorado State University are represented by the Classified Personnel Council , which is a multi-stakeholder representative committee and represents the interests of Colorado State University's State Classified Employees (

http://cpc.colostate.edu/

) . Classified Personnel Council hosts a Legislative subcommittee that is charged with advocating for Colorado State's State Classified employees regarding legislation that has direct impact on the State Classified employee group. Also, the Classified Personnel Council appoints a member to the Statewide Liaison Council, a network of state classified representatives from various higher-education institutions.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

State-Classified minimum, midpoint, and high salaries available (for fiscal year 2015):

http://www.hrs.colostate.edu/compensation/documents/state-class-by-title-FY15.pdf

.

Faculty and Admin Professional compensation information is available:

http://www.hrs.colostate.edu/compensation/classification-fap.html

Benefits are provided at

http://www.hrs.colostate.edu/benefits/

In addition to salary and benefits, CSU also provides an Employee Assistance Program (

http://www.ombudsandeap.colostate.edu/eap.aspx

) and Commitment to Campus (

http://facultyandstaff.colostate.edu/commitment-to-campus.aspx

) program to assist all staff, but particularly our lowest paid staff, with valuable resources, discounts, and benefits that range from family counseling to legal assistance to tickets to athletic and cultural events.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Part-time employees are paid based on the following table (same for students and part-time staff:

http://www.hrs.colostate.edu/compensation/plans.html

. The Colorado minimum wage is $8.23 per hour (compared to federal minimum wage of $7.25). CSU part-time positions begin at $8.23 with an opportunity to advance within each job category by 10 steps as well as advance from level I up to level II, as far as level V, for some job categories.

The State of Colorado offers benefits, along with the employer premium contribution, as applicable, to State Classified employees who work at least 8 hours per month. The University's State Classified employees are eligible for a wide array of benefits including the following insurance coverage.
• Medical (Vision and Rx)
• Dental
• Life and Accident Related Insurances
• Flexible Spending Accounts (medical and dependent care)
• Mandatory and voluntary retirement plans (PERA and the University's 403b vendors)

In addition to salary and benefits, CSU also provides an Employee Assistance Program (

http://www.ombudsandeap.colostate.edu/eap.aspx

) and Commitment to Campus (

http://facultyandstaff.colostate.edu/commitment-to-campus.aspx

) program to assist all staff, but particularly our lowest paid staff, with valuable resources, discounts, and benefits that range from family counseling to legal assistance to tickets to athletic and cultural events.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Part-time employees (including temporary staff) are paid based on the following table (same for students and part-time staff:

http://www.hrs.colostate.edu/compensation/plans.html

. The Colorado minimum wage is $8.23 per hour with an opportunity to advance within each job category by 10 steps as well as advance from level I up to level II, as far as level V, for some job categories.

The University offers benefits, along with the employer premium contribution, as applicable, to all Faculty, Administrative Professional, Post Doc, Veterinary and Clinical Psychology Interns of half-time or greater. The benefits include the following.
• Medical (Rx)
• Dental
• Vision
• Life and Accident Related Products
• Flexible Spending Accounts (medical and dependent care)
• Long Term Care
• Mandatory and voluntary retirement plans (PERA, DCP and the University's 403b vendors)

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

For non-regular, adjunct, or contingent faculty, the base pay per 3-credit course per semester is $4,500 and that amount can be increased based on technical skill needed to teach a course.

The University offers benefits, along with the employer premium contribution, as applicable, to all Faculty, Administrative Professional, Post Doc, Veterinary and Clinical Psychology Interns of half-time or greater. The benefit plans include the following.
• Medical (Rx)
• Dental
• Vision
• Life and Accident Related Products
• Flexible Spending Accounts (medical and dependent care)
• Long Term Care
• Mandatory and voluntary retirement plans (PERA, DCP and the University's 403b vendors)

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Student hourly employees are paid based on the following table:

http://www.ses.colostate.edu/Data/Sites/2/media/pay-rates-(28-jun-2014).pdf

. The Colorado minimum wage is $8.23 per hour and CSU student positions have an opportunity to advance within each job category by 10 steps as well as advance from level I up to level II, as far as level V, for some job categories.

Student benefits are available at:

http://www.ses.colostate.edu/benefits

and include worker's compensation, medical leave, and jury duty leave.

Nine and twelve month graduate students are compensated with a stipend program (

http://www.hrs.colostate.edu/compensation/classification-grad.html

). Graduate Assistants who work 10 or more hours per week receive a health contribution (

http://graduateschool.colostate.edu/financial-resources/assistantships/health-contribution.aspx

).

The local legal minimum hourly wage for regular employees:

8.23 *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.hrs.colostate.edu/current-employees/payroll.html

Assessing Employee Satisfaction

Responsible Party

Stacey Baumgarn
Campus Energy Coordinator
Facilities

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

Results for the 2014 Campus Climate survey will be released soon.

"---" *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:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The Campus Climate Survey is an opportunity for faculty and staff to answer a wide variety of questions and leave feedback about their experiences at CSU. The survey defines campus climate as "behaviors within a workplace or learning environment…that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Each year the results of the Campus Climate Survey are considered by a select panel put together by the Office of Diversity and Equity. The panel reviews comments and feedback and considers how to improve the campus working environment. For example, in the last round, deficiencies in diversity recruiting were noted and the University subsequently implemented a new application question which requires all prospective employees to consider how they enhance diversity at CSU.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://diversity.colostate.edu/campus-climate-survey/

Wellness Program

Responsible Party

Stacey Baumgarn
Campus Energy Coordinator
Facilities

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

Submission Note:

Commitment to Campus:
http://facultyandstaff.colostate.edu/commitment-to-campus.aspx

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The CSU Employee Assistance Program provides resources for relationship conflicts, substance abuse, stress, anxiety, depression, grief, or loss, as well as legal resources and financial tools.

CSU's Commitment to Campus encompasses a wide range of programs, discounts, and special benefits available to CSU faculty and staff. These opportunities are offered to:
Promote employee health, wellness, and personal advancement

Engage employees in the life of the University

Connect employees and students outside the classroom

Enrich participation in campus programs, classes, and events

Reward employees for their service and involvement in the CSU community

The Campus is also a partner in Cafe Well which allows CSU faculty/staff to log healthy behaviors for cash rewards.

https://www.cafewell.com/

A complete list of services and opportunities can be found at:

http://provost.colostate.edu/work-life-resources/

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

http://www.ombudsandeap.colostate.edu/eap.aspx

Workplace Health and Safety

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

Submission Note:

The number used here is the total number of people employed on campus during the reporting year. This counts all positions regardless of hours. In addition, if there was turnover in a single position, they would be counted as more than one. So FTE listed in Institutional Characteristics is representative of the weighted average number of positions on campus, this number represents the total number of people employed by the university in a year. This reporting methodology is consistent with official reports.

"---" *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	141	289

Full-time equivalent of employees	12,060	9,724

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Jan. 1, 2014
Baseline Year	Jan. 1, 2009	Jan. 1, 2010

A brief description of when and why the workplace health and safety baseline was adopted:

Workplace injuries are tracked on a calendar year. Where as our GHG inventories and Climate Action Plan utilize a fiscal year (July 1-June 30). The calendar year 2009 was selected as the period closest to FY10, the baseline year for our CAP.

A brief description of the institution's workplace health and safety initiatives:

CSU's Environmental Health Safety - Occupational Health Services works to ensure and promote a healthy and safe work environment at Colorado State University (CSU) through risk assessment, application of appropriate controls [engineering, administrative and personal protective equipment (PPE)] and medical surveillance thereby meeting University, funding, accreditation, and regulatory requirements.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.ehs.colostate.edu/WOHSP/Home.aspx

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

Tonie Miyamoto
Director of Communications and Sustainability
Housing and Dining Services

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The CSU Foundation Board is explicitly charged with developing and supporting initiatives in sustainable investment as outlined by the Socially Responsible Investment Policy. The policy recognizes that there are social and environmental issues that have adverse impacts to humanity and the world.

Proxy Voting Guidelines from Socially Responsible Investing policy:
"Due to the nature of certain investment vehicles (mutual fund type investments), most funds do not afford the Foundation the ability to submit a proxy vote. However, occasionally the ability to vote arises. The management and staff of the Foundation, where possible, have been given the charge to vote proxy votes in a manner in which the environment and other socially responsible initiatives are supported."

At least annually the Foundation encourages each manager to consider investments in sustainable industries and renewable energy initiatives via a personalized message from the President/CEO and endorsed by the Board of Directors.

In addition, the Summit Student Investment Fund directly engages students and their faculty/staff advisors in socially and environmentally responsible investing through the management of an actual investment fund within the Foundation valued at more than $300,000. Approximately twenty-five students per semester are given the charge to run the Summit Fund following the Socially Responsible Investing Principles as follows:

"Colorado State University, the College of Business and the Summit Student Managed Investment Fund values firms that are good stewards of society's human and natural resources. The Fund therefore seeks to direct investments away from firms whose operations are inconsistent with this principle.

This socially responsible investing principle will be implemented by conducting an analysis of the social and environmental consequences of a candidate firm's activities, relative to competitors in the same and similar lines of business. It is expected that databases will be acquired to facilitate this comparison, and that this analysis will become a standard part of the discussion and analysis prior to investing in any firm.

Suggested criteria include:
The Fund shall generally not invest in companies
1. Producing or supplying, as its core business, distilled alcoholic (hard liquor) beverages.
2. Manufacturing or distributing, as its core business, cigarettes, cigars, chewing tobacco or smokeless tobacco
3. Owning or managing, as its core business, casinos, racetracks, or off-track betting parlors or any goods or services related to the gaming or lottery industries
4. Condoning human rights violations, pornography, abusive labor practices including the exploitation of child labor, flagrant or egregious damage to the environment, and unethical business practices
5. Engaging in business practices that are unfair, deceptive, harmful or fraudulent with respect to consumers, employees, or communities."

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

James A. Martell (chair), CSU alumnus, community member
Toby Cromwell, CSU alumnus, community member
Scott Thisted, CSU alumnus, community member
Kathleen Henry, President & CEO of CSU Foundation, CSU alumna
Tony Frank, President of CSU
Brett Anderson, VP of CSU Advancement Services, CSU alumnus
Amy Parsons, VP of CSU University Operations, CSU alumna
Dorothy A. Horrell, Ph.D., Representative of CSU Board of Governors, community member

Summit Fund:
School of Business faculty/staff advisors
25 School of Business students

Examples of CIR actions during the previous three years:

Within the last two years, CSU Foundation has invested in two different investment managers that focus on supporting Colorado technology and on making an impact on Colorado socially and environmentally. We continue to look at investments and investment managers that not only meet our mandate of providing the best possible investment return while preserving the endowment corpus, but also seek to make meaningful socially responsible investments.

In May the CIR also reviewed our comprehensive Sustainable Investment Policy and reaffirmed CSU's commitment to its principles.

The Summit Student Investment Fund is now valued at more than $300,000 and has beat the S&P 500 index for six out of the last 10 years.

The website URL where information about the CIR is available:

http://foundation.colostate.edu/

Sustainable Investment

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

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

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

Total value of the investment pool:

325,413,844.15 *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)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	18,612,070.04 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *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:

Colorado State University Foundation invests with third-party, external investment managers who manage portfolios of securities and companies. Through its external investment managers, Colorado State University Foundation has investment in renewable energy (wind turbine, solar panels), energy recycling, engineering services for alternative energy installations and other environmentally responsible investments. Also, Colorado State University Foundation chooses third-party investment managers who regularly monitor, address, train and seek to improve ESG (environmental, social and governance) developments within their portfolio.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

CSU Socially Responsible Policy.PDF

The sustainable investment policy:

The Board of Directors of Colorado State University Foundation has adopted an Investment Policy addressing socially responsible investing. Such policy recognizes the existence of social and environmental issues and their adverse impacts to humanity and the world.

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

Within the last two years, CSU Foundation has invested in two different investment managers that focus on supporting Colorado technology and on making an impact on Colorado socially and environmentally. We continue to look at investments and investment managers that not only meet our mandate of providing the best possible investment return while preserving the endowment corpus, but also seek to make meaningful socially responsible investments.

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

CSU last conducted a Negative Screening in 2009 in consideration of the humanitarian crisis in Sudan.

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

The CSU Foundation carefully reviews and votes all received proxy votes in accordance with its Socially Responsible Investment Policy.

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?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

The CSU Foundation regularly communicates its support and involvement in environmental initiatives and stewardship to all of its investment managers. This communication specifically encourages the managers to consider investments supporting and embracing sustainability, renewable energy and community development.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

CSU participates in an annual forum for local Universities looking to review their investment policies. Sustainability and social issues are important aspects of this agenda.

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

Investment Disclosure

Responsible Party

Nik Olsen
Assistant Director of Administrative Communications
Office of the President

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

The Colorado Treasury Department is responsible for investing most of the state's cash and managing the related investments. Currently the Department manages more than $6.5 billion in more than 750 funds. For efficiency and in order to increase investment yield, most of the monies from General Fund, state agencies, and political subdivisions of the state are pooled for investment purposes (this includes Colorado State University). Some funds are managed separately under distinct investment policies. A detail listing of the investments held by the State Treasury are included in the PDF loaded here and can be viewed publicly at under Treasury Pool Detail at:

http://www.colorado.gov/cs/Satellite/Treasury_v2/CBON/1251591982337

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The URL for the Colorado State University System Financial Statements and Independent Auditor's Reports can be publicly viewed at:
http://www.leg.state.co.us/OSA/coauditor1.nsf/All/220F90C0E9ACD47887257DA10056AA26/$FILE/1416F-B%20Colorado%20State%20University%20System,%20Financial%20and%20Compliance%20Audit,%20Years%20Ended%20June%2030,%202014%20and%202013.pdf

"---" 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:
61.65

A copy of the investment holdings snapshot:
CSU Treasury Investment Disclosure_PA15_1.pdf

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

Criteria

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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.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

CSU Energy Reserve Fund

A brief description of the innovative policy, practice, program, or outcome :

The Energy Reserve Fund is based on the idea that being green can be profitable (or more accurately; bring a return on investment). An initial investment of $500,000 created a discretionary fund for green facilities projects and improvements which are evaluated for their ability to save the University money and ultimately grow the fund.

The program has been a great success. The funding has grown from $500,000 in the first year to just under $870,000 in year four. After 5 years of seeding, the project is set to become self-sustaining - with savings from previous years' projects continuing to fund new initiatives.

This has been an important model for supporting sustainability at our University, especially a large research-driven land grant University.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The overall effects of these projects can be seen in the University's utility bills. Since the ERF has been established, total energy use has decreased 13% when normalized for weather and building square footage. Water use is down 5% and overall utility costs have remained stable despite an increase in utility rates.

A letter of affirmation from an individual with relevant expertise:

STARS Innovation_2.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---

Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Innovation 2

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

CSU Powerhouse and Energy Institute

A brief description of the innovative policy, practice, program, or outcome:

The Energy Institute at Colorado State University (alternatively the CSU Powerhouse), is a model for combining sustainably remodeled spaces specifically designed as a 'powerhouse' for innovation in sustainability. This innovation credit is a meant to demonstrate a purpose driven space built to LEED Platinum standards to house sustainability programs that go above and beyond the typical "sustainable research" points in STARS.

The Energy Institute at Colorado State University, which coordinates energy-related research across campus, is headquartered at the Powerhouse Energy Campus. Thirteen campus-wide research centers are affiliated with the Institute. This is CSU's epicenter of Energy Research.

The Institute aims to grow the impact, reach, and reputation of energy research and education at Colorado State University by increasing collaboration with industry and governmental partners, creating new research and educational opportunities for CSU faculty and students, and accelerating the dissemination of CSU solutions.

This cross-campus, interdisciplinary effort is operated under the Office of the Vice President for Research. The extensive network of researchers, research programs, and centers, spans all eight colleges at CSU, and extends off campus to a global network of public and private partners.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Both the programs housed within this center, as well as some its building features qualify it for a STARS Innovation point:
- The old coal hopper has been replaced with a greenhouse in which researchers can grow biofuel feedstocks. The smokestacks houses four vertical-axis wind turbines.
- The Powerhouse Campus achieves 50 percent to 55 percent energy savings when compared to other commercial/industrial buildings – well above the 48 percent required to meet LEED Platinum status. The Powerhouse does not contain a traditional air conditioning system. Instead, the building is cooled by a 26-mile network of tubing that circulates chilled water. The system relies on Colorado's cool nightly temperatures to chill the water, and uses a predictive control system that monitors the building in relationship to the weather forecast.
- The current array of rooftop solar panels generates 20 kilowatts of electricity, which will help power the building. Additional panels will be installed in 2015 and will produce another 25 kilowatts of power.
- The metal panels on the outside of the addition are the same as what is used in commercial freezer systems. The pre-finished, interlocking panels help prevent air leaking from the building.
- The building's fiberglass window frames and glass pane have an R-value of 7.5, more than two times higher than the energy efficiency rating of conventional aluminum window frame systems.
- The entire building is outfitted with customized low-voltage LED lights that attach to ceiling with magnets. Heat from the lights is absorbed by the floor slabs and is transferred back into the system.

For additional information about programs, see the attached letter.

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	Yes
Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.energy.colostate.edu/p/powerhouse-energy-campus

Innovation 3

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Alternative Transportation

A brief description of the innovative policy, practice, program, or outcome:

Colorado State University's has invested in reducing vehicular GHG emissions through the creation of Parking and Transportation Services (PTS). Annually, the new department budgets $500,000 from Parking Revenue for staff, programmatic, and infrastructure to help reduce Single Occupancy Vehicle (SOV) commuting and work-day trips.

Parking and Transportation Services also creates an annual travelshed map to calculate the distance from the employees home address to the University. The mapping effort helps the university set Vehicle Miles Traveled (VMT) reduction goals for our students and employees while helping to calculate the emissions budget for the University.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In 2014, Parking and Transportation Services collaborated with Associated Students of Colorado State University (ASCSU) to provide $760,000 ($500,000 and $260,000 respectively) of additional transit services for campus users. The new transit routes provide a last-mile cross-campus shuttle while providing first-ever connections to our satellite campuses. These new routes allow our students to travel between campuses without the need of a personal vehicle. Lastly, this collaboration with our local transit provider now provides all students and employees with a free, annual transit pass.

A letter of affirmation from an individual with relevant expertise:

Innovation Credit Letter - STARS_3.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---

Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	Yes
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://parking.colostate.edu/pages/Transfort.aspx

Innovation 4

Responsible Party

Carol Dollard
Energy Engineer
Facilities Management

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

CSU's Adult and Veteran Learners

A brief description of the innovative policy, practice, program, or outcome:

Colorado State University has a long history of supporting many aspects of the adult learner population. The Adult Learner and Veteran Services office supports increased academic achievement and holistic development for all adult learners, including but not limited to veterans and student parents, resulting in graduation from CSU and sustainable personal and professional success. We do this through engagement and leadership opportunities, community building, and resource facilitation. For a full list of exceptional programs, see the attached letter. A few highlights:
- The ALVS office has been in existence since 2009 and was built on the Resources for
Adult Learners/Non-Traditional Student programs previously organized within Off
Campus Life.
- CSU applied for and earned one of twenty $100,000 American Council on Education/Wal-Mart Foundation Success for Veterans Grant in 2009 which supported the establishment of the office and SALUTE Veterans National Honor Society. Since inception, ALVS has been supported by students via student fees (now at $6.76).
- ALVS continues to host SALUTE headquarters, supporting operations of multiple
chapters and 4,500 students nation-wide.
- Since 2013 ALVS office has partnered with the State of Colorado – Department of Labor
and Employment to host a full-time Veteran's Employment Representative.
- On October 30-31, the first-ever Veteran's Symposium was held on campus with 29 sessions and several keynote speakers.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

CSU's adult learner cohort has seen a 3.3% increase during the 2010-2013 time frame and a 89.6% increase in the number of student veterans during that time.

CSU has fully participated in the Department of Veteran Affairs (VA) Yellow Ribbon GI
Enhancement Program since 2011, providing 50% of the cost of the difference between
in-state and out-of-state tuition and fees while the VA covers in-state tuition and the
remaining 50%.

CSU has been designated a Military Friendly institution by GI Jobs® for the past 5 years, placing in the top 15% of universities doing the most to support veterans returning to college.

A letter of affirmation from an individual with relevant expertise:

ALVS STARS Letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://alvs.colostate.edu/