



# University of Colorado Boulder

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

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Reason for excluding agricultural school:

University of Colorado Boulder does not have a school of agriculture within the institutional boundary.

**Reason for excluding medical school:**

University of Colorado Boulder does not have a school of medicine within the institutional boundary.

**Reason for excluding pharmacy school:**

University of Colorado Boulder does not have a pharmacy school within the institutional boundary.

**Reason for excluding public health school:**

University of Colorado Boulder does not have a school of public health within the institutional boundary.

**Reason for excluding veterinary school:**

University of Colorado Boulder does not have a veterinary school within the institutional boundary.

**Reason for excluding satellite campus:**

University of Colorado Boulder does not have a satellite campus within the institutional boundary.

**Reason for excluding hospital:**

University of Colorado Boulder does not have a hospital within the institutional boundary.

**Reason for excluding farm:**

University of Colorado Boulder does not have a farm within the institutional boundary.

**Reason for excluding agricultural experiment station:**

University of Colorado Boulder does not have an agricultural experiment station within the institutional boundary.

**Narrative:**

We are excluding the Mountain Research Center due to the high level of specialization, and location is outside the city of Boulder.

# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

937,500,000 US/Canadian \$

### Total campus area:

600 Acres

### IECC climate region:

Cold

### Locale:

Large town

### Gross floor area of building space:

11,048,065 Gross Square Feet

### Conditioned floor area:

11,048,065 Square Feet

### Floor area of laboratory space:

2,332,798 Square Feet

### Floor area of healthcare space:

55,738 Square Feet

### Floor area of other energy intensive space:

86,321 Square Feet

### Floor area of residential space:

1,287,519 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

<b>Biomass</b>	0.10
<b>Coal</b>	59.30
<b>Geothermal</b>	0
<b>Hydro</b>	1.60
<b>Natural gas</b>	22
<b>Nuclear</b>	0
<b>Solar photovoltaic</b>	1
<b>Wind</b>	16
<b>Other (please specify and explain below)</b>	---

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

The above breakdown is consistent with the energy mix displayed at Xcel Energy, the electricity provider for The University of Colorado Boulder.

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	0
<b>Coal</b>	0
<b>Electricity</b>	0
<b>Fuel oil</b>	0
<b>Geothermal</b>	0
<b>Natural gas</b>	100
<b>Other (please specify and explain below)</b>	0

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

The buildings are heated 100% from natural gas.



# Academics and Demographics

## Criteria

n/a

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### Submission Note:

<http://www.colorado.edu/academics/colleges-schools>

<http://www.colorado.edu/academics/academic-departments>

<https://housing.colorado.edu/resources-tips/administration>

<http://www.colorado.edu/pba/facstaff/faccoll20137.htm>

<http://www.colorado.edu/pba/records/fte/term1213.htm>

<http://www.colorado.edu/pba/facstaff/>

<http://www.colorado.edu/pba/records/snap/21272117/snappage13.htm>

[http://higherred.colorado.gov/Publications/Reports/Budget/FY2013/2013\\_FTE\\_AllTables.pdf](http://higherred.colorado.gov/Publications/Reports/Budget/FY2013/2013_FTE_AllTables.pdf)

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

## Number of academic divisions:

11

## Number of academic departments (or the equivalent):

50

## Full-time equivalent enrollment:

26,124

## Full-time equivalent of employees:

6,212

**Full-time equivalent of distance education students:**

1,450

**Total number of undergraduate students:**

18,142

**Total number of graduate students:**

5,086

**Number of degree-seeking students:**

29,278

**Number of non-credit students:**

572

**Number of employees:**

7,542

**Number of residential students:**

6,014

**Number of residential employees:**

15

**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.

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

## Responsible Party

**Bruce Goldstein**

Prof.

ENVD

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## 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::**

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	2,147	561
<b>Number of sustainability courses offered</b>	118	67
<b>Number of courses offered that include sustainability</b>	335	123

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

45

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

53

**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):**

[CU\\_Sustainability\\_Classes-revised.10.2014.xlsx](#)

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

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

<https://docs.google.com/spreadsheet/ccc?key=0Ag35kOQrHucIdEZMV1JLWVdOSTgtVzFPbkIxaW8tWHc#gid=34>

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

A three-page summary of the credit was given to the Chairs of each department, whereupon they analyzed their curriculum based on the definition of a sustainability "focused" or related course. For the few departments who did not submit this summary an analysis determining the percentage of sustainability "related or "focused" courses was done by the STARS Research Assistants. This analysis was based on the same criteria mentioned above and was conferred upon by Bruce Goldstein, the Environmental Studies Faculty Research Associate and Outreach and Education Coordinator for Sustainability Initiatives.

**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):**

Courses with multiple offerings an/or sections were counted once. The University of Colorado lists courses with multiple offerings allowing for the STARS research assistants to cross-reference double listings and prevent oversized reporting.

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

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

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

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## Responsible Party

**Dave Newport**

Director

Environmental Center

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## 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.

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

# Undergraduate Program

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## Responsible Party

**Bruce Goldstein**

Prof.

ENVD

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## 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*.

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

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

Yes

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

Environmental Studies

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

Environmental Studies is an interdisciplinary program, and utilizes existing courses given in various Arts and Sciences departments. The program is designed to provide a broad, but rigorous education in environmental issues and problem solving, as opposed to a traditional, discipline-based training. The Environmental Studies major draws from curricula in the earth and natural sciences as well as the social sciences.

The purpose of the major is to train students in the cause, scale, and remediation strategies of the major environmental problems in the United States and the world. Students will acquire an awareness of the complexity of factors relating to human interaction with the environment. They will become acutely aware of the fact that environmental problems have both human and biophysical components, and gain knowledge of the general principles of human-environmental interaction, global habitability, environmental change, and sustainable human societies.



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

<http://www.colorado.edu/envs/prospective-students/undergraduate-students/>

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

N/A

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

N/A

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

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

N/A

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

N/A

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

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

N/A

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

No

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

N/A

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

N/A

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

---

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

N/A

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

N/A

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

---

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

N/A

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

N/A

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

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

N/A

# Graduate Program

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## Responsible Party

**Bruce Goldstein**

Prof.

ENVD

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## 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*.

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## Submission Note:

ENVS graduate studies offers a robust sustainability education with all faculty co-rostered in other academic departments thus grounding the training in interdisciplinary and systems-thinking perspectives. This is consistent with CU's approach to sustainability--that of a interdisciplinary education that trains in systems thinking and all sustainability elements.

"---" 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):**

Environmental Studies

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

The Environmental Studies graduate program is an interdisciplinary program with specializations (secondary core areas) in Sciences, Policy and Values & Theory.

Meeting environmental challenges of the 21st century requires research, education and training that spans traditional disciplinary boundaries and emphasizes the interconnections of science and decision making. Drawing on the resources of the entire University of

Colorado system, we have designed a truly interdisciplinary Graduate Program in Environmental Studies that awards two degrees: Master of Science and Doctor of Philosophy. Two dual degree programs with other departments are offered. ENVS offers an interdisciplinary Certificate in Environment, Policy and Society for non-ENVS graduate students. The university offers many other certificate programs suitable to ENVS graduate students.

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

<http://www.colorado.edu/envs/prospective-students/graduate-students>

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

N/A

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

N/A

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

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

N/A

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

N/A

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

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

N/A

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

No

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

N/A

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

N/A

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

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

N/A

# Immersive Experience

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## Responsible Party

**Bruce Goldstein**

Prof.

ENVD

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## 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.

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### Submission Note:

note URLs embedded in text above

"---" 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:

CU has several experiences that meet these criteria.

For instance, Engineering for Developing Communities (EDC) is one of several Active Learning Opportunities and Exploration Beyond the Classroom experiences available to students in the College of Engineering and Applied Science at the University of Colorado at Boulder.

The Mortenson Center in Engineering for Developing Communities (MC-EDC) presents a unique opportunity for educating a new generation of engineers who contribute to the relief of the problems faced by developing communities worldwide. The center emphasizes

an integrated and participatory nature of humanitarian development. As such, it contributes to meeting the UN Millennium Development Goals. MC-EDC encompasses education, research & development, and outreach/service related to sustainable community development. All MC-EDC students are assigned to real projects.

<http://ceae.colorado.edu/disciplines/interdisciplinary-programs/engineering-for-developing-communities/>

Likewise, the Leeds Center for Education on Social Responsibility offers a Socially Responsible Enterprise Certificate which requires an experiential learning experience through an internship with socially responsible businesses. They also offer many sustainability focused service learning courses such as Business Solutions for the Developing world.

<http://cesr.colorado.edu/internships/>

<http://leeds.colorado.edu/course/cesr4005>

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

<http://ceae.colorado.edu/disciplines/interdisciplinary-programs/engineering-for-developing-communities/>

# Sustainability Literacy Assessment

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## Responsible Party

**Marianne Martin**  
Associate Director  
Environmental Center

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## Criteria

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

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

This credit includes graduate as well as undergraduate students.

---

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

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

0

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

20

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

[Sustainability-ITP\\_Questions\\_2014.docx](#)

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

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

The assessment was developed using statistically different information between students whom attended the E Center orientation and those who did not.

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



Incoming students attending orientation we administered the above questions for literacy assessment purposes.

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

na

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

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# Incentives for Developing Courses

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## Responsible Party

**Dave Newport**  
Director  
Environmental Center

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## Criteria

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

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

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

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*"---" 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:

Environmental Center's Sustainable Practices Program offers non-credit classes and awards a certificate. Instructors are paid to develop these courses. Likewise, the Peak to Peak program trains campus faculty and incentivizes the inclusion of sustainability content in curriculum.

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

Faculty that include sustainability in courses and participate in P2P are paid.

<http://www.colorado.edu/academicaffairs/p2p.html>

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

<http://ecenter.colorado.edu/education/sustainable-practices>

# Campus as a Living Laboratory

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## Responsible Party

**Lisa Barlow**

Senior Instructor

Baker-Environmental Residential Academic Program

---

## 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.

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### Submission Note:

URL's are listed in each description field.

Although the same course number is listed for almost every area, individual students or student groups conducted research and submitted reports on varying topics encompassed by this credit.

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

	<b>Yes or No</b>
<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	Yes
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	No
<b>Purchasing</b>	Yes
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	No
<b>Public Engagement</b>	No
<b>Other</b>	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:**

ENVS 3001 (2012)

The purpose of this case study is to analyze CU's Fleet online database with the intention of gaining insight into reducing CU's petroleum  
[STARS Reporting Tool](#) | [AASHE](#) Snapshot | Page 28

usage to the targeted amount of 81,474 gallons by the year 2015. This goal also complements CU's Conceptual Plan for Carbon Neutrality, which has the ongoing goal of reducing CU's Greenhouse gas emissions.

**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:**

Williams Village North LEED Platinum residence hall

CU-Boulder's newest residence hall, Williams Village North, welcomed students this fall for the first time, many of whom will be learning about the building's sustainable design through two Residential Academic Programs (RAPs) that are housed in the residence hall. The building includes CU's first grey water system, optimal daylighting, xeric and native plant gardens, and also houses complementary Academic Programs in engineering and social entrepreneurship.

[http://www.colorado.edu/news/features/residence-hall-helps-students-gain-understanding-sustainable](http://www.colorado.edu/news/features/residence-hall-helps-students-gain-understanding-sustainable-design#sthash.mIkD2Eri.dpuf)

[ble-design#sthash.mIkD2Eri.dpuf](http://www.colorado.edu/news/features/residence-hall-helps-students-gain-understanding-sustainable-design#sthash.mIkD2Eri.dpuf)

**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:**

ENVS 3001 (2011-1)

Dining Services has set goals for the percentage of food served at the University of Colorado at Boulder that meets the definitions of being organic, local and "natural." This project aimed to define "natural for CU's Dining Services in order to provide the institution with the information and tools to allow a healthier lifestyle for students while decreasing the overall footprint.

<http://www.colorado.edu/envs/envs-3001>

**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:**

ENVS 3001 (2011-3)

In the Fall of 2011, Duane Tucker, Moe Tabrizi, Curt Huetson, and Kristin Epley met with Dr. Lisa Barlow and requested that a team from her service-learning class, Sustainable Solutions Consulting (ENVS 3001) research the status of printing on the CU campus, particularly with an eye towards potential for elimination for desk-side devices made redundant by MFD's. Because the class is focused on sustainability, research includes the embedded socio-environmental burden of paper, toner ink, energy consumption, manufacture, as well as print behavior on the campus.

**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:**

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**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:**

ENVS 3001 (2013)

At the request of Robin Margolin and Matt Ribarich, a team from ENVS 3001 conducted research and assessed current durable ware, compostable waste, and re-usable to-go containers through a lifecycle analysis and cost comparison. Their results can inform not only CUSG and UMC Food Service, but also other entities on the CU Campus.

**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:**

ENVS 3001 (2012)

The Sustainable Solutions Consulting class of 2012's mission is to research and recommend strategies to reduce petroleum consumption in the University of Colorado Boulder campus fleet vehicles. This includes a Right Sizing survey administered to Facilities Management staff in order to gain a better understanding of vehicle use and potential areas for right-sizing. The right-sizing survey will help determine the appropriate or optimal number of vehicles.

**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:**

ENVS 3001 (2013)

Landfill diversion among other reduction goals found in the sustainability plan were adopted and then expanded in CU Boulder's Conceptual Plan for Carbon Neutrality. Because of the missed diversion target for 2012 of 75%, Matt Ribarich and Robin Margolin

requested assistance from students in ENV5 3001 to evaluate the current program and make progress toward CUSG's 90% waste diversion goal for 2015.

<http://www.colorado.edu/envs/envs-3001>

**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:**

ENV5 3001 (2011-3)

The purpose of this study was to conduct a thorough review and assessment of the life cycle of ink and toner print cartridges to identify areas for CU Boulder to improve printing of cartridges, which includes the amount of waste water from each stage of production.

<http://www.colorado.edu/envs/envs-3001>

**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:**

N/A

**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:**

N/A

**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:**

ENV5 3001 (2011-3)

The purpose of this study was to conduct a thorough review and assessment of the life cycle of ink and toner print cartridges to identify areas for CU Boulder to improve printing of cartridges, including a study conducted on the health effects of production and disposal of cartridge components, and a recommendation for socially responsible purchasing.

<http://www.colorado.edu/envs/envs-3001>

**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:**

N/A

**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:**

N/A

**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) ENVS 3001 (2013)

The Sustainable Consulting Class of 2013 was asked by Matt Ribarich and Robin Margolin to evaluate the current zero waste program, and make recommendations for improvement. This included a behavior team, focusing specifically on consumer choice for compostable or reusable dining ware, and consumer disposal techniques.

[http://envs.colorado.edu/uploads/undergrad/Chapter\\_5\\_Choose\\_This\\_Not\\_That\\_-\\_A\\_Study\\_of\\_Communit  
y\\_Based\\_Social\\_Marketing\\_Strategies.pdf](http://envs.colorado.edu/uploads/undergrad/Chapter_5_Choose_This_Not_That_-_A_Study_of_Community_Based_Social_Marketing_Strategies.pdf)

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

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# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Bruce Goldstein**

Prof.

ENVD

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## 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.

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

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

330

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

2,464

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

36

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

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

[2013 Academic Research\\_1.xlsx](#)

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

Abdalati, Waleed- Geography, CIRES  
 Adams, William III- Ecology and Evolutionary Biology, RASEI  
 Ahn, Natalie- Biochemistry  
 Alston, Lee- Environmental Studies, Economics, Institute of Behavioral Science Institutions Program  
 Anderson, Suzanne- Geography  
 Andersson, Krister- Environmental Studies, Political Science, IBS Environment and Society Program  
 Andrews, John T.- Atmospheric and Oceanic Chemistry Affiliate  
 Anseth, Kristi S.- Biofrontiers  
 Antman, Francisca- IBS Population Program  
 Armstrong, Richard- Geography, NSIDC, CIRES  
 Avallone, Linnea M.- Atmospheric and Oceanic Chemistry  
 Bachtell, Ryan- Psychology  
 Bair, Jennifer- IBS Institutions Program  
 Baker, Andy- IBS Institutions Program  
 Barger, Nicole- Ecology and Evolutionary Biology  
 Barham, Tania- IBS Health and Society Program  
 Barlow, Lisa- Environmental Studies, Baker Residential Academic Program  
 Barnard, Holly R- Geography  
 Barnes, Frank- RASEI, Department of Electrical, Computer, & Energy Engineering  
 Batey, Robert- Biochemistry  
 Belknap, Joanne- IBS Problem Behavior Program  
 Bielefeldt, Angela- Civil and Environmental Engineering  
 Bierbaum, Veronica- Chemistry  
 Bilham, Roger- CIRES, Geological Sciences  
 Blanken, Peter- Environmental Studies, Geography, Atmospheric and Oceanic Chemistry Affiliate  
 Blumenthal, Tom- MCDB  
 Boardman, Jason D.- IBS Health and Society Program, IBS Population Program, Sociology Department  
 Bortz, David- RASEI, Applied Mathematics  
 Boswell, Robert- MCDB  
 Boulding, Carew- IBS Institutions Program  
 Bowers, M. Deane- Ecology and Evolutionary Biology  
 Bowman, Christopher- Chem and Biochem  
 Bowman, William D.- Ecology and Evolutionary Biology  
 Boyd, William- Environmental Studies, School of Law  
 Boykoff, Maxwell T- CIRES, Environmental Studies, CSTPR, RASEI  
 Brandemuehl, Michael J.- RASEI, Department of Civil, Environmental, and Architectural Engineering  
 Breed, Michael- Ecology and Evolutionary Biology- Ebio  
 Brown, David S.- IBS Institutions Program  
 Bryan, Joe- Geography  
 Bryant, Stephanie- Chem/Biochem  
[STARS Reporting Tool](#) | [AASHE](#)

Buttenfield, Barbara- Geography  
Cadena, Brian- IBS Population Program  
Campeau, Serge- Psychology  
Caruthers, Marvin- Biochem  
Cassano, John - Atmospheric and Oceanic Sciences, CIRES  
Cech, Thomas- Biochem  
Chase, Tom - Civil, Environmental and Architectural Engineering, CIRES  
Chu, Xinzhao- CIRES, Aerospace Engineering Sciences  
Clouset, Susan E.- Biofrontiers  
Collinge, Sharon- Environmental Studies, Ecology and Evolutionary Biology  
Collins, William- Atmospheric and Oceanic Chemistry  
Copley, Shelley D.- CIRES, Molecular, Cellular and Developmental Biology  
Covert, Herbert- Anthropology  
Crow, Deserai- Environmental Studies, School of Journalism and Mass Communication  
Cruz, Alexander- Ecology and Evolutionary Biology  
Cundiff, Mel- Ecology and Evolutionary Biology  
Damrauer, Niels- Chem  
Davies, Kendi- Ecology and Evolutionary Biology  
Davis, Robert- RASEI, College of Engineering and Applied Science  
Day, Doug- CIRES  
DeDecker, Brian- MCDB  
Deetz, Stan- Communication  
Demmig-Adams, Barbara- Ecology and Evolutionary Biology, RASEI  
DeSouza, Chris- IPHY  
Detweiler, Corrie- MCDB  
Dickson, Rebecca- Program for Writing and Rhetoric  
Dilling, Lisa- CIRES, Environmental Studies, CSTPR, RASEI  
Doak, Dan- ENVS  
Dowell, Robin- Biofrontiers  
Downey, Liam- Sociology, IBS Population Program  
Dukovic, Gordana- RASEI, Department of Chemistry & Biochemistry  
Dunn, Elizabeth- Geography  
Eaton, Bruce- Biofrontiers  
Eaves, Joel- RASEI, Department of Chemistry & Biochemistry  
Ehringer, Marissa-Ebio  
Elliott, Delbert S.- IBS Health and Society Program, Center for the Study and Prevention of Violence (CSPV), IBS Problem Behavior Program  
Emery, William J.- Atmospheric and Oceanic Chemistry Affiliate  
Espinosa, Joaquin M.- MCDB  
Falconer, John- RASEI, Chemical and Biological Engineering  
Falke, Joseph- Biochem  
Farmer, G. Lang- CIRES, Geological Sciences  
Feldheim, Daniel- RASEI, Department of Chemistry and Biochemistry  
Ferguson, Virginia- Mechanical Engineering  
Ferrer, Imma- Civil, Environmental and Architectural Engineering  
Fierer, Noah- CIRES, Ecology and Evolutionary Biology  
Fillman, Christy- MCDB  
Finkelstein, Noah- Physics

Fitch, Samuel- Environmental Studies, Political Science  
Flaxman, Sam- Ecology and Evolutionary Biology  
Flores, Nicholas- Environmental Studies, Economics, Institute of Behavioral Science Environment and Society Program  
Flowers, Rebecca M- Geology  
Forbes, Jeffrey M.- Atmospheric and Oceanic Chemistry Affiliate  
Fox-Kemper, Baylor- CIRES, Atmospheric and Oceanic Sciences  
Friedrich, Katja- Atmospheric and Oceanic Chemistry  
Fuller-Rowell, Timothy J.- CIRES  
Gallahar, David- RASEI, CIRES  
Garcea, Robert- Biofrontiers  
Gasiewski, Albin- RASEI, Department of Electrical, Computer and Energy Engineering  
George, Steven- RASEI, Department of Chemistry and Chemical Engineering  
Gill, Ryan- Chem/Biochem  
Gin, Douglas- Chem/Biochem, Chemical and Biological Engineering  
Glantz, Michael- Environmental Studies, INSTAAR  
Glaser, Matt- RASEI, Department of Physics  
Gold, Larry- MCDB  
Goldman, Mara- Geography, IBS Environment and Society Program  
Goldstein, Donna- IBS Population Program, IBS Population Aging Center, Department of Anthropology  
Goodrich, James- Biochem  
Grant, Michael C.- Ecology and Evolutionary Biology  
Greenberg, Alan- Mech Engineering  
Greenberg, Edward S.- Political Science, IBS Institutions Program  
Greenwood, Michael J.- IBS Population Program and Population Aging Center, Economics  
Guralnick, Robert P.- Ecology and Evolutionary Biology  
Guruswamy, Lakshman- School of Law  
Hale, Benjamin- Environmental Studies, Philosophy, Center for Values and Social Philosophy  
Han, Min- MCDB  
Han, Weiqing- Atmospheric and Oceanic Chemistry  
Hannigan, Mike- Mechanical Engineering  
Hart, John E.- Atmospheric and Oceanic Chemistry  
Henry, Kimberly L.- IBS Problem Behavior Program  
Henze, Davin- Mechanical Engineering  
Hernandez, Mark- Civil, Environmental and Architectural Engineering  
Hertzberg, Jean- Mechanical Engineering  
Hewitt, John- Institute for Behavioral Genetics, IBS Population Program and Population Aging Center  
Hoenger, Andreas- MCDB  
Hrenya, Christine M.- Chem/Biochem  
Huang, Wenta- CIRES  
Hughes, Jonathan- Environmental Studies, Economics  
Hunter, Lori M.- Sociology, Environmental Studies Program, Institute of Behavioral Science Population Program and Population Aging Center  
Jan, Najeeb- Geography  
Jimenez, Jose-Luis- CIRES, Chemistry, Atmospheric and Oceanic Chemistry Affiliate  
Johnson, Pieter- Ecology and Evolutionary Biology  
Johnson, Tom- Institute of Behavioral Genetics, IBS Population Aging Center  
Jonas, David- RASEI, Chemistry  
Jones, Craig H.- CIRES, Geological Sciences

Jones, Kevin- MCDB  
Jupille, Joseph- Political Science, IBS Institutions Program  
Kaar, Joel- Chem/Biochem  
Kane, Nolan- Ebio  
Kantha, Lakshmi- Atmospheric and Oceanic Chemistry Affiliate  
Kaplan, David W.- IBS Health and Society Program and Problem Behavior Program  
Kenney, Douglas- Environmental Studies, School of Law, RASEI  
Khalsa, Siri Jodha Singh- NSIDC, CIRES  
Khan, M. Nizam- IBS Population Aging Center and Population Program  
Kim, Moonhawk- Political Science, IBS Institutions Program  
Kineman, John J.- CIRES  
Klymkowsky, Michael- MCDB  
Knight, Jennifer- MCDB  
Knight, Rob- RASEI, Department of Chemistry and Biochemistry, Biofrontiers  
Koch, Tad- Chemistry  
Kociolek, John- Ebio  
Komor, Paul- Environmental Studies, Energy Initiative, Education Director of the Renewable and Sustainable Energy Institute (RASEI), Leeds School of Business  
Koschmann, Matt- RASEI, Department of Communication  
Koster, Jean- RASEI, Aerospace Engineering Sciences  
Koval, Carl- Environmental Studies, Chemistry  
Krakoff, Sarah- School of Law, RASEI  
Krtati, Moncef- RASEI, Department of Civil, Environmental, Architectural Engineering  
Krauter, Ken- MCDB  
Kuchta, Robert- Biochem  
Kuhn, Randall S.- IBS Population Program and Population Aging Center  
Larsen, Molly C.- CIRES  
Lawrence, Peter- CIRES  
Lawrence, Stephen- Leeds School of Business, Academic Director of the Deming Center for Entrepreneurship, Fellow with the Renewable and Sustainable Energy Institute (RASEI).  
LeBourgeois, Monique- IPHY  
Lee, Y.C.- Mech Engineering  
Leinwand, Leslie- Biofrontiers  
Lewis, William M. Jr.- CIRES, Ecology and Evolutionary Biology  
Leyk, Stefan- Geography  
Limerick, Patty- History  
Linden, Karl- Civil, Environmental and Architectural Engineering  
Link, Chris- IPHY  
Litt, Jill- Environmental Studies, University of Colorado Health Sciences Center  
Little, Jani S.- IBS Research Program on Population Processes and Population Aging Center  
Liu- Biochem  
Lovenduski, Nicole- Atmospheric and Oceanic Chemistry  
Lowry, Christopher- IPHY  
Lundquist, Julie- Atmospheric and Oceanic Chemistry  
Lv, Qin- RASEI, Department of Computer Science  
Mahoney, Melissa- Chem/Biochem  
Maier-Watkins- Psych  
Maksimovic, Dragan- RASEI, Department of Electrical, Computer, and Energy Engineering

Martin, Andrew P.- Ecology and Evolutionary Biology  
Martin, Jennifer- MCDB  
Maskus, Keith E.- IBS Institutions Program and Population Aging Center  
Mayer, Thomas F.- IBS Institutions Program, Sociology  
"McCabe, J. Terrence- Anthropology, Environment and Society Program,  
Institute of Behavioral Science Population Aging Center"  
McCain, Christy M.- Ecology and Evolutionary Biology  
McCarney, John- RASEI, Civil , Environmental, & Architectural Engineering  
Mchenry, Charles S. - Biochem  
McIntosh, Richard- MCDB  
McKenzie, Valerie- Ecology and Evolutionary Biology  
McKinnish, Terra G.- IBS Population Program  
McKnight, Diane- Environmental Studies, INSTAAR, Civil, Environmental and Architectural Engineering  
McNown, Robert F.- IBS Population Program  
McQueen, Matt- Institute for Behavioral Genetics, IBS Population Program  
Medlin, James W.- Chem/Biochem  
Meiss, James D.- RASEI, Department of Applied Mathematics  
Melbourne, Brett- Ecology and Evolutionary Biology  
Menken, Jane A.- Sociology, IBS Population Aging Center, IBS Population Program  
Michl, Josef- RASEI, Department of Chemistry & Biochemistry  
Miklowitz, David J.- Psychology and Neuroscience, IBS Problem Behavior Program  
Milford, Jana- Environmental Studies, Mechanical Engineering, RASEI  
Miller, Dale- Environmental Studies  
Miller, Gifford- Geological Sciences, INSTAAR  
Miller, Shelly- Mechanical Engineering  
Mitton, Jeffrey B.- Ecology and Evolutionary Biology  
Mobarak, A. Mushfiq- IBS Political and Economic Change Research Program, Population Aging Center, and Environment and Society  
Research Program  
Moddel, Garret- RASEI, Department of Electrical, Computer, & Energy Engineering  
Mojola, Sanyu- Sociology, IBS Population Program  
Mojzsis, Stephen- RASEI, Department of Geological Sciences  
Mollborn, Stefanie- IBS Health and Society Program  
Molnar, Peter- CIRES, Geological Sciences  
Molotch, Noah- Geography  
Montoya, Lupita- CEAE  
Moore, Russell- IPHY  
Musgrave, Charles- RASEI, Chemical and Biological Engineering  
Neff, Jason- Environmental Studies, Geology  
Nemergut, Diana- Environmental Studies, INSTAAR, Ecology and Evolutionary Biology  
Nerem, R. Steven- CIRES, Aerospace Engineering Sciences  
Neumann, Nancy- MCDB  
Noble, Richard- Chem/Biochem  
Noone, David- CIRES, Atmospheric and Oceanic Sciences  
Norris, David-IPHY  
O'Loughlin, John- Geography, IBS Institutions Program  
Oakes, Timothy- Geography  
Olwin, Brad- MCDB  
Osnes, Beth- RASEI, Theatre and Dance

Pace, Norm-MCDB  
Palmer, Amy- Biochem  
Pao, Lucy- Electrical and Computer Engineering  
Pardi, Arthur- Biochem  
Park, Wounjhang- RASEI, Department of Electrical, Computer & Energy Engineering  
Parker, Scott E.- RASEI, Department of Physics  
Payne, David S.- Leeds School of Business  
Pellegrino, John- RASEI, Department of Mechanical Engineering  
Perez Foster, RoseMarie, Sr.- Natural Hazards Center, IBS Environment and Society Program  
Perkins, Thomas- JILA  
Persson, Ola P G- Atmospheric and Oceanic Chemistry Affiliate  
Peterson, Jerry- RASEI, Department of Physics  
Pielke, Roger A. Sr.- CIRES  
Pielke, Roger Jr.- CIRES, Environmental Studies  
Pierpont, Cort- RASEI, Department of Chemistry and Biochemistry  
Pilewskie, Peter- Atmospheric and Oceanic Chemistry  
Pitlick, John- Geography  
Poyton, Robert- MCDB  
Radelet, Michael L.- Sociology, IBS Problem Behavior Program  
Randall, Cora- Atmospheric and Oceanic Chemistry  
Randolph, Ted- ChBE  
Rast, Mark- RASEI, Department of Astrophysical & Planetary Sciences  
Reed, Adam- School of Law, RASEI  
Renaud, Kenneth- College of Architecture and Planning  
Reznik, Dmitry- RASEI, Department of Physics  
Riosmena, Fernando- Geography, IBS Population Program  
Ritchie, Liesel- IBS Hazards Center  
Rogers, Richard G.- IBS Population Program and Population Aging Center  
Root, Elizabeth- Geography, IBS Health and Society Program  
Rosario-Ortiz, Fernando- CEAE  
Ryan, Joseph- Civil, Environmental and Architectural Engineering  
Safran, Rebecca- Ecology and Evolutionary Biology  
Sammakia, Tarek- Chem  
Sauther, Michelle- Anthropology  
Scambos, Ted - CIRES, NSIDC  
Schibli, Thomas- Physics  
Schmidt, Steven K.- Ecology and Evolutionary Biology  
Seals, Douglas- Department of Integrative Physiology, Population Aging Center  
Seastedt, Timothy- Ecology and Evolutionary Biology  
Serreze, Mark - NSIDC, Geography, CIRES  
Shang, Li- RASEI, Department of Electrical, Computer, and Energy Engineering  
Sheehan, Anne- CIRES, Geological Sciences  
Sheets, Payson- Anthropology  
Shen, Jingshi- MCDB  
Shoemaker, Richard- Chem  
Sievers, Robert E.- CIRES, Chemistry and Biochemistry, CIRES, Environmental Studies  
Silverstein, JoAnn- Civil, Environmental and Architectural Engineering  
Skodje, Rex- RASEI, Department of Chemistry and Biochemistry



Smith, Dena- Geology  
Solomon, Susan- CIRES, NOAA/ESRL, Atmospheric and Oceanic Chemistry  
Sousa, Marcelo- Biochem  
Spencer, Robert- Psych  
Spielman, Seth- Geography  
Squillace, Mark- Environmental Studies, Natural Resources Law Center, School of Law, RASEI  
Steen, Sara- Sociology, IBS Problem Behavior Program  
Stock, David W.- Ecology and Evolutionary Biology  
Stowell, Michael- MCDB  
Stoyovich, MarkChem/Biochem  
Su, Tin Tin- MCDB  
Summers, R. Scott- Civil, Environmental and Architectural Engineering  
Sutter, Paul- History  
Syvitski, James- Atmospheric and Oceanic Chemistry Affiliate  
Taatjes, Dylan- Biochem  
Tan, Wei- Biofrontiers  
Tierney, Kathleen- Natural Hazards Center, IBS Environment and Society Program  
Tolbert, Margaret- CIRES, Chemistry and Biochemistry, Atmospheric and Oceanic Chemistry Affiliate  
Toohey, Darin- RASEI, Environmental Studies, Atmospheric and Oceanic Sciences, Baker Residential Academic Program  
Toon, Brian- Atmospheric and Oceanic Chemistry  
Townsend, Alan- Environmental Studies, INSTAAR, Ecology and Evolutionary Biology  
Travis, William Riebsame- CIRES, Geography, Environmental Studies, IBS Environment and Society Program  
Tsai, Pei- IPHY  
Tucker, Gregory- CIRES, Geological Sciences  
Vaida, Veronica- CIRES, Chemistry and Biochemistry, Atmospheric and Oceanic Chemistry Affiliate  
Van Blerkom, Jonathan- MCDB  
Van Boven, Leaf- RASEI, Psychology  
Vanderhelden, Steve- Environmental Studies, Political Science  
Veblen, Tom- Geography  
Voeltz, Gia- MCDB  
Volkamer, Rainer- Atmospheric and Oceanic Chemistry Affiliate, CIRES, Chemistry and Biochemistry  
Wadsworth, Thomas- Sociology, IBS Problem Behavior Program  
Wahr, John- CIRES, Physics  
Walba, David- Chem  
Walczak, Maciej- Chem  
Wang, Xiang- Chem  
Weimer, Al- Chemical and Biological Engineering  
Weiss, Jeffrey B.- Atmospheric and Oceanic Chemistry  
Wessman, Carol A.- CIRES, Ecology and Evolutionary Biology  
White, James- Environmental Studies, Geology, INSTAAR, RASEI  
Wiener, John D.- IBS Environment and Society Program  
Williams, Jill- Sociology, IBS Population Program and Population Aging Center  
Williams, Mark- Environmental Studies, Geography, INSTAAR  
Winey, Mark- MCDB  
Wise, Matthew- CIRES  
Witmer, Frank- IBS Institutions Program  
Wuttke, Deborah- Biochem  
Xue, Ding- MCDB

Yeh, Emily- Geography

Yi, Rui- MCDB

Yin, Hang Hubert- Biofrontiers

York, Jeffrey- Leeds School of Business

Yulsman, Tom- Environmental Studies, School of Journalism and Mass Communication

Zhai, John- RASEI, Department of Civil, Environmental, and Architectural Engineering

Zhang, Wei- Chem

Zimmerman, Michael- Environmental Studies, Philosophy, Center for Humanities and the Arts, CVSP, CSTPR

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

Research faculty and department lists were obtained from PBA and analyzed for their research content according to STARS definition of sustainability research.

The above list does not contain faculty and staff that have not reported their research to the University Research Database VIVO. The above data is conservative without the inclusion of newly awarded research.

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

N/A

**The website URL where information about sustainability research is available:**

<http://vivo.colorado.edu/>

## Responsible Party

**James White**

Chair, Director-Institute, Professor

Institute for Arctic & Alpine Research, Environmental Studies, Geological Sciences

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## Criteria

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

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

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

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

Yes

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

Student sustainability research is encouraged several ways. 1) the ENVIS Honors program and, 2) the Baker Environmental Residential Academic Program 3) Undergraduate Research Opportunities Program

The Undergraduate Research Opportunities Program (UROP) offers students a chance to work alongside a faculty sponsor on original research. UROP was designed to create research partnerships between faculty and undergraduate students.

Likewise, the Baker Residential Academic Program specializes in environmental and sustainability education and promotes student research on the subjects.

<http://bakerrap.colorado.edu/>

<http://www.colorado.edu/envs/research/undergraduate-opportunities>

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

<http://www.colorado.edu/envs/current-students/undergraduate-students/honors>

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

Yes

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

The Following is a statement from one of the encouraged faculty sustainability research programs.

**Mission & Vision**

As a world leader in Environmental Sciences at the University of Colorado Boulder, CIRES is committed to identifying and pursuing innovative research in Earth System Science and fostering public awareness of these processes to ensure a sustainable future environment.

CIRES is dedicated to fundamental and interdisciplinary research targeted at all aspects of Earth System Science and to communicating these findings to the global scientific community, to decision-makers, and to the public.

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

<http://cires.colorado.edu/science/groups/>

**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:**

Per our strategic plan, FlagShip 2030, "We will build upon our excellent record in interdisciplinary research and creative work to become a global leader in ventures that span traditional academic fields. We will strengthen the university's advocacy, support, recognition, and financial incentives for faculty and students who engage and excel in interdisciplinary work."

Accordingly, the Associate Vice Chancellor for Academic Affairs has included interdisciplinary research as a review criteria in current tenure and promotion processes overseen by the AVCAA's Tenure & Promotion committee.

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

<http://www.colorado.edu/engineering/research/interdisciplinary-centers>

**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:**

CU Boulder libraries have in place extensive research guides that cover a variety of topics across sustainability. In addition to research guides, the library employs an Environmental Studies subject specialist to further aid in sustainability research.

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

<http://ucblibraries.colorado.edu/research/guides/>

## Responsible Party

**James White**

Chair, Director-Institute, Professor

Institute for Arctic & Alpine Research, Environmental Studies, Geological Sciences

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## 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.

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

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

56

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

56

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

Provide easy access to significant scholarly works created on the campuses of the four Systems to all users, locally in Colorado, nationally and internationally; Promote the use of the products of campus research and thereby maximize their impact for individual researchers and scholars; Demonstrate the breadth, quality and scope of research and scholarly activities throughout the four Systems and the partner organizations served by the libraries; Identify and support best practices and strategies for the digital preservation of historically significant research and scholarship in Colorado; and Coordinate digital access to these works between the libraries of the Systems

Adopted by the Libraries Faculty on October 3, 2013 and revised on October 31, 2013

Main CU-Boulder Repository: Digital Collections of Colorado

### **A copy of the open access policy:**

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### **The open access policy:**

In response to a call for open access to the scholarly literature from the student body and faculty of the University of Colorado Boulder, efforts to provide public access to taxpayer-funded research at the federal level, and a belief in widespread access to high quality information as a fundamental value of the profession of librarianship, the faculty of the University Libraries of the University of Colorado Boulder (the Libraries) adopts the following policy:

In order to allow for broad dissemination of their research, the Libraries faculty grant to The Regents of the University of Colorado, a body corporate, on behalf of the University of Colorado Boulder Libraries a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to their scholarly work, as long as the works are properly attributed to the authors and not used for commercial purposes. The nonexclusive nature of this license allows faculty to retain full ownership of the material, including the right to further publish it where they wish.

Libraries faculty shall inform publishers about this policy and that they have granted a pre-existing License. This policy with the Libraries may serve to help negotiate with publishers that require an exclusive right to publish.

Libraries faculty will provide the Libraries with electronic copies of the final version of the author's peer-reviewed manuscript or published version of their scholarly work in an appropriate format (e.g., PDF). These copies will be made publicly available via the University of Colorado Boulder's institutional repository. Faculty will affirm the grant of the license described above upon submission of their work.

This policy applies only to scholarly work that is journal articles and conference proceedings authored or co-authored by current faculty after the date of adoption of this policy. Faculty are also encouraged to provide the Libraries with electronic copies of other types of scholarly work as appropriate.

The Dean of the Libraries or the Dean's designate will waive application of this policy upon written request from faculty for any reason. In cases where a publisher will not allow dissemination of the final version of an article, faculty are encouraged to provide the Libraries with a version (e.g., pre-print or post-print) that can be made openly accessible under the publisher's policy.

Adopted by the Libraries Faculty on October 3, 2013 and revised on October 31, 2013

**The website URL where the open access repository is available:**

[http://digitool.library.colostate.edu/R/?func=collections&collection\\_id=2382&local\\_base=GEN01-U](http://digitool.library.colostate.edu/R/?func=collections&collection_id=2382&local_base=GEN01-U)  
CB

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

The Libraries maintains a fund to support publication in Open Access Journals. Includes eligibility requirements and application materials.

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

<http://ucblibraries.colorado.edu/scholarlycommunications/oa/oaguide.htm>

# 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development



# Student Educators Program

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## Responsible Party

**Marianne Martin**

Associate Director

Environmental Center

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## 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*.

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### Submission Note:

The basis of the Eco-Reps program is that they are trained and paid to reach all students in the residence halls. Hence, over 4 year, they reach the bulk of undergraduates (minus transfer students and any who opted out of the required year in the residence halls). They Eco-Reps do not reach graduate students normally.

The SCORE and green teams programs focus on students living off-campus.

Students may receive information at multiple times during their college career but it is geared to specific venues (off-campus housing, family housing, residence halls, campus classroom buildings) or different issues (recycling, energy).

"---" 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:**

29,850

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

Residence Halls Eco-Reps and RASL's

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

24,800

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

RA Sustainability Liaison (30 students): Provides sustainability training and behavioral change models for RAs interested in serving as a resource for students and staff in their residence halls. These RAs facilitate additional training for their RA staff, as well as help to inform students about existing programs and opportunities to get involved on campus. RASL's conduct green room assessments.

EcoRep Program (35 students): The EcoReps Program is a free peer education program for first year students. By giving our EcoReps the skills and knowledge needed to promote sustainably responsible behavior in the residence halls, our program strives to create an engaged and environmentally active on campus community. EcoReps conduct activities such as behaviour and conservation pledges, waste reduction kit giveaways, move-in and move-out support.

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

RASLs are selected by Residence Life staff. EcoReps are selected via Hall Council and Residence Life staff.

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

EcoReps are trained by EC staff and HDS staff in the Fall and throughout the year at monthly meetings. Residence Life Sustainability Coordinator has developed a training manual. Students are trained to perform outreach on sustainability programs and behavior specific to the residence halls. 2 upperclass staff facilitate trainings.

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

For the first 5 years, the Eco-leaders received a \$150 stipend or intern credit. Staff from the EC are paid to train the Eco-Reps. EC hires a housing promotions coordinator who manages the eco-leaders and meets with them at least monthly. In 2010-11, the program restructured to have the Hall Councils more involved. Hall Councils appoint a council member to serve as the eco-rep. There is \$1000 available from the EC for sustainability activities for the Hall Councils to apply for funding support. As of 2013, HDS Residence Life hired a full-time sustainability coordinator to manage the peer outreach programs.

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

SCORE-- Student and Community Outreach on Renter Efficiency

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

592

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

SCORE conducts energy audits in student rental households

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

Students are hired and trained to conduct energy conservation audits. Students are hired annually through the EC application process.

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

Student staff are trained in conducting audits, making basic upgrades (weather stripping, window films, bulb switches, shower heads and faucet aerators, pipe insulatin, shower timers), and communicating sustainability.

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

Funded by utility company. Managed by Environmental Center Energy Program Manager.

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

Green Teams (Recycling and Energy)

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

3,441

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

Green Teams conducts energy, water, recycling and waste reduction outreach to student households. Energy green teams visited 1641 homes in 2013. They gave out 500 CFL bulbs. Recycling green teams visited 1800 homes in 2013.

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

Students are hired annually through the EC application process.

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

Students on the Recycling Green Teams are trained by the City of Boulder and CU EC Recycling Program Manager about residential recycling and composting procedures. Students on the Energy Green Teams are trained by the City of Boulder and the CU EC energy Program Manager about residential energy efficiency and energy/water conservation measures.

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

Supervision is provided by program managers, funded by the City of Boulder (approx \$12,000/year) with support from CU Environmental Center.

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

Green Greeks, Green Labs

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

1,500

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

A- Green Greeks has two student coordinators who are working on SCORE assessments as well as working towards increased food sustainability in campus fraternities and sororities and initiating recycling and education programming. (1000 students served). B- Green Labs currently has 140 ecoleaders for research labs. Green Labs conducts outreach in research labs with signage, freezer competitions, audits, waste reduction and special materials recycling. (500 students served)

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

Student coordinators hired via EC student hiring process each fall.

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

Green Greeks student staff are trained by SCORE program and recycling program. Green Labs ecoleaders are trained by green labs program coordinator.

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

Environmental Center Recycling and Energy managers support the program with staff supervision and training. Funding secured from city and utility company.

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

34,500

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

<http://www.colorado.edu/ecenter>

## Responsible Party

**Jim Rosenthal**

Director

Orientation

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## 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.

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### Submission Note:

<http://orientation.colorado.edu/>

"---" 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:**

Sustainability is emphasized in material ways through provision of reusable bags for materials, all-electronic reservations systems, streamlined publications (using recycled paper and soy-based ink), zero-waste meal provision to students and parents during orientation, composting and recycling information and in notices in our publications about the importance of sustainable practices to the campus.

Sustainability is emphasized in educational efforts through orientation programming (

[http://orientation.colorado.edu/sites/default/files/FY\\_June-July\\_Sample\\_Schedule\\_Web.pdf](http://orientation.colorado.edu/sites/default/files/FY_June-July_Sample_Schedule_Web.pdf)

) Recycling and composting stations are available throughout facilities and during orientation meals, advertising zero-waste practices and correct procedures for disposal of recyclables and compostables.

There are 11 orientation sessions- each of which contains a program specifically designed to educate students on sustainability on campus: Sustainability at CU: Greening the Black and Gold. The session covers what is sustainability, why does it matter, the sustainability programs and goals of the campus and what students can do on an individual level while at CU-Boulder.

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

<http://orientation.colorado.edu/>

## Responsible Party

**Marianne Martin**

Associate Director  
Environmental Center

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## 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.

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*"---" 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?:**

	<b>Yes or No</b>
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<b>Active student groups focused on sustainability</b>	Yes
<b>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</b>	Yes
<b>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</b>	Yes
<b>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</b>	Yes
<b>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</b>	Yes
<b>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</b>	Yes
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	Yes
<b>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</b>	No
<b>Programs through which students can learn sustainable life skills</b>	Yes
<b>Sustainability-focused student employment opportunities offered by the institution</b>	Yes
<b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b>	No
<b>Other co-curricular sustainability programs and initiatives</b>	Yes



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

Numerous student clubs and groups exist to promote sustainability and environmental action. The below students clubs are duly registered with the university and claim an environmental purpose in their charter:

### Anderson-Ball Center for Sustained Social & Ecological Progress

The ABC for sustained progress weaves & institutionalizes the interconnections between a wide variety of symptoms to undue political or corporate influence and control with grassroots solutions for affordable and diverse education.

### Biomimicry Club

Architecture, Business, Engineering, Environmental

The Biomimicry Club offers student-led discussion, research, and innovation through the study of nature's solutions to evolutionary challenges.

### Colorado Natural Resources, Energy + Environmental Law Review

Seeks to publish high quality academic journal of legal articles on relevant natural resources, energy, and environmental law.

### CU Biodiesel

CU Biodiesel is dedicated to advancing the use and knowledge of biodiesel, a clean-burning alternative to petroleum diesel.

### CU Colorado Ocean Coalition Chapter

The mission of the Colorado Ocean Coalition is to create, unite and empower a Colorado coalition with shared values, goals, and actions to promote healthy oceans through education and community engagement.

### CU Energy: The Student Alliance of the RASEI

The CU Energy club aims to connect students to the emerging energy industries through a variety of means.

### CU in the Garden

Our goal is to empower each Colorado student to make small changes that positively impact the world every single day.

### CU Wild

CU Wild is a multifaceted organization dedicated to wild places and their inhabitants.

### Ducks Unlimited at CU

Ducks Unlimited conserves, restores, and manages wetlands and associated habitats for North America's waterfowl.

### ENVS Club

To increase involvement of Environmental studies undergraduate students in their curriculum, their community and the environment, and to facilitate communications between nonaffiliated organizations on and off campus with the ENVS department

### Geology Club of CU Boulder

Geology Nerds expands the network of undergraduates to better their graduate and work possibilities.

### Second Mile Water

Second Mile Water is an organization that exists to bring a permanent end to the world's water crisis.

### Student to Farm

It's not about farming - it's about getting off campus and discovering Colorado through food. By working the land, learning from farmers, and eating the food, we wish to promote healthy lifestyles among students!

#### Take Back the Tap

Our mission is to reduce and ultimately eliminate single-use plastic water bottles. We hope to educate the CU community on the environmental, humane, and financial issues surrounding plastic water bottles.

#### USGBC Chapter at CU (The)

The USGBC is an organization that sponsors Green Building techniques, promotes LEED certification, inspires companies and school to think about sustainably towards architecture and materials.

#### **The website URL where information about student groups is available:**

<http://sofo.colorado.edu/SOFOsdg.php>

#### **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:**

Smiley Court residence hall has such a garden; all organic, non-GMO, chemical-free, and assisted by Boulder County organic gardeners. CU in the Garden is a student group which students have garden plots on campus as well as off campus for applied learning. Student to Farm group immerse students at local farms and ranches to gain experience over fall or spring breaks.

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

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

The Trep Cafe (short for entrepreneur) was founded by students and is owned and operated by Leeds School of Business undergraduate students.

Students run all day-to-day operations including the finances, marketing, hiring, firing, etc. The café makes a profit, and all net proceeds go toward Leeds student scholarships. To date Trep has awarded ten \$1,000 undergrad scholarships, with matching funds from the dean's office. Sara Klymkowsky, the first recipient, used her scholarship to help support Capricious Ventures, a more sustainable goat meat business she started while still in school.

Trep's tagline is "Student Run, Student Benefitted" – All business decisions are made by the managers, with advice from their faculty and staff advisor and their board.

Trep uses biodegradable hot and cold cups and serves organic fair trade coffee. Receptacles for recycling and composting are readily available with instructions for proper disposal. Pastries and other foods are locally sourced. TREP is located in a LEED certified building designed to use over 30% less water and have an overall energy performance that is 30% better than conventionally built buildings. A facility manager ensures efficient use of energy. The Trep team has begun investigating working with a local company to utilize 100% recycled plastic water bottles.

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

<http://www.colorado.edu/insidecu/editions/2008/3-25/story4.html>

**A brief description of the sustainable investment or finance initiatives:**

Sustainable CU and Energy and Climate Revolving Fund are both managed by student boards. Sustainable CU is a grant program for innovative projects on campus. ECRF is a 0-interest loan program for energy improvements.

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

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

Numerous such events qualify. Global Jam is a student-targeted zero-waste convocation event. Numerous speakers, films, and events during the school year focus on sustainability. One of the flagship events is Front Range Bioneers is free for all CU students to attend and is organized by CU Environmental Center in collaboration with community organizations and features over 30 workshops, field trips and national broadcast plenary speakers. CU Environmental Center programs put on a number of interactive sustainability events for students such as "I Scream for Recycling", "Sustainability Survivor".

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

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

Communikey festival for the arts is an annual event both on campus and in the community. CU Environmental Center sponsors an interactive, educational arts installation each spring in a prominent public place on campus. Examples: data garden which portrays biophilia. Recycling program installs obelisk murals on consumption and waste each year on campus.

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

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

This program is nationally known and provides a gateway for students to enjoy the Colorado backcountry and more. The program offers hiking, skiing, snowshoeing, backpacking, scuba diving, ice or rock climbing, rafting, kayaking, fly fishing, avalanche training, a challenge ropes course and more. Each semester more than 50 classes are offered that emphasize skill acquisition, safety, positive group dynamics, environmental awareness (Leave No Trace) and fun.

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

<http://www.colorado.edu/recreation/outdoorprogram>

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

CU doesn't engage in this type of themed activity for an entire class. The Residential Academic Programs have sustainability themes but these are limited to RAP participants.

**The website URL where information about the theme is available:**

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

Williams Villiage North is a LEED Platinum residence hall. There are 2 residential academic programs housed here: SEEDS and Sustainable by Design. Other programs where students learn life skills: Student to Farm program, Biomimicry club.

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

<https://housing.colorado.edu/residences/residential-academic-communities/residential-academic-programs/sustainable-design-rap>

**A brief description of sustainability-focused student employment opportunities:**

CU Environmental Center employs over 100 students annually. Students work on peer to peer outreach, behavior change campaigns, sustainability policy, bike station operations, recycling special events, etc.

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

<http://www.colorado.edu/ecenter/jobs>

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

Senior Class Council ended its sponsorship and coordination of the pledge program last year.

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

<http://www.colorado.edu/studentgroups/scc/graduationpledge.html>

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

The partnership between Leeds Business School Deming Center for Entrepreneurship and the Environmental Center launched nLab in October 2012—and sustainability creative crucible designed to elicit innovative ideas from all students in all majors. The EC funded the nBox part of nLab, a mobile entrepreneurship incubator. That program has already integrated several dozen students into the formative process.

In 2013, CU's nLab went mobile and had 81 new unique users, and a continued commitment from mentors. In spring 2014, we will focus on community and mentorship opportunities, networking events, co-working with mentors, business essentials for non-business students,

and especially functioning as an accelerator for Sustainable CU grants.

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

<http://deming.colorado.edu/programs/nlab/>

# Outreach Materials and Publications

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## Responsible Party

**Marianne Martin**  
Associate Director  
Environmental Center

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## 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.

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*"---" 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

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

**A brief description of the central sustainability website:**

The sustainability site integrates operational, student-led, and research sustainability topics and resources.

**The website URL for the central sustainability website:**

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

**A brief description of the sustainability newsletter:**

The Environmental Center publishes a monthly newsletter containing information about the breadth of the campus efforts, including operational spotlights, student and faculty research information.

**The website URL for the sustainability newsletter:**

<http://www.colorado.edu/ecenter/news-and-media/newsletters>

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

CU Environmental Center facebook group focuses on student engagement in sustainability, CU Environmental Center twitter feed, Facilities grounds chemical-free turf blog.

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

<http://www.colorado.edu/ecenter/news>

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

Environmental Studies go green listserv/ newsletter and CU sustainability portal academics and research section.

<http://www.colorado.edu/envs/research>

<http://www.colorado.edu/sustainability/academics-research-related-sustainability>

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

<http://www.colorado.edu/sustainability/academics-research-related-sustainability>

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

All of CU's LEED buildings contain such signage.

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

<http://www.colorado.edu/cusustainability/greeningcu/LEED.html>

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



The UMC and HDS dining halls contain such signage. Napkin dispensers on each table have a conservation/ sustainability message. UMC cafeteria has prompts for using reusable and compostable eatingware. Displayed menu selections indicate if featured entree contains local, organic or natural.

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

<https://housing.colorado.edu/dining/sustainability>

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

Grounds have signage about chemical free turf (10) and use of ditch water for irrigation (10). Both types of signs are at different major campus entry-points for a total of 20 distinct locations.

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

<http://www.colorado.edu/fm/facilities-operations/outdoor-services>

**A brief description of the sustainability walking map or tour:**

Facilities Management and the Environmental Center conduct tours of campus sustainability projects and facilities frequently. FM Grounds conducts a wide variety of horticultural tours regularly. There is a published map both in print and online distribution for campus visitors highlighting campus sustainability features.

**The website URL of the sustainability walking map or tour:**

<http://www.colorado.edu/cusustainability/greeningcu/documents/FINALSustainabilityMap.pdf>

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

Numerous resource on the EC and PTS web sites.

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

<http://www.colorado.edu/ecenter/transportation>

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

the City of Boulder and the CU campus have an advanced network of bicycle and multi-use paths.

Boulder is a special place for bicyclists. With more than 300 days of sunshine, more than 300 miles of dedicated bikeways, and an active culture that nurtures it, biking is one of the best ways to get around Boulder. Of course, our bike-friendly community didn't happen by chance; it is the result of decades of community efforts and thoughtful planning.

The City of Boulder's dedicated bikeways include on-street bike lanes, contra-flow bike lanes, designated bike routes, paved shoulders, multi-use paths and soft-surface paths.

We direct campus users to online maps:

<https://boulder.colorado.gov/maps/maps-of-boulders-transportation-system>

and maintain a supply of printed transportation maps.

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

<https://boulder.colorado.gov/maps/maps-of-boulders-transportation-system>

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

Students receive an invitation to participate in One Million Acts of Green, an online sustainability platform containing a menu of sustainable living actions and a calculator for resources and emissions saved. This is used as a basis for the hall competition. The CU Buffs' Green Living Guide is part of the OMAOG program with information on local sustainability resources.

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

<http://www.colorado.edu/center/one-million-acts-green/green-living-guide>

**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 EC contributes a bi-weekly column. The university's home website contains a series of campus stories that constantly scroll from one story to the next.

University Communications includes a sustainability story as part of the scrolling stories in addition to highlights and links to additional sustainability stories.

**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.coloradodaily.com/>

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

"CU Boulder Today" is the campus news digest with an edition for both students and faculty/staff. The online publication regularly includes sustainability updates, eco-tips, etc.

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

<http://www.colorado.edu/news/today>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Marianne Martin**  
Associate Director  
Environmental Center

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## Criteria

### Part 1

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

### Part 2

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

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

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

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

## Submission Note:

<http://www.colorado.edu/ecenter/one-million-acts-green/ecostar-challenge>

<http://www.colorado.edu/admissions/undergraduate/blog/take-back-tap>

<http://www.colorado.edu/ecenter/gnar-go-now-and-recycle>

"---" 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):**

1) Power Smack Down, 2) Eco-Star Challenge, 3) Take Back the Tap

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

1) An energy competition is conducted between rival residence halls (Baker and Libby).

2) A comprehensive energy and recycling competition is conducted by Housing among all residence halls. Competition based on building performance metrics thru 2012. Spring 2013 and Spring 2014 competition restructured to use "One Million Acts of Green" platform to focus on individual participation and impact per person in a residence hall context.

3) Encouraging students, faculty and staff to not use single-use water bottles. COPIRG student group launched Take Back the Tap campaign 2011-2012. CU Recycling outreach program continues campaign.

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

1) An online web site with direct energy monitoring details the different energy consumption between the two dorms.

2) Semesterly summaries of the results are posted in the residence halls and online. Spring 2014 results: 22% of all residence hall students (1390) participated in the platform. The top-ranking hall had 93% participation with 307 out of 331 students who logged sustainability actions.

3) CU has added 45 water bottle refill stations in the past 2 years. Global Jam convocation has mobile water refill stations with NO single-use water bottles in Fall 2013.

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

<http://www.colorado.edu/ecenter/onemillionacts>

**The name of the campaign (2nd campaign):**

Buff Energy Star

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

An annual comprehensive energy conservation program rewards admin/academic building proctors for decreased energy consumption.

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

The goal of the Buff Energy Star program is to reduce energy consumption, reduce campus CO2 emissions and other environmental impacts of energy usage, and provide energy conservation learning opportunities. The combined conservation efforts by all Buff Energy Star program participants for the 2011-12 fiscal year resulted in total energy savings of more than 1.5 million kilowatt hours, a cost savings of some \$162,000. The total reduction of carbon dioxide emissions amount to more than 2.5 million pounds.

Leading Buff Energy Star buildings reported energy savings ranging from 6 percent to more than 15 percent. Specific actions that resulted in savings included applying solar film to south facing windows, consolidating lab and office equipment, adjusting temperature settings and building schedules, updating weather stripping and other insulation, enabling power-management features on computers and other office equipment, reporting energy waste to the campus conservation hotline, and participating in building energy audits.

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

<http://www.colorado.edu/cusustainability/solution/BufEnergyStar.html>

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

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# Employee Educators Program

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## Responsible Party

**Marianne Martin**  
Associate Director  
Environmental Center

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## Criteria

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

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

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*.

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## Submission Note:

Green Labs faculty and staff # served is underestimated.

"---" 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:

7,542

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

Green Office

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

7,542

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

STARS Reporting Tool | AASHE



The educational program integrates many of CU's campus sustainability initiatives, including transportation, recycling, and energy. The program also has large environmental and financial impacts with very little time commitment. The faculty/ staff campus sustainability program is coordinated by the CU Environmental Center and has two components: Department Eco-Leaders (Individuals) and the Green Office Certification (Departments).

Green Office ecoleaders and departments are recruited via CU-Today Community Notes/ Buff Bulletins. There is a quick link to an interest form and the green office coordinator follows up to inquiries.

Green Office coordinator maintains a master list of all campus departments and building proctors. Offices and departments who are not active are contacted each year with encouragement to participate.

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

The Environmental Center coordinates a formal faculty and staff Environmental Liaison Program. Over 75 active staff eco-leaders consist of building proctors, office managers, and department heads. Ecoleaders attend brown bag lunches on conservation topics tailored toward office practices, attended Eco-Leader orientation training sessions, and receive a monthly e-newsletter.

The duties of the Eco-Leader include:

Attend one one-hour orientation training session,

Utilize and maintain an Eco-Leader Manual of resources and guides for office environmental practices. The manual is provided by the Environmental Center.

Receive a monthly e-newsletter and disseminate relevant information to their departmental colleagues.

Conduct a self-assessment of office practices.

If a department chooses to pursue Green Office Certification, the Eco-Leader will facilitate this process by scheduling the training programs for their department. It is suggested that these programs be incorporated into existing departmental meetings in order to increase participation. The trainings are conducted by Environmental Center staff. Eco-Leaders receive a Reference Manual.

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

This program is funded as part of the Environmental Center's Operations Budget,. One student staff coordinator position at the EC is budgeted at \$3K/yr.

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

<http://www.colorado.edu/center/greening-cu/green-office-program>

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

Green Labs

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

425

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

CU Green Labs program has trained 125 eco-leaders who are active in 125 of the campus' 400 research labs. Lab eco-leaders must work in a research lab. Half of the lab eco-leaders are lab staff members (post-docs, PI's, or professional research assistants).

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

Green Labs eco-leaders have quarterly meetings. Lab Eco-Leaders responsibilities include:

- helps CU Green Labs assess resource consumption in the lab
- helps identify possibilities for using resources (energy, water, and material goods) more efficiently in the laboratory especially among the greatest consumers
- discusses changes with the Principal Investigator (PI) before changes are implemented
- helps implement efficiency measures in the laboratory
- educates other lab members on efficient practices and ensures follow through by lab members
- solicits ideas/feedback from other laboratory members
- encourages laboratory members to consider energy or water use before purchasing new equipment and whether existing equipment already in use in the laboratory or nearby laboratories can be utilized to meet need instead

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

CU Green Labs is funded by Environmental Center and Facilities Management. Environmental Health and Safety also supports the program with its network of laboratory contacts.

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

<http://www.colorado.edu/center/greenlabs>

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

Compost Pilot Program

**Number of employees served by all other programs:**

780

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

CU Recycling outreach staff are hired via CU Environmental Center annually.

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

Recycling outreach staff are trained on recycling acceptable materials, contaminants, and signage criteria. Deskside compost containers for 6 buildings are delivered to each building occupant. Building occupants (faculty and staff) receive procedural information on how to participate in the compost collection pilot program.

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

Recycling outreach staff are paid student hourly staff.

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

<http://www.colorado.edu/ecenter/recycling/compost>

# Employee Orientation

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## Responsible Party

**Candice Bowen**  
Executive Director  
Human Resources

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## Criteria

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

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### Submission Note:

CU Skillsoft users can search 'Sustainability' in the search bar. The results will include extensive matter from which new employees are to gain knowledge and guidance.

*"---" 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:**

All new employees are required to attend an employee orientation session. Sustainability topics such as recycling, transportation are included in this presentation. Employee orientation is now conducted via SkillSoft.

All new employees are provided access to skillsoft technology. This web-based guidance tool has a large section with courses, books, SkillBriefs, and Job Aids devoted to sustainability.

Sample topics include:

- Benefits of Sustainability
- Sustainability opportunities
- What is Sustainability?
- Challenges of Sustainability

<http://hr.colorado.edu/training/newemp/Pages/neosched.aspx>

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

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# Staff Professional Development

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## Responsible Party

**Marianne Martin**  
Associate Director  
Environmental Center

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## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

## Submission Note:

<https://housing.colorado.edu/dining/sustainability>

"---" 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 Environmental Center offers free "Green Office Trainings" to all units campus wide on an ongoing basis. Numerous sessions have occurred over the past several years.

Procurement Service Center holds a Sustainability Summit as well as lunch&learn trainings and expos for procurement staff.

Dining Services staff participate in multi-lingual sustainability trainings which have focused on energy efficiency, water conservation, waste reduction, recycling and composting procedures.

Also, all core campus design and construction staff, including planners, project managers, engineers and operations supervisors have been extensively trained in LEED sustainability principles.

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

10

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

<http://ecenter.colorado.edu/greening-cu/green-office-program>

# 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.

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



# Community Partnerships

**Responsible Party**

**Dave Newport**  
 Director  
 Environmental Center

**Criteria**

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**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*.

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"---" 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:**

CU has an ongoing MOU with the City, County and School Board on sustainability; partnerships that may involve leveraged funding and/or staffing on alternative transportation projects such as bike paths and pedestrian underpasses, contracts with the City and County to deliver student-outreach in targeted neighborhoods on recycling and energy conservation (SCORE program). The MOU is approved by and involves senior level campus and community leaders and staff. Likewise, CU has membership on the Colorado Municipal League's Energy and Climate Task Force; joint transportation planning with the City and County; and numerous student internships focusing on projects of interest to the local governments.

**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):**

Boulder County Food and Agriculture Policy Council's (FAPC) promotes a locally-based food and agricultural system that advances Boulder County's economic, environmental, and social well being through research, education, and public policy recommendations. CU staff and community volunteers and local gov reps participate in all manner of ongoing FAPC activities. CU staff and student volunteers support community gardens, food rescue, and direct sourcing of local foods for campus consumption.

**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:**

CU participates formally in ongoing local and regional sustainable transportation planning options. We participate in regional sustainable community and transportation options through the Denver Regional Council of Governments (DRCOG). Regional sustainable transportation options such as community bus passes, off-hours van pooling for custodial/dining workers, guaranteed ride homes, etc have evolved from these partnerships. As such, social equity, economic prosperity and ecological health are all served by sustainable transportation options. The campus provides strong staff support and significant financial resources to projects and programs that advance these goals. Working through DRCOG, campus stakeholder dialogues, and local government planning processes, these activities are grounded in a high degree of stakeholder engagement from early scoping to final decision making authority. See

<https://drcog.org/planning-great-region/sustainable-communities-initiative>

CU also participates in local sustainable community and transportation planning through partnerships and affiliation with Boulder County and the City of Boulder's transportation planning process, TIP planning, and various advisory boards. See:

<http://www.bouldercounty.org/roads/plans/pages/default.aspx>

and

<https://bouldercolorado.gov/transportation/tmp>

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

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**The website URL where information about sustainability partnerships is available:**

<http://www.colorado.edu/masterplan/history/Documents/Community%20Partners/CommunityPartnerships.pdf>



# Inter-Campus Collaboration

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## Responsible Party

**Dave Newport**  
Director  
Environmental Center

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## 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.

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

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

Yes

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

Campus sustainability personnel routinely share information with other campuses through direct contacts (numerous), papers and articles, presentations, field trips, web resources, hosted-conferences, tours, and other forms of collaboration. As CU has been engaged in sustainability programming for over 40 years, the depth and breadth of inter-campus collaborations that have occurred are simply too numerous to count. A most notable recent example is the transition to and partnership with the University of Denver to host the Rocky Mountain Sustainability Summit, which heretofore had been hosted by CU for 14 years.

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

AASHE, CAFR, USGBC, NAEP, NASPA, ACPA, APPA, ATA, at a minimum.

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

Responsive to any and all requests from other campuses for information or assistance. For instance, since CU implemented zero waste at its football stadium, numerous requests for information from other athletic programs around the country are routinely fielded by CU personnel. An average of a call every week or two is received on just this issue alone. All CU departments provide information resources for peers at other campuses.

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

[STARS Reporting Tool | AASHE](#)

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# Continuing Education

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## Responsible Party

**Geoffrey Rubinstein**

Director

Cont. Ed - Dean's Admin, Cont. Ed - Evening & Cred Admin

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## 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.

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## Submission Note:

Classes were assessed by department chairs or qualified department member based on the definition of “sustainability related” and “sustainability focused,” as outlined by the attached document which details STARS, the AC1 credit, and detailed explanation of all requirements.

"---" 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:

8

## Total number of continuing education courses offered:

62



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

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

<https://docs.google.com/spreadsheets/d/1Of5G9jo--ygMm2hHg8VGVaUZoCOC7dkJsYjLD18AwH4/pubhtml>

**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:**

Sustainable Practices Program provides Non-credit classes that are offered live and online; most are 1-day or the equivalent. 10, 1-day classes earn a certificate in Sustainability Management.

**Year the certificate program was created:**

2,005

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

<http://sustainable.colorado.edu/>

# Community Service

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## Responsible Party

**Frances Costa**

Coordinator

Planning, Budget & Analysis

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## 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.

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## Submission Note:

The University of Colorado Boulder will earn a total of 3.2 out of 5 possible points for the two-part Community Service credit (EN 12). Part 1 requires 100% participation from students engaging in community service to receive full credit. CU is currently at 40.5% participation. This high standard is preventing CU from achieving a higher score in this credit section. Part 2 requires an average of 20 hours of community service per student annually. CU is currently receiving 118 hours of community service per student annually. Full points for Part 2 are achieved.

The data was extrapolated from the 2013 Frequencies and Statistical Comparisons survey conducted by the NSSE (national survey of student engagement).

<http://www.colorado.edu/pba/surveys/NSSE/13/>

<http://volunteer.colorado.edu>

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

## Number of students engaged in community service:

11,877

## Total number of students :

STARS Reporting Tool | AASHE

29,325

**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:**

3,461,017

**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:**

Not Included

**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:**

Volunteer Administrative Leave

All classified employees are eligible for administrative leave. Effective January 1, 2000, the State Personnel Rules and Procedures requiring that administrative leave be granted for participation in tests and interviews for state positions were revised to provide appointing authorities the discretion to grant this type of administrative leave. The Department of Human Resources (HR) recommends that employees be given administrative leave to participate in assessment activities and interviews.

<http://hr.colorado.edu/lr/leave/Pages/AdministrativeLeave.aspx>

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

<http://outreach.colorado.edu/>

# Community Stakeholder Engagement

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## Responsible Party

**Dave Newport**  
Director  
Environmental Center

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## 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*.

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## Submission Note:

<http://outreach.colorado.edu/programs/search/page/1?keyword=&topics%5B%5D=38>

<https://www-static.bouldercolorado.gov/docs/community-working-group-report-1-201307101446.pdf>

"---" 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:

Governance:

- CU-Boulder's Strategic Plan: Flagship 2030 (

<http://www.colorado.edu/flagship2030/>

) contains multiple top-level commitments to community engagement.

- CU-Boulder has a number of campus-wide organizations with explicit focuses on community engagement. All of these groups have central functions of engaging with the external community. Three of these are:

- o Office of Diversity, Equity and Community Engagement (ODECE) (

<http://www.colorado.edu/odece/>

): In addition to other functions, ODECE engages with external communities in order to foster inclusion and embrace diversity on campus.

- o Office for University Outreach (

<http://outreach.colorado.edu/>

): This office encourages and facilitates faculty, staff, and students collaborate with external groups in mutually beneficial partnerships that are grounded in scholarship and consistent with our role and mission as a comprehensive, public research university.

- o Strategic Relations/External Relations (

<http://ucommunications.colorado.edu/>

): The external relations unit at CU-Boulder engages with a variety of external stakeholders – public officials, community groups, corporations, and non-profit organizations – to advocate, advance, and defend the interests of CU-Boulder in the public arena.

- CU-Boulder routinely works with the City of Boulder in a variety of planning functions. This includes providing input and information to the Boulder Valley Comprehensive Plan, and the Boulder Transportation Master Plan.
- CU also has a formal process of stakeholder engagement particular to sustainability issues via a MU with local schools and the county.

<http://bvsd.org/news/Pages/EnviroSustainabilityRes.aspx>

- Likewise, unlike most private colleges and universities, CU's Board of Regents governs in open meetings featuring multiple pathways for stakeholder engagement. As determined by the Regents: "It is the policy of the Board of Regents and the campus to engage any and all stakeholders through policies, procedures, and related outreach activities. The Board of Regents engage stakeholders in public forums, formal and informal, to discuss issues of the day. For instance, all formal agenda items are open for stakeholder input via the public comment policy."

<http://www.cu.edu/regents/policy-21-public-comment-committee-meetings-whole-board-and-general-s>

[tudy-sessions-board](#)

-Other governance stakeholder engagement occurs through the City-CU Oversight Committee comprised of local elected officials, ranking CU officials, and local stakeholders to provide a focus on policies related to short and long-term solutions to matters that help maintain and improve neighborhood livability for students and permanent residents. This focus is intended to strengthen the partnership between the University of Colorado and the City of Boulder and support relationships with residents, neighborhoods, and businesses.

<https://bouldercolorado.gov/city-manager/citycu-oversight-committee>

-A strategic approach to stakeholder engagement occurs with the AACT (Addressing Alcohol Concerns Together) Coalition. This is a coalition of stakeholders including City of Boulder, the University of Colorado Boulder, Boulder County Public Health, Boulder Valley School District, Boulder Convention and Visitors Bureau, the Responsible Hospitality Group, neighborhood representatives, parents, property managers and CU students. The purpose of the groups is address problems related to high-risk consumption of alcohol; and work as a collective coalition to create strategies to address these problems, both as they relate to each stakeholder group's area of influence/responsibility, and as a collective community. In the case of alcohol-induced challenges in local neighborhoods, the neighbors themselves are considered vulnerable stakeholders.

<http://www.outreach.colorado.edu/news-and-events/view-press-release/id/75>

-Operational, planning and capital improvements also avail of broad stakeholder engagement during the planning process. For instance, the City and CU routinely coordinate stakeholder input into the Transportation Improvement Planning process as follows: City staff requests project ideas from various city departments and partner agencies including CU. Initial project ideas are evaluated and developed as concepts, public input is sought, and revised ideas are presented to the Transportation Advisory Board (TAB) during a public hearing. The TAB analyzes the potential projects and approves a list of projects for further development. City staff develops conceptual designs and cost estimates for each of the proposed projects. The TAB hosts another public hearing and then recommends a set of projects to City Council for submission to the DRCOG. City staff presents the proposed projects and the TAB recommendation to City Council at a public hearing.

Many other stakeholder outreach and engagement efforts are detailed at:

<http://outreach.colorado.edu/programs/search/page/1?keyword=&topics%5B%5D=38>

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

Under-represented groups are engaged in ongoing CU discussions through a variety of outreach efforts. CU's SORCE efforts are external and internal in an effort to engage under-represented groups from metro K-12 schools in conversations about race, diversity, education, community betterment and attracting local represented students to CU.

<http://www.colorado.edu/SORCE/outreach.html>

Other vulnerable and under-represented stakeholders include local youth from all backgrounds whose futures depend on articulating their needs and having them supported. To that end an NGO, Growing Up Boulder. is supported by CU in an effort to actively engage youth in a number of planning and design projects to increase youth voice. In 2013 GUB signed a Memorandum of Understanding between the City of Boulder, University of Colorado, and Boulder Valley School District that creates a framework for Growing Up Boulder's continued collaboration in community engagement and enrichment.

[http://www.growingupboulder.org/uploads/1/3/3/5/13350974/annual\\_report\\_2013.pdf](http://www.growingupboulder.org/uploads/1/3/3/5/13350974/annual_report_2013.pdf)

- CU-Boulder's Chancellor DiStefano meets with a variety of public officials on a regular basis to solicit feedback from the community.
  - o Quarterly Meetings with leaders from the Boulder Valley School District, the Boulder County Commissioners and the City of Boulder.
  - o Biannual meetings with Boulder City Council.
  - o Annual meeting with state legislators from the region surrounding Boulder.
  - o Annual outreach visit around the state to meet with community and business leaders, alumni, and prospective students.
- CU-Boulder's Office of Outreach has multiple community engagement programs taking place around the State of Colorado at any given time. (

<http://outreach.colorado.edu/programs/outreach-map>

)

Operationally, other local vulnerable stakeholders are engaged and supported by Boulder Food Rescue, a collation of CU students and local residents that engage community businesses and institutions to donate surplus food to local homeless shelters and other needy families.

<http://www.boulderfoodrescue.org/index.php/staff-and-intern-bios/>

### **List of identified community stakeholders:**

- Mike Boyers, Property Owner
- Mishawn Cook, City of Boulder
- Linda Cooke, Municipal Court
- Chris Cornelius, Downtown Management Commission (DMC)
- Charles Ferro, City of Boulder
- Karl Guiler, City of Boulder
- Mark Heinritz, Restaurant Owner
- Carlene Hoffmann, Boulder Police
- Nick Hoover, Colorado Restaurant Association
- Jen Korbelik, City of Boulder
- Sean Maher, Downtown Boulder Inc. (DBI)

- Marry Anne Mahoney, Boulder Convention and Visitors Bureau
- Donald Misch, University of Colorado (CU)
- Bill Marine, University Hill Community member
- Katie McGee, Boulder Public Health
- James Pribyl, University Hill Community Member
- Coby Royer, Martin Acres Neighborhood Association
- Glen Segrue, Boulder Valley School District (BVSD)
- Chris Schaufbauer, CU Student Government
- Bill Shrum, University Hill Commercial Area Management Commission (UHCAMC)
- Lisa Spalding, Neighborhood representative
- Iva Townsend, Responsible Hospitality Group (RHG)
- Kim Voorhees, University Hill Neighborhood Association (UHNA)
- Lexi Winer, CU Student Government
- Molly Winter, City of Boulder

#### Addressing Alcohol Concerns Together

##### Membership:

Co-chairs:

Municipal Judge

Assistant VC for Health and Wellness

##### City representatives:

City Manager

Community Coordinator

##### CU representatives:

Vice Chancellor for Student Affairs

Associate Vice Chancellor for Undergraduate Education

Director of Parent Relations and Veterans Affairs

CUPD

Assistant to the AVC for Health and Wellness

##### Boulder County Public Health

Addiction Recovery Center

Program Coordinator, Alcohol Diversion Program

##### Boulder County

Community Programs Manager

##### BVSD

Director of Counseling Services and Student Engagement

##### Community Stakeholders

Director, Boulder Convention and Visitors Bureau

Parents – CU parents association and Longmont resident

Community leaders (neighborhoods, churches, community groups)

Neighborhood representatives

Rental housing representative

Parent Engagement Network

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



Responsible Hospitality Group

Student AACT

CUSG Representative

CUSG Director for Health and Wellness

IFC and Panhellenic External Relations Directors

RHA Representative

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

[http://www.growingupboulder.org/uploads/1/3/3/5/13350974/annual\\_report\\_2013.pdf](http://www.growingupboulder.org/uploads/1/3/3/5/13350974/annual_report_2013.pdf)

<https://bouldercolorado.gov/transportation/broadway-euclid-to-18th-transportation-improvements-project>

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

<http://outreach.colorado.edu/programs/search/page/1?keyword=&topics%5B%5D=38>

# Participation in Public Policy

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## Responsible Party

**Jennifer Korbelik**

University Liaison

City of Boulder

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## Criteria

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

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

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

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

Yes

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

The University of Colorado (CU) at Boulder maintains an active role in the distribution, tracking, development, testimony and analysis of state, federal, and local sustainability policies and legislation. A few examples of such legislation/policies include, but are not limited to: green buildings, renewable energy standards for solar certification, Colorado SmartGrid task force, community solar gardens, and solid waste user fees.

Additionally, CU is part of a joint resolution between CU, The City of Boulder, The Boulder Valley School District and Boulder County to enhance and formalize collaborative efforts between the organizations to further environmental sustainability in the Boulder region.

At CU-Boulder, we actively promote environmental sustainability in the state of Colorado and around the world. Through a combination of student activism, academic programming, and faculty service, we reach out to the world in ways that enrich both the Boulder campus and the communities we serve around the globe.

- INVST Community Leadership Program

The INVST Community Leadership Program combines academics with activism, for CU undergraduates who are interested in social and environmental justice. The Community Leadership Program (CLP) is a life-altering educational experience that exposes students to what is, and cultivates them as leaders to work for what could be.

- INVST's Youth Council for Public Policy at CU-Boulder

The Youth Council for Public Policy allows college and high school students to learn and serve together with civic leaders. Created in collaboration with former Colorado State Senator Dorothy Rupert, the Youth Council is a non-partisan program designed to engage young people in the democratic process as responsible citizens

- Conference on World Affairs

Founded in 1948, the Conference is a yearly tradition on the Boulder campus that attracts over 90,000 in attendance. Each April, 100 participants from a wide array of disciplines come to Boulder for five days of events on the arts, media, science, diplomacy, technology, environment, spirituality, politics, business, medicine

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

N/A

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

N/A

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

<http://outreach.colorado.edu/programs/search/page/1?keyword=&topics%5B%5D=38>

## Responsible Party

**Kristin Epley**  
Administrator  
Facilities Management Administration

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## Criteria

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

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### Submission Note:

<http://www.fairlabor.org/affiliates/colleges-universities?page=11>

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

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

Yes

### 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? :

Yes

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

<http://www.workersrights.org/about/as.asp>

# 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.

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

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

# Operations

## Air & Climate

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

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

# Greenhouse Gas Emissions

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## Responsible Party

**Dave Newport**  
Director  
Environmental Center

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## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

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

Performance for Part 3 of this credit is assessed using 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.

---

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

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

Yes

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

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

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

No

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

Custom tool. Custom emissions factors from Xcel Energy, campus electricity provider.

**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:**

Emissions are compiled and calculated by the CU Environmental Center and then reviewed and verified by campus engineering and the power plant director. In addition, CU accounting provides a validation review to total kwh and BTU-gas consumed at year's end after reviewing utility billing data. Finally, the GHG emissions factors supplied by Xcel Energy were reviewed by the Governor's Energy Office for consistency with Xcel's PUC filings.

**Scope 1 and Scope 2 GHG emissions::**



	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	<i>48,437 Metric Tons of CO2 Equivalent</i>	<i>70,673 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>1,392 Metric Tons of CO2 Equivalent</i>	<i>1,381 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>99,221 Metric Tons of CO2 Equivalent</i>	<i>63,625 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>8,000 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

na

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

na

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

8,000 MT CO<sub>2</sub>e were purchased in 2011 from Native Energy project in Oklahoma that diverted landfill methane to an adjacent brick kiln. VCS certified.

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

	Performance Year	Baseline Year
Number of residential students	6,014	6,451
Number of residential employees	15	11
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	26,124	25,978
Full-time equivalent of employees	6,212	5,534
Full-time equivalent of distance education students	1,450	5,503

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

	Start Date	End Date
Performance Year	Jan. 1, 2011	Dec. 31, 2011
Baseline Year	July 1, 2004	June 30, 2005

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

This baseline was established consistent with the State baseline and various Renewable Portfolio Standards.

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

11,048,065 *Square Feet*

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

	Floor Area
--	------------

<b>Laboratory space</b>	<i>2,332,798 Square Feet</i>
<b>Healthcare space</b>	<i>55,738 Square Feet</i>
<b>Other energy intensive space</b>	<i>86,321 Square Feet</i>

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

	<b>Emissions</b>
<b>Business travel</b>	<i>32,176 Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	<i>10,254 Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	<i>848 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	---

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

na

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

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

<http://acupcc.aashe.org/index.php?q=boulder&class=&state=>

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

All construction now LEED Gold-plus and many Platinum. Fuel switching upcoming to gas-fired base load cogen. Extensive envelope enhancements based on whole campus aerial laser scoping, significant behavioral conservation campaigns. Campus foot print has expanded ~ 19% over the period, yet intensities like GHG/sf and kwh/sf have flattened.



# Outdoor Air Quality

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## Responsible Party

**Bryan Birosak**  
Director of Utility Services  
Facilities Management

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## Criteria

### Part 1

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

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

### Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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## Submission Note:

In the 'Other standard categories of air emissions identified in permits and/or regulations' section, VOC was reported.

"---" 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:

We are under Federal regulations to acquire 75% of our fleet alternatively fueled. We have a vehicle monitoring program in place. This device allows us to monitor how the fleet is been operated and how we might gain fuel efficiencies, and in turn, mitigate the damage of air pollution from our mobile sources.

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

Yes

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

As per our title V permit we are required to keep a database or spreadsheet with an inventory of all the emissions CU cogen plant produces.

We test, calculate and monitor the following pollutants; CO, NOx, PM10, SO2, CO2, VOC. We also report to the state's Air Pollution Control Division in Denver, a regulatory state agency.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	92.41 <i>Tons</i>
<b>Sulfur oxides (SOx)</b>	0.32 <i>Tons</i>
<b>Carbon monoxide (CO)</b>	26.84 <i>Tons</i>
<b>Particulate matter (PM)</b>	2.60 <i>Tons</i>
<b>Ozone (O3)</b>	0 <i>Tons</i>
<b>Lead (Pb)</b>	0 <i>Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	0 <i>Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	0 <i>Tons</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	1.77 <i>Tons</i>

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

N/A

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

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# Buildings

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

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

# Building Operations and Maintenance

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## Responsible Party

**Kristin Epley**

Administrator

Facilities Management Administration

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## 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.

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



# Building Design and Construction

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## Responsible Party

**Kristin Epley**

Administrator

Facilities Management Administration

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## Criteria

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

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

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

And/or

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

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

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

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*"---" 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
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

- ATLAS - Gold
- Andrews - Gold
- Arnett - Gold
- Basketball/Volleyball Addition - Platinum
- Buckingham - Gold
- Center for Community - Platinum
- Institute for Behavioral Science - Platinum
- JILA Addition - Gold
- Kittredge Central - Gold
- Kittredge West - Gold
- Koelbel - Gold
- Smith - Gold
- Systems Biotechnology Building - Platinum
- Visual Arts Center - Gold
- Williams Village North - Platinum
- Wolf - Gold
- UMC Addition - Silver

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

2,389,855 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	247,951 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	1,235,246 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	906,658 <i>Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>4th Highest Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>2nd Highest Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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

*0 Square Feet*

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

*0 Square Feet*

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

*0 Square Feet*

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

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

Jan. 1, 2002

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

University of Colorado Boulder • Master Plan

III. Sustainability

3. LEED and STARS Compliance

Guidelines:

- All new and renovated facilities shall attain LEED Gold “Plus” certification, which is diving more deeply into the energy and water conservation categories of the LEED requirements, including projected performance at a minimum level of 45 percent better than ASHRAE standards.
- CU-Boulder will utilize the STARS rating to outline opportunities for the campus to improve in building maintenance and operations, clean and renewable energy, and waste reduction.

[http://www.colorado.edu/masterplan/plan/documents/SectionIII\\_000.pdf](http://www.colorado.edu/masterplan/plan/documents/SectionIII_000.pdf)

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

In 2003 UCB students decided to fund construction of four major campus buildings ( Wolf Law, ATLAS, VAC and Business School). Student main funding condition was to ensure these buildings were designed and met the LEED silver level certification with up to 1% of total project cost in support of sustainable features. We have been able to achieve LEED Gold level certification for all new constructions. Currently LEED Gold+ is our campus standard. Gold+ is intended to drive deeper into the two main LEED categories; Energy and Water.

**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.colorado.edu/cusustainability/greeningcu/LEED.html>

# Indoor Air Quality

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## Responsible Party

**Brandon Boger**

Assoc Director-Exmpt Prof  
EHS

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## Criteria

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

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

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

## Dining Services

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

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

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

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

# Food and Beverage Purchasing

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## Responsible Party

**Lauren Heising**  
Director  
Housing-Administration

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## Criteria

### Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### Part 2

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

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"---" 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:**

26.70

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

[Screen Shot 2014-05-06 at 2.15.27 PM.png](#)

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

Sample list attached above

**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:**

17.87

**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:**

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

Convenience Stores

- Organic cereals: Boulder Granola (

<http://www.bouldergranola.com/>

); Gorilla Munch and Oatmeals (

<http://us.naturespath.com>

)

- Fair trade, organic and Rain Forest Alliance Coffee (

<http://elevationcoffee.com/>

)

- Evol Burritos (

<http://evolfoods.com>



)

- Organic beverages: Guayaki Yerba Mate(<http://guayaki.com>), Purity Organic juices and coconut water (

<http://purityorganic.com>

)

- Local beverages: Big B's Organic Juices (

<http://www.bigbjuices.com>

)

- Rudi's Organic breads (

<http://www.rudisbakery.com>

)

- Breadworks (

<http://www.breadworks.net>

)

- Local Milk and other dairy products (

<http://www.robinsondairy.com>

)

- Applegate Farms deli turkey, chicken and black forest ham (

<http://www.applegate.com>

)

- Amy's Kitchen – frozen entrees and snacks (

<http://www.amyskitchen.com>

)

- Stonyfield Organic Yogurt (

<http://www.stonyfield.com>

)

- Boulder Ice Cream (

<http://www.bouldericecream.com>

)

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

" We adhere to, and in some cases, surpass CU Boulder's Fair Food Statement of Values: The University of Colorado Boulder (CU-Boulder) seeks to enhance the sustainability experience of our students, faculty, staff, and visitors by providing food that is healthy for people and our planet. We encourage social and environmental justice in purchasing through the humane treatment of all living things, safe and fair working conditions and agricultural practices, and stewardship of ecosystems while operating in an economically sound manner. CU-Boulder endeavors to support practices and vendors that actively seek strategies to reduce the overall amount of pesticides and carbon footprint, support Colorado economies, and stand alongside our peer institutions and private organizations in promoting a healthier, more sustainable agricultural system without significant financial impact on the university."

CU-Boulder encourages its suppliers to support these practices and to share CU-Boulder's values with others in order to have a global effect on sustainability.

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

We utilize CBORD FSS and track different attributes including Local, Organic, Natural Proteins, Other 3rd party certifications

**Total annual food and beverage expenditures:**

10,349,524.20 US/Canadian \$

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

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

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

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

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

Local Food Shift - signed 10% Local Food Pledge (

<http://localfoodshift.com/>

); Favorite Vegan Friendly Colleges - ranked #8 2013-14 (

<http://www.peta2.com/feature/vegan-college-ranking/>

); researching Green Restaurant Association certification

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

<https://housing.colorado.edu/dining-sustainability/food-sourcing>

# Low Impact Dining

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## Responsible Party

**Lauren Heising**  
Director  
Housing-Administration

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## Criteria

### *Part 1*

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

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

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

Or

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

### *Part 2*

Institution:

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

And

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

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

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

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

34

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

The University of Colorado Boulder (CU-Boulder) seeks to enhance the sustainability experience of our students, faculty, staff, and visitors by providing food that is healthy for people and our planet.

We encourage social and environmental justice in purchasing through the humane treatment of all living things, safe and fair working conditions and agricultural practices, and stewardship of ecosystems while operating in an economically sound manner.

"CU-Boulder endeavors to support practices and vendors that actively seek strategies to reduce the overall amount of pesticides and carbon footprint, support Colorado economies, and stand alongside our peer institutions and private organizations in promoting a healthier, more sustainable agricultural system without significant financial impact on the university.

CU-Boulder encourages its suppliers to support these practices and to share CU-Boulder's values with others in order to have a global effect on sustainability."

**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"):**

Vegan/Vegetarian

- All dining centers and grab-n-go outlets offer vegan/vegetarian options
- Vegan/vegetarian dishes are clearly labeled in all dining establishments
- Multiple selections are offered daily to provide variety

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

Reducing Animal-derived purchases:

- Promoting Meatless Mondays
- Continuously increasing both quality and variety of vegan and vegetarian items
- Sustainable Food Week and Nutritional Events with info on vegan and vegetarian diets

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

[http://housing.colorado.edu/dining/s\\_sustainability.cfm](http://housing.colorado.edu/dining/s_sustainability.cfm)

**Annual dining services expenditures on food:**

8,419,169.18 *US/Canadian \$*

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

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

2,837,468.27 *US/Canadian \$*

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

1,337,127.16 *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.

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

# Building Energy Consumption

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## Responsible Party

**Moe Tabrizi**

Assistant Director

Facilities Management- Administration

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## Criteria

### Part 1

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

### Part 2

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

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

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### Submission Note:

N/A

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	1,586,770 <i>MMBtu</i>	1,768,261 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	485,503 <i>MMBtu</i>	447,923 <i>MMBtu</i>
<b>District steam/hot water</b>	607,896 <i>MMBtu</i>	578,657 <i>MMBtu</i>

## Gross floor area of building space::



	Performance Year	Baseline Year
Gross floor area	11,048,065 <i>Gross Square Feet</i>	9,007,607 <i>Gross Square Feet</i>

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

	Floor Area
Laboratory space	2,332,798 <i>Square Feet</i>
Healthcare space	55,738 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,255
Cooling degree days	694

**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, 2012	June 30, 2013
Baseline Year	July 1, 2005	June 30, 2006

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

The baseline year was chosen to be consistent with the Governor's Executive Orders in 2006.

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

Our Building Automation System (BAS) closely matches our buildings' operational schedule with HVAC operation, activating temperature setbacks after hours.

Some buildings, for example our ARCE office tower building, goes beyond temperature setbacks to completely turn off chiller during unoccupied hours.

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

We have been using LED technology for underground parking illumination as well outdoor lighting with solar-powered LED. Some new renovations are incorporating LED luminaires in office and workspace settings.

For example, the new Center for Community building utilizes LED lights in the entire underground parking structure as well as many of the fixtures in the building.

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

In all new buildings (over 10 new/remodeled buildings this year), as well as large conference rooms, meeting rooms and class rooms, we have deployed lighting control occupancy sensors and/or daylight sensors have been installed.

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

Daylighting and passive solar heating are design elements employed in appropriate facilities.

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

N/A

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

The UCB campus benefits from an on-site natural gas fired co-generation of electricity, steam, and chilled water. Currently 100% of the steam and chilled water generated on campus is by Cogen. Prior to 2005, Cogen produced a significant amount of electricity for the campus. Increases in natural gas prices led to the reduction in electricity production by Cogen.

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

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

Almost all major campus buildings are connected and controlled by our Building Automation System (BAS). Andover BAS system enables us to trend buildings' energy consumption and trouble shoot performance issues. We also have submeters for all utilities in all major buildings and usage data is graphically presented at the conservation web site ('View Energy Usage in Your Building').

Data from BAS has been used to verify the success of recommissioning efforts in several buildings such as Wolf Law and Benson Earth Sciences.

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

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

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

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

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

We have installed motion sensors on vending machines at student Recreation Center. However, our preferred conservation approach for vending machines is to work with the provider to deploy Energy Star rated equipment that is programmed to operate on the same schedule as building occupancy.

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

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

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

<http://colorado.edu/cusustainability>

## Responsible Party

**Moe Tabrizi**

Assistant Director

Facilities Management- Administration

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## Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

# Grounds

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

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Don Inglis**  
FM Grounds  
Facilities Management

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## Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>



<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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

**Submission Note:**

UCB's state stormwater permit containing full detail of stormwater management plan available at <https://drive.google.com/file/d/0Bw35kOQrHucIWG9NNERpS0gzNWM/edit?usp=sharing>

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

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

	<b>Area</b>
<b>Total campus area</b>	511 Acres
<b>Footprint of the institution's buildings</b>	251 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	0 Acres

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

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	97 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	93.50 Acres
<b>Managed organically, third party certified and/or protected</b>	69.50 Acres

**A copy of the IPM plan:**

[UCB\\_pest\\_policy.pdf](#)

**The IPM plan :**

<http://www.colorado.edu/fm/facilities-operations/outdoor-services>

The most common turf and lawn pest problem on the UCB is weed invasion; and primarily dandelions and other broad leaf “weeds”. True IPM is a powerful approach that anticipates and prevents most problems through proper cultural practices and careful observation and knowledge of the life cycles of both beneficial and pest organisms.

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

<http://www.colorado.edu/fm/node/372/attachment/newest>

<http://www.colorado.edu/fm/facilities-operations/outdoor-services>

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

The design for the campus landscape includes native and adaptive species creating a biologically diverse campus. Planning for restoration, renovation and new construction prioritizes native and adaptive plantings where appropriate micro climates exist.

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

HDS collects in mower bags and composts, FM leaves clippings on turf and/or collects and composts, Athletics collects and composts. Nothing is transported to the landfill.

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

CU Boulder is using an organic fertilizer made by Richlawn (OMRI approved) from Dry Poultry Waste on turf areas. We are brewing and applying Compost Tea to turf and bed locations and using soil bioassay testing to track results. We also apply a mixture of organic products such as Fish emulsion, sea kelp and humates to turf and bed locations. Campus turf areas have a crew that removes Broadleaf weeds by hand. The practice of leaf mulching is used on turf areas in the fall to add organic material to the soil. All grass clippings are returned to the turf and increases fertility levels and organic matter of the soil as it decomposes. All Projects that disrupt the landscape are required to replace soil to a depth of one foot with composted topsoil. For more detailed information follow the attached link.

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

The CU Boulder campus is irrigated with ditch water which minimizes the use of potable water. The use of four cycle leaf blowers helps to minimize noise and air pollution. We are using electric snow blowers and string trimmers to minimize air pollution. In an effort to improve turf quality we are purchasing a grass seed blend that is well suited to our climate based on NTEP results. Beds are mulched to hold moisture and minimize weeds. Student help uses bicycles or walk from job site to job site. Graffiti removal products are environmentally friendly.

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

Proper site design of new capital projects must include Low Impact Development (LID) techniques to control storm water runoff at each site instead of removing the water by piping directly to the storm sewer system. These best management practices (BMP's) include reducing the amount of impervious surfaces, using bio-swales, retention, detention and the landscape to filter and treat stormwater, and taking advantage of natural runoff in the landscape recharging ground water. Proper soil amendment and soil depths for the landscape ensure robust plant growth and increases carbon sequestering.

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

### Background

The University of Colorado at Boulder (UCB) campus manages snow and ice removal through a campus Snow Committee. The committee consists of members of all the departments responsible for snow and ice abatement from campus sidewalks, building entries, streets, parking lots, and parking structures. The three main entities responsible for the physical removal of snow and ice on the UCB campus are: 1. Facilities Management; 2. Housing and Dining Services; and 3. Parking and Transit Services. The Snow Committee meets monthly during the season and at least twice in the off season.

Various approaches are in place for removing snow and ice as effectively as possible. This includes hand shoveling, traditional plowing, snow brushes, and the use of several chemical products. The use of snow and ice abatement products includes liquid Magnesium Chloride, granular salt/Calcium Chloride mixes, and on a limited basis, a sand/salt mix.

The number one environmental concern related to program is air quality. Additional concerns include plant damage and water quality. For all these reason, the campus uses various chemical products designed to be as effective as possible while reducing any environmental impacts. One way this is achieved is by using different products based on current conditions of a particular snow event. Temperature is the most important factor. If temperatures are not too low, campus is able to use products with lower concentrations of active ingredient. The continued use of a sand/salt mix, although limited, is primarily a cost consideration as some alternative ice melt product can cost up to 2.5 times as much.

Regardless of which product is used, the committee continues to look at ways to reduce the amount of material applied. Obviously, the majority of the use is dictated by weather conditions. The winter of 09/10 was the 2nd worst/best snow in 50 years. Weather like this makes it challenging to set a numeric target for reduction.

One of the biggest impacts we can have on product usage is through the annual Winter Injury Prevention Program. As part of this program, a detailed snow and ice removal training is given to all our (custodial) staff responsible for snow and ice abatement from building entries and ADA access points. The training focuses on safety and proper use of ice abatement chemicals.

### Other Current Efforts

- Exploring additional / alternative chemical products such as sugar beet-based products
- Continuing to refine and better define departmental responsibilities through the use of GIS mapping systems.
- Key staff pursuing Snow and Ice Management Association (SIMA) certification

o

A Certified Snow Professional is...

- A leader in the snow plowing industry
- Passionate about his/her work
- Environmentally responsible
- Eager to learn and grow
- Creative in exploring and reaching successful solutions
- Informed, knowledgeable, and an effective communicator of the industry's values and principles
- An educator expanding the horizons of co-workers, customers, and community

Currently, the campus has a good structure in place for addressing goals and challenges of snow and ice removal in the form of the Snow Committee. This will be the lead group as we move ahead with additional sustainability goals for the program.

###

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

N/A

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

Yes

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

<http://www.colorado.edu/fm/node/372/attachment/newest>

## Responsible Party

**Richelle Reilly**

Landscape Architect

Facilities Management-Administration

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## Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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*"---" 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:**

There is a wetlands area behind Bear Creek Housing in Williams Village that is fenced off to be protected. Likewise, CU is in a ICUN Category V Species list for grid cell 34807 to protect the Anaxyrus boreas Western Toad, according to the ibat assessment tool.

## **Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:**

No

## **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:**

CU interacts with CDPHE about sensitive areas before continuing on with any projects.

**A brief description of identified species, habitats and/or environmentally sensitive areas:**

This section depends on the area being assessed.

**A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

The University has 192 acres located in the mountains east of Boulder. The property has a few building that are used as a research station devoted to the study of environmental sciences. The remaining property is left in a natural state with no plans for development. In addition, there are areas along Boulder Creek on Main Campus and East Campus that will be left in a native natural state allowing for wildlife habitat. In addition, Williams Village has federally protected wetlands located along the banks of Bear Creek.

2011 UCB Campus Masterplan, Section V: Land and Facilities Plan/ 20, 26-27, 36-39

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

[http://www.colorado.edu/masterplan/plan/documents/SectionV\\_000.pdf](http://www.colorado.edu/masterplan/plan/documents/SectionV_000.pdf)

# Purchasing

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

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



# Electronics Purchasing

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## Responsible Party

**Jeff Darling**  
Staff Member  
Procurement Service Center

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:**

Yes

**A copy of the electronics purchasing policy, directive, or guidelines:**

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**The electronics purchasing policy, directive, or guidelines :**

[https://www.cusys.edu/psc/purchasing/sustainable\\_purchasing\\_guidelines.htm](https://www.cusys.edu/psc/purchasing/sustainable_purchasing_guidelines.htm)

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

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available.

In addition We receive a yearly report from Dell which lists all equipment purchased and which equipment has EPEAT certification and at what level.

Also, Dell is now preparing to sell the model 3020 which is made from recycled materials. The administration is considering whether to designate this model as the system standard model for purchase.

**Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**

No

**Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::**

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	0 US/Canadian \$

**Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:**

0 US/Canadian \$

**The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:**

<http://www.gssa.state.co.us/>

# Cleaning Products Purchasing

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## Responsible Party

**Jeff Darling**  
Staff Member  
Procurement Service Center

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
  - General-purpose, bathroom, glass, and carpet cleaners
  - Biologically-active cleaning products (enzymatic and microbial products)
  - Floor-care products, e.g. floor finish and floor finish strippers
  - Hand cleaners
  - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
  - Plastic film products (e.g. garbage bags/liners)
  - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
  - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
- 

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes

**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

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**The green cleaning product purchasing policy, directive, or guidelines:**

[https://www.cusys.edu/psc/purchasing/sustainable\\_purchasing\\_guidelines.htm](https://www.cusys.edu/psc/purchasing/sustainable_purchasing_guidelines.htm)

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

All cleaning products purchased by the university are green certified products.

In the 2006 Environmentally Responsible Purchasing Taskforce update, recommendations and implications for cleaning products were identified and have been adopted by the university.

<http://ecenter.colorado.edu/greening-cu/environmentally-responsible-purchasing>

**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:**

657,372 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

657,372 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:**

N/A

**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:**

Green products document submitted above

**The website URL where information about the institution's green cleaning initiatives is available:**

<http://www.colorado.gov/cs/Satellite/DPA-DFP/DFP/1251581614944>

# Office Paper Purchasing

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## Responsible Party

**Jeff Darling**  
Staff Member  
Procurement Service Center

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

Yes

**A copy of the paper purchasing policy, directive or guidelines:**

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**The paper purchasing policy, directive or guidelines:**

[https://www.cusys.edu/psc/purchasing/sustainable\\_purchasing\\_guidelines.htm](https://www.cusys.edu/psc/purchasing/sustainable_purchasing_guidelines.htm)

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

Our Strategic suppliers provide the administration with yearly reports that confirm if purchases comply with CU goals and what percentages the compliance is at. This reporting can occur with all CU Marketplace suppliers.

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

Yes

**Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	131,000 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	31,000 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

231,000 *US/Canadian \$*

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

<http://www.colorado.edu/~ememoarc/admin/2010.08/0024.html>

# Inclusive and Local Purchasing

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## Responsible Party

**Jeff Darling**

Staff Member

Procurement Service Center

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## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

## **Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:**

Yes

## **A copy of the policy, guidelines or directive governing inclusive and local purchasing:**

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## **The policy, guidelines or directive governing inclusive and local purchasing:**

The Procurement Service Center's (PSC) efforts in support of the Small Business Program include:

- Educating campus departments and Purchasing Agents on the SBP, providing them with potential small- and disadvantaged-vendor sources, and training them on the use of CCR/Pro-Net;
- Circulating small- and disadvantaged-company brochures, as applicable, to appropriate purchasing personnel, including campus department staff;
- Attending small- and disadvantaged-business fairs, trade shows, and seminars;
- Informing/reporting to various levels of CU management regarding the University's efforts in the SBP area;
- Receiving visits from small- and disadvantaged-business representatives;



- Encouraging small- and disadvantaged-businesses to register with BIDS and CCR/Pro-Net;
- Advising small- and disadvantaged-business officials about University procurement procedures; and,
- Monitoring applicable statutes and regulations to keep apprised of all relevant developments.

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

No

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

0

**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<https://www.cusys.edu/psc/purchasing/smallbusiness.htm>

# Life Cycle Cost Analysis

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## Responsible Party

**Jeff Darling**

Staff Member

Procurement Service Center

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## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

# Guidelines for Business Partners

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## Responsible Party

**Jeff Darling**

Staff Member

Procurement Service Center

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## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

## Responsible Party

**Bryan Flansburg**

Associate Director

Public Safety

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## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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### Submission Note:

We have a vehicle monitoring program in place. This device allows us to monitor how the fleet is been operated and how we might gain fuel efficiencies.

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

**Total number of vehicles in the institution's fleet :**

383

**Number of vehicles in the institution's fleet that are::**

	<b>Number of Vehicles</b>
<b>Gasoline-electric, non-plug-in hybrid</b>	17
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	9
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	41
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:**

We are under Federal regulations to acquire 75% of our fleet accusations alternatively fueled.

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

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# Student Commute Modal Split

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## Responsible Party

**Brandon Smith**

Student Transportation Coordinator  
ECenter

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

### Submission Note:

This combines survey responses of both on and off-campus students.

The survey question used is: What is the most likely way you would get to campus (or get around and off campus) in a typical week (if more than one mode is used, please indicate the mode used for the longest distance).

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

## Total percentage of students that use more sustainable commuting options:

90

## 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)	10
Walk, bicycle, or use other non-motorized means	54
Vanpool or carpool	1
Take a campus shuttle or public transportation	35
Use a motorcycle, scooter or moped	0

**A brief description of the method(s) used to gather data about student commuting:**

Comprehensive web based survey of 1,272 students on April-May 2014.

**The website URL where information about sustainable transportation for students is available:**

<http://ecenter.colorado.edu/transportation>



# Employee Commute Modal Split

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## Responsible Party

**Brandon Smith**

Student Transportation Coordinator  
ECenter

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## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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### Submission Note:

The question used is: What is the most likely way you would get to campus in a typical week (if more than one mode is used, please indicate the mode used for the longest distance).

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

## Total percentage of the institution's employees that use more sustainable commuting options:

54

## 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)	45
Walk, bicycle, or use other non-motorized means	15
Vanpool or carpool	11
Take a campus shuttle or public transportation	27

<b>Use a motorcycle, scooter or moped</b>	0
<b>Telecommute for 50 percent or more of their regular work hours</b>	0

**A brief description of the method(s) used to gather data about employee commuting:**

A comprehensive transportation survey of 2,049 employees in 2011

**The website URL where information about sustainable transportation for employees is available:**

<http://www.colorado.edu/parking/commuting/index.html>

# Support for Sustainable Transportation

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## Responsible Party

**David Cook**

Transportation Coordinator  
Parking and Transportation Services

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

The Laboratory for Atmospheric and Space Physics (LASP) has a bike room, showers and lockers. The bike room is available to faculty and staff through an application process on a space available basis. Access is controlled through badge access via a door controlled by a card reader. Men's and women's showers and lockers are located nearby on the same hallway. Barb Hahn is the bike room coordinator for the LASP building (303-492-6438); it is not documented on a web page but a photo and a copy of the application form are available from David Cook in Transportation Services.

The campus Recreation Center has a large shower and locker facility but lacks secure, indoor bike parking facilities.

**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)?:**

No

**A brief description of the bicycle parking and storage facilities:**

We have approximately 13,000 bike parking spaces on campus (more spaces than we have for cars)  
Of that 13,000 approximately 1,250 spaces are covered.

**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:**

There are paved pathways that connect all buildings on campus. A select few have paint designating bicycle lanes.

**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:**

"Buff Bikes" provides 60 bicycles for students, faculty and staff to rent. The bikes are single-speed cruiser bikes with coaster brakes perfect for riding around campus, riding to lunch or attending an off-campus work meeting. Buff Bikes are available for rent during

regular bike station hours.

Rules of rental:

1. rental is available to faculty, staff and students with a valid university ID (users must also know university ID number—not on card)
2. rental is for one 48-hour checkout period
3. rental is free of charge
4. renewals are allowed, provided availability of a different bicycle
5. bicycle must be returned in the same condition as checkout, with lock, key (not optional) and helmet (optional)
6. user indemnifies the university and agrees to replacement costs in the case of loss
7. user agrees to use bicycle responsibly, according to all applicable laws
8. user agrees to park the bicycle at approved parking sites only (explicitly not including ADA access handrails or ramps)

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

N/A

**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 receive a universal access transit pass paid for through their mandatory student fees at a discount of approximately 45% of full-fare (

<http://rtd-denver.com/FaresPasses.shtml>

). Employees receive a universal access transit pass paid for through University administration and departmental recharge.

The campus operates a shuttle—"Buff Bus"—which is paid for by Housing and Dining Services and used primarily as circulation support for residents of on-campus housing, either on the East, Williams Village or Main campuses.

**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:**

<http://www.colorado.edu/pts/eco-pass/guaranteed-ride-home>

**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:**

Through a contract with private vendor Zimride (

[zimride.com](http://zimride.com)

) employees and students at the University, city of Boulder, Boulder county and the Boulder federal labs have access to a modern ("Web 2.0") web service which allows for sharing and matching of trip needs ("ride offered", "ride needed", etc.). The service is free for the users, paid for through a collaboration between the city, county, university and federal labs.

**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:**

CU-Boulder contracts with the local non-profit eGo Car Share to provide car share vehicles on campus. The program began with three cars in March of 2009. Preparations are now underway to add three more car share vehicles on campus this fall. In addition to the three vehicles on campus, campus car share program members also have access to another seven vehicles in Boulder (including a pick-up truck) and six in Denver.

**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:**

<http://www.colorado.edu/pts/node/411>

**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:**

The “Work at Home Procedure” is administered by the University of Colorado at Boulder, Department of Human Resources. It applies to employee work at home arrangements whether on a continuous basis or for a specific, limited period of time. This procedure applies to classified staff, officers, and exempt professional employees.

**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:**

The University of Colorado System has an administrative policy statement for all of it's campuses called "Alternate Work Arrangements for Classified Staff and Exempt Professionals":

<https://www.cu.edu/articles/upload/5026.pdf>

In addition, CU-Boulder provides it's own guidelines:

<http://www.colorado.edu/humres/downloads/AlternateScheduleGuidelines.pdf>

We also promote the use of flexible work schedules to supervisors when appropriate. See the "HR Guide to Motivating Employees":

<http://www.colorado.edu/humres/downloads/HRGuide.pdf>

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

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**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

No

**A brief description of other sustainable transportation initiatives and programs:**

N/A

**The website URL where information about the institution's sustainable transportation program(s) is available:**

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# Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Edward von Bleichert**

Environmental Operations Manager/Campus IPM Coordinator  
Facilities Management

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## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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### Submission Note:

baseline year = 2005-06

performance year = 2012-2013

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

### Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,349.50 Tons	1,529.20 Tons
Materials composted	786.90 Tons	234.20 Tons

<b>Materials reused, donated or re-sold</b>	321.80 <i>Tons</i>	127.10 <i>Tons</i>
<b>Materials disposed in a solid waste landfill or incinerator</b>	3,164 <i>Tons</i>	3,657 <i>Tons</i>

**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	6,014	6,451
<b>Number of residential employees</b>	15	11
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	26,124	25,978
<b>Full-time equivalent of employees</b>	6,212	5,534
<b>Full-time equivalent of distance education students</b>	1,450	5,503

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2005	June 30, 2006

**A brief description of when and why the waste generation baseline was adopted:**

Established in 1976, CU Recycling has become one of the leading campus recycling programs in the country. Starting on the backs of students, CU Recycling has grown to become integral to the campus operations. From residence halls, administrative buildings and lecture halls to zero waste events on campus, recycling and composting bins can be seen all over campus. CU's efforts in recycling have gained attention from the National Recycling Coalition, who recognized us with its first "Outstanding School Program" award in 1995.

**A brief description of any (non-food) waste audits employed by the institution:**

N/A

**A brief description of any institutional procurement policies designed to prevent waste:**

N/A

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

All surplus property from the institution is required to be processed by Property Services at the end of its useful lifespan, including electronics, lab equipment, furniture, vehicles, etc. Re-usable items are sold back to campus customers and/or sold at public auctions (held quarterly). Items that are damaged and/or have no re-use value are deconstructed as needed so that components like scrap metal can be recycled rather than go to the landfill. 100% of surplus electronics are recycled, re-used on campus, or re-used by external purchasers.

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

CU is converting printed materials to on-line equivalents. –in at least the following projects: Course catalogs, Police Department reports, campus phone directories, and Personnel Description /annual performance review documentation. In several of these projects to convert materials to an online format, there are still limited hard-copies that need to remain available.

**A brief description of any limits on paper and ink consumption employed by the institution:**

The Campus Printing Initiative (CPI) is a campus-wide initiative implemented in response to Description of Photoincreasing waste/environmental concerns and escalating costs that will require all people printing in campus labs and CPI departments to pay a per-page fee.

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

As students move out of the Residence Halls on the CU Boulder campus, they leave behind many usable items they do not wish to carry with them to their next homes. To prevent these "Reusable Items" from entering the landfill and to put them back to use, CU Recycling holds a "Reusable Items Drive" in all 23+ Residence Halls during student Move Out. A donation station is set up in the lobby of each residence hall that includes bins for Reusable Items, Non Perishable Foods, and Personal Care Products. In 2010, we worked with Salvation Army to collect the materials from the Halls and distribute them through their thrift stores. The Personal Care Products and Non Perishable Foods are collected by CU Recycling and taken to the Boulder County Homeless Shelter. Cinder blocks and futon frames are captured to be either reused or recycled with scrap metal or scrap wood. Spare Change collection jugs are placed at the Residence Hall offices, with the proceeds going to various beneficiaries each year (Globe Med was the 2010 beneficiary). CU Recycling also provides staff to consolidate the stations each day in order to make it easy for Salvation Army to collect all the Reusable Items. The "Reusable Items Donation Stations" are set up for 2 weeks and are taken down on the last day of finals.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

N/A

**A brief description of any food waste audits employed by the institution:**

N/A

**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:**

N/A

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

Although we have not taken trays away, we strongly encourage customers to go trayless. In addition, we have a Scrape your Plate/Clean Plate Awareness Day at the beginning of Fall and Spring semesters to show customers how much food is wasted/person and encourage them to take what they want, but eat what they take.

**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):**

Customers may purchase a reusable to-go container for \$5 to be used at the Alferd Packer Grill and Baby Doe's at the University Memorial Center. This "Al's Exchangable's" program requires that a customer presents the used container to one of our friendly cashiers. The cashier then gives the customer a clean and sanitized container. We have recently added a 12 oz soup container to our choice of containers. This item can be purchased for \$3.

**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):**

N/A

**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:**

The Reusable Mug program offers customers the opportunity to save the waste of disposable cups in favor of utilizing a reusable mug. We offer customers a 20 cent discount when using a reusable mug to hold one of our fine hot or cold beverages. We also offer a frequent customer card to customers using a reusable mug to purchase Baby Doe's Organic Coffee. After the customer receives 10 punches on their card they are given a free cup of coffee.

**A brief description of other dining services waste minimization programs and initiatives:**

N/A

**The website URL where information about the institution's waste minimization initiatives is available:**

<http://ecenter.colorado.edu/recycling>

# Waste Diversion

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## Responsible Party

**Edward von Bleichert**

Environmental Operations Manager/Campus IPM Coordinator  
Facilities Management

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## 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*.

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## Submission Note:

\*Solid Waste landfill tons are MSW only, not Construction and Demolition (C&D) waste.

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

## Materials diverted from the solid waste landfill or incinerator:

2,458.20 Tons

## Materials disposed in a solid waste landfill or incinerator :

3,164 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:

Since CU Recycling was established in 1976, the program has evolved into an extensive outreach and education program, along with a comprehensive collections process. CU Recycling's long-standing mission is "to cost-effectively reduce and recover resources from the waste stream while promoting the environmental and social benefits of recycling and providing opportunities for meaningful student involvement."

<http://www.colorado.edu/center/glance>

...provides detailed information about the University of Colorado's Recycling program:

\*Management of the Waste Stream

- \*Materials collected
- \*Infrastructure Investments
- \*Collections Process
- \*Outreach Efforts

**A brief description of any food donation programs employed by the institution:**

Dining Services donates food items that have met the campus food safety criteria to Community Food Share when there are overruns, or before major breaks.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

The pre-consumer food waste composting program at the University of Colorado began in Sept 2004, which serviced four of the Residence Hall food service locations. Currently, there are six Residence Hall food service locations where pre-consumer food waste is collected along with the Student Union Center, which began in Aug 2007. In addition, one cafe in the Business School has also collected pre-consumer food waste since Aug 2008. The pre-consumer food waste is collected by an external company, Eco-Cycle, who then delivers the material to A-1 Organics, which is approx 30 miles away from the University

**A brief description of any post-consumer food waste composting program employed by the institution:**

The University of Colorado's post-consumer food waste composting program began at one of Housing and Dining Services 'Welcome Back' student events in 2005 called Global Jam. The Global Jam luncheon event continues to be one of the larger events (over 5,000 people), where post-consumer food waste is collected (averaging 2-3 tons of pre and post consumer food waste and compostable eating-ware).

Post-consumer food waste is also collected at all the home football games since the 2008 season (see the innovation credit for more info on Ralphie's Green Stampede).

The Student Government also adopted a 'Waste Reduction Bill' in the Fall of 2008, which mandates that all events funded by student fees must either use re-usable china and flatware or compostable dishware. Thus even more post-consumer food waste is collected on a yearly basis.

The most recent addition to the post-consumer food waste collection program is the Student Union Center (University Memorial Center, UMC). In the spring of 2010, a pilot program for post-consumer food waste began in the dining area, and bins for compostables were also set up in the UMC restrooms. Participation was so great amongst students and administrators, that the UMC will continue with the program. Plans are underway to enhance and expand post-consumer food waste composting in all buildings that are operated and maintained by student fees (These include the Recreation Center and Wardenburg Health Center).

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes

<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	---
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	---

**Other materials that the institution includes in its waste diversion efforts:**

Office Supplies



# Construction and Demolition Waste Diversion

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## Responsible Party

**Edward von Bleichert**

Environmental Operations Manager/Campus IPM Coordinator

Facilities Managment

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## 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.

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

# Hazardous Waste Management

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## Responsible Party

**Mark Lapham**

Hazardous Materials Manager  
Environmental Health and Safety

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## 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.

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*"---" 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 Environmental Health & Safety Department (EH&S) provides training to all hazardous waste generators on campus. This training includes methods and recommendations of ways to reduce hazardous wastes. EH&S also operates a chemical treatment center that treats all photographic wastes, certain corrosive wastes, and low level organic aqueous wastes from campus operations to reduce the impact and toxicity of these wastes upon their eventual disposal.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

The Environmental Health & Safety Department (EH&S) operates an EPA-permitted waste Treatment Storage and Disposal Facility. This facility allows EH&S to reduce materials used in packaging wastes for transportation and increase efficiency in disposal of wastes collected from campus operations. Waste disposal requests from campus personnel are carefully evaluated and classified based on compatibility, transportation regulations, and hazardous waste disposal requirements. Wastes are either consolidated with other similar wastes or lab packed before being sent for off site disposal to EPA-permitted facilities.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

No significant hazardous material releases occurred within the last three years.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

The Environmental Health & Safety Department (EH&S) designed a chemical inventory system for the campus in 2002 and has maintained it since then. In addition to providing chemical inventory access to emergency responders, this inventory system was designed to provide laboratory researchers a convenient way to view their existing chemical inventory and avoid the need to purchase additional chemicals that may already be available.

**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):**

All surplus electronics from the institution are required to be processed by Property Services at the end of their useful lifespan. 100% of surplus electronics are recycled, re-used on campus, or re-used by external purchasers. CPUs and other electronics with little to no re-sale value are de-manufactured on site, to separate commodities such as motherboards, circuit boards, power supply, metals, plastics, etc., for the greatest recycling benefit.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

For example, CRTs are recycled by a reputable recycler that is in the process of obtaining ISO 14001 / ISO 9001 Registration – the internationally recognized, independent and rigorous audit certification which evaluates a company's environmental management system and commitment to continual improvement in environmental performance. The secondary recycler also adheres to the standards of the Instituted of Scrap Recycling Industries, (ISRI), and the National Association for Information Destruction (NAID).

Similar programs exist for other equipment.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://www.colorado.edu/ehs/programs/hazardous.html>

# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Kristin Epley**

Administrator

Facilities Management Administration

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## 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:

High

## Total water use::

	Performance Year	Baseline Year
Total water use	378,115 Gallons	413,695 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	260,475,000 Gallons	313,695 Gallons

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
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<b>Number of residential students</b>	6,014	6,451
<b>Number of residential employees</b>	15	11
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	26,124	25,978
<b>Full-time equivalent of employees</b>	6,212	5,534
<b>Full-time equivalent of distance education students</b>	1,450	5,503

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	11,048,065 <i>Square Feet</i>	9,685,160 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	260 <i>Acres</i>	260 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

**A brief description of when and why the water use baseline was adopted:**

In 2001-2002, CU used approximately 400 Mgal per year of water. Since then, CU has reduced water consumption because of the drought conditions we are experiencing, and because water has a large carbon footprint.

**Water recycled/reused on campus, performance year:**

0 *Gallons*

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

Current Colorado water law does not permit application/usage of graywater. Raw water (ditch water) is the main water source for irrigation.

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

Most major campus buildings benefit from water sub meters. Campus users with a

[Colorado.edu](http://colorado.edu)

email address can access current consumption data using Energy/CAP at:

<http://www.colorado.edu/cusustainability/solution/usage.html?bldg=411>

Legacy Data - building level water consumption data prior to June 2011 is available at:

<http://www.colorado.edu/cusustainability/solution/usage.html?bldg=411>

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

faucet aerators, low flow toilets and urinals, low flow toilet handles

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

N/A

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

Landscape design for the campus landscape follows the seven Xeriscape principles, while enhancing biological diversity with selection of native and drought tolerant plantings and removal of invasive species.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

Our irrigation clocks are networked to a central control station that includes a weather station that measures temperature, humidity, wind, solar radiation and dew points. This information is monitored daily with adjustments made to the irrigation watering schedule.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

N/A

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

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## Responsible Party

**Jonathan Akins**  
Campus Civil Engineer  
Facilities Management

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## 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.

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*"---" 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:**

CU continuously is looking for opportunities to improve the stormwater quality on the campus. Every construction project on the campus is reviewed to both minimize stormwater runoff as well as incorporating water quality control features into the project. As a result the University has incorporated numerous storm water BMPs into campus projects ranging from porous pavements to infiltration trenches. As a result almost all of our capital construction projects on the campus have achieved LEED sustainable site credits 6.1 and 6.2.

**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:**

UCB Building and Construction Standards - Drainage Structures and Piping:

<http://www.colorado.edu/facilitiesmanagement/pdc/construction/standards/documents/u02722.pdf>

Floodwater mapping:

<http://www.colorado.edu/masterplan/plan/Exhibits/ExII-C-2CMP20110602.pdf>

University of Colorado Boulder 2011 Master Plan - Section V: Land and Facilities Plan/ 35, 43-44, 50-51, 96-98, 104

[http://www.colorado.edu/masterplan/plan/documents/SectionV\\_000.pdf](http://www.colorado.edu/masterplan/plan/documents/SectionV_000.pdf)

**A brief description of any rainwater harvesting employed by the institution:**

N/A

**Rainwater harvested directly and stored/used by the institution, performance year:**

0 Gallons

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

N/A

**A brief description of any living or vegetated roofs on campus:**

N/A

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

CU has a total of 7 different plazas or parking lots that have porous pavement systems. The systems are designed based on specific site conditions to maximize water quality and retention/infiltration of the runoff. The goal of such systems is to infiltrate as much water into the subsurface as we can and to achieve a higher water quality in our storm water runoff. The areas that CU has porous pavement systems are: Norlin Library Sundial Plaza, Parking Lot 274, Center for Community West Plaza, Center for Community East Plaza, Ketchem Bike Storage, IBS Parking Lot, and Fiske Planetarium Plaza. In addition there are 5 other areas that are designed and scheduled for construction.

**A brief description of any downspout disconnection employed by the institution:**

N/A

**A brief description of any rain gardens on campus:**

N/A

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

CU has a total of 10 retention ponds on the campus, where most of these ponds function also as our raw water irrigation ponds. With the Colorado water laws, CU had to give up some of our water rights in order to obtain a storage right for the water. Most of these ponds are located on the outfalls of our storm sewer systems which provide both water quality and water attenuation of storm events before the storm water runoff goes into Boulder Creek.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

The University has numerous vegetated swales on the campus which are designed by our civil engineers in accordance with UDFCD requirements. These swales are located anywhere from inside parking medians to our quads.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

Other technologies include: constructed wetland channels, constructed wetlands, infiltration pipes, detention ponds, and soil augmentations.

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

<http://www.colorado.edu/masterplan/plan/index.html>

# Wastewater Management

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## Responsible Party

**Jonathan Akins**  
Campus Civil Engineer  
Facilities Management

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## 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*.

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

# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Dave Newport**

Director

Environmental Center

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## 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.

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### Submission Note:

Note that the VCA has been charged by the Chancellor as the leader of campus sustainability efforts per the statements in the Chancellor's speech linked above.

"---" 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:

To numerous to count. Just a smattering include:

- Sports

o CU was in 2008 the nation's first NCAA Division 1 football program to transition sports events to zero waste—and has won two EPA national championships in the years since. Sustainability in sports has ballooned nationally in recent years and CU continues to lead that effort. Recently, CU has been championed by the Natural Resources Defense Council as a leader in this arena. We continue to work with many other campuses and organizations in sports sustainability.

- Training & Engagement

o Responding to sustained student interest, the EC assessed campus leadership programs and their inclusion of sustainability. We planned to launch the Sustainability Immersion Leadership Training program in Fall 2012 but delayed with consideration to synergize with the Sustainable Practices Program overhaul and offerings and to condense to a one-semester program. This effort will feed from and into existing leadership and service-learning assets already present on campus, and use existing staffers' (Director, EOC, Assoc. Director, etc)

expertise to create a focused, non-credit curriculum for a select number of students. The program does not require new support from CUSG; however, this will create a national model at a time when demand for sustainability-related leadership training is rapidly growing. We are planning to launch in Spring 2014 with recruiting in Fall 2013 provided staff resources are available. One intended outcome of the program is to establish a training program for first and second year students who will be potential candidates for board or staff positions.

- o The EC has actively supported the interdepartmental coordination of campus sustainability communications and outreach material. A major focus is development of a communications strategic plan given the sheer number of departments involved and active in sustainability operations, research and education and engagement. This plan, along with other developments, is establishing the need for continued and new training and engagement programs for all sectors of the campus community.

- Student Affairs Sustainability Plan

- o The Student Affairs Division at CU recently incorporated a strong sustainability goal in its strategic plan and asked the Environmental Center to lead that effort within the division. Short term this means a training program for all SA staff and students that is leveraged with existing EC programs for greater traction in residence halls and offices. Longer term, the plan calls for CU's SA division to become a national leader in this arena—and we are well on the way to that goal.

- Sustainability Action Teams

- o The Vice Chancellor for Administration several years ago established Sustainability Action Teams (SATs) that combine personnel from across campus together to work on specific outcomes (e.g. recycling, energy, etc). Various EC staff participated on most of the SATs. The SATs also set 1-3 year performance goals to pursue and channel funds from the VCA and others into related projects. The latest goals for 2012 were all met—even though they were fairly aggressive.

- nLab

- o The partnership between Leeds Business School Deming Center for Entrepreneurship and the Environmental Center has launched nLab—and sustainability creative crucible designed to elicit innovative ideas from all students in all majors. The EC funded the nBox part of nLab, a mobile entrepreneurship incubator. That program has already integrated several dozen students into the formative process. When nBox goes mobile in 2013 we expect that number to climb substantially.

- \* Recycling

With the addition of Zero Waste Goals adopted into the Campus Master Plan (90% diversion rate by 2020), CU Recycling has been vigorously working to plan and implement action items to continue to take the campus towards Zero Waste.

- Achieving a campus diversion rate of 41%, the second highest in CU's history (down 1% from last year)

- Expansion of the compost pilot program to implement compost collections throughout 3 additional buildings on campus: Regent, Systems Biotech and Wolf Law.

- o Current total buildings composting = 6

- o Compost bins have been established in all the rest rooms of these buildings, which has proven to be the most cost effective, operationally efficient method of providing central composting locations for the buildings.

- “Can Parity” pilot program has been completed in Business, Education, Regent and Systems Biotech. Improvements are still being made in EH&S, Wolf Law, and Norlin Library to achieve Can Parity.

- o Results will be reviewed to determine best method to expand to all buildings on campus over the next few years.

- “Can Parity” on the outdoor waste stations at the UMC has been completed, thus achieving “Can Parity” at almost all outdoor waste stations across campus

- The Zero Waste operations in Folsom Stadium for the home football games have been the highlight of Ralphie's Green Stampede once again. For the fourth year, CU Recycling has led these Zero Waste events, successfully creating a diversion rate of over 72% at each game.

- \* Energy & Climate

- You Can Turn Off Climate Change Campaign: We continue to seek out new ways to use this campaign to reach students, staff and faculty. The newest effort is in stickers that encourage campus users to report energy and water waste.

- SCORE (Student and Community Outreach on Renter Efficiency): In fiscal year 2012-2013 Xcel Energy not only provided funding for a team of student employees to visit 200 homes to conduct energy assessments, but they increased their support in providing additional funds for the Greek Sustainability program described below. The energy and water assessments of student rental properties houses include direct installation of CFLs, low-flow showerheads, sink aerators, weather stripping, window film, and hot water pipe insulation. In addition, student employees review energy-savings habits that tenants can adopt to lower their energy bill.

- **Greek Sustainability:** Through the generous funding of Xcel Energy we were able to significantly increase our outreach among the Greeks by hiring both a Fraternity and Sorority Greek Sustainability Coordinator, enhancing our outreach efforts to both sets of Greeks. This duo, with the assistance of SCORE technicians, conducts energy and water assessments in the Greek houses and facilitates regular meetings with the Greek Sustainability Chairs. Almost all houses have a Sustainability Chair that works with house residents to reduce their energy demand. In the spring of 2013 we will conduct an energy competition, the Green Cup, among the sorority houses.
- **Green Labs Program:** CU Green Labs has had a great year of progress which can be seen by the large increase in ongoing electrical saving. This year we are reporting an ongoing savings of 510,000 kWh/year compared to 270,000 kWh/year that was reported last year. One of the main reasons for this large jump is that we have reached the point in our program where labs think of reaching out to CU Green Labs prior to making purchases. As a result we have been able to have large impacts on the purchase decisions of scientists. Other notable accomplishments include:
  - Ongoing savings of 4.2 million gallons of water/year (up 0.5 million/year from last year)
  - Unknown but significant natural gas savings (fume hood sash contest for 125 fume hoods and two autoclaves taken off house steam)
  - Total of 340 cubic yards of foam recycled since Jan 2011 (up from 130 cubic yards last year)
  - **NEW THIS YEAR:** Addition of pipette tip box recycling pilot with Eco-cycle— already ~1000 lbs of material collected
  - Increased presence of posters raising awareness and addressing conservation in labs (including positive feedback from labs on the positive impacts the posters are making)
  - More sharing of ULT freezers between labs than any other year
  - More conversion to more energy efficient freezer sample storage temperature (from ultra low temps to -20°C or room temperature) than any other year
  - 35% of ULT freezers at -70°C instead of -80°C
  - Winner of National Freezer Challenge for the second year in a row
  - Notable national reputation among universities and government labs as a leader in Green Labs topics and program structure
  - **Energy Green Teams:** With funding from the City of Boulder, Energy Green Teams visits 1,200 residences in the Goss/Grove, Aurora and Hill neighborhoods to distribute information on energy and water conservation, CFLs, and sink aerators. While the majority of the potential conservation impacts will occur in residents' homes, we expect many students to carry over these new learned behaviors, such as turning off lights and managing computer energy use, onto campus.
  - **iCAST partnership:** The International Center for Appropriate and Sustainable Technology (iCAST) was awarded a large HUD grant to conduct improvements to low-income homes. We partnered with iCAST during the summer of 2012 to provide SCORE-like assessments for low-income housing in Boulder. One paid student employee (funding provided by iCAST) and three volunteer interns visited over 30 homes twice to work with residents to reduce their energy use.
  - **Community Based Social Marketing Analysis:** This fall the Energy Outreach Team is focusing on an analysis of the residence halls. This analysis includes identification of desired behaviors and associated barriers, focus group discussions to clarify barriers and desired incentives, campus-wide survey to determine attitudes and likeliness to adopt new behaviors, and piloting of campaign materials. The analysis conducted this year will be useful in developing effective and impactful campaign materials for the next several years.

#### Notable new programs and projects

- **Green Labs EcoLeader Team Leads:** Newly hired Team Leads are graduate students who help manage and lead Lab Eco-Leaders and who work with their lab department on conservation efforts. Since departmental or chair approval was received before offering these positions to graduate students, the positions also indirectly established social support for the CU Green Labs Program in lab departments with the leadership of those departments. Even though the first four team leads have only been in place since late November, they are already having great impact. In the new Biotech building (JSCBB) on East campus, an educational campaign and contest managed by the JSCBB Team Lead on the importance of closing fume hood sashes for energy savings and safety began on Jan 7th for more than 125 fume hoods in that building. In Ecology and Evolutionary Biology (EBio), information about EBio IT conservation efforts related to research & classroom computers are being spread and shared with other research departments as a result of initial efforts of the EBio Team Lead. In Chemistry, two autoclaves (large consumers) are being turned off and acetone recycling is being explored as a result of efforts of the Chemistry Team Lead. And in Environmental Engineering, the addition of foam & pipette tip box recycling for this department is being worked on as a result of the efforts of the Env. Eng. Team Lead.
- **Dining Partnership:** Late in the summer of 2012 we participated in the full day training with all Dining staff in which we did a presentation and engaging activity with staff to encourage energy and water conservation in the kitchens. This opened the door for an [STARS Reporting Tool](#) | [AASHE](#)



expanded partnership with Dining and we are now invited to join the monthly tours of campus dining halls to recommend outreach and educational opportunities.

- Climate Reality Project: In August Susan Beckett (Energy Program Manager) was trained by Al Gore and the Climate Reality Project to do presentation on climate change. Thus far she has conducted five presentations to various sectors of campus, including RAs, Green Office participants, and students. We also hosted 24 Hours of Reality in which we broadcast

- \* Transportation

- Late Night Transit maintained services levels in FY2013. No change is anticipated in FY2014. Due to the nature of boardings and since the contract pays Via Mobility Services and CU Buff Bus per hour and not per rider it is difficult to track actual ridership.

- The Ski Bus is presently selling at a 100% sold-out service between November and January, along with additional day-of standby sales. With below average snowfall affecting last season, we failed to sale out the last two trips.

- The bicycle station, jointly managed with Parking & Transportation Services, reported beyond maximum capacity for customer throughput during the fall. We expanded to two employees at a time we often had 3 employees working. Bike station #2 was opened in a temporary landscaping trailer located between Cockerell Hall and the Engineering Center as part of the Cockerell Drive Transportation Improvement Program grant from CDOT. The station opened later than anticipated, but was welcomed by all users. The permanent structure has recently been installed and final touches will take place in February for a March grand opening. Bike station #3 is in the preliminary phases of discussion and is aiming to be located in an existing structure at Williams Village. In the meantime a self service Dero FixIt rack will be placed in the vicinity of the future station.

- Pilot impound bicycle refurbishment, also jointly managed with Parking & Transportation Services, sold all 160 of its bicycles within 2 hours of opening the 2012 fall sale.

- Semester Rentals, funded by a Sustainable CU grant, has continued to grow at an unanticipated but welcoming fast rate. Without additional advertising we rented all of our available bikes in 4 days. The waiting list grew to 89 soon afterwards. The program diligently purchased high quality rental bikes to prepare for the upcoming Spring rush. Currently the program has exceed the grant funded number of 150 bikes and we now have 175 bikes.

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[www.cucommute.com](http://www.cucommute.com)

, in collaboration with Denver Regional Council of Government (DRCOG) we switched from zimride to a site operated as iCarpool. It is a contracted carpool matching service funded jointly with Parking & Transportation Services. The purpose of the switch is cost savings and to have a much larger network of potential carpool matches. iCarpool will match carpoolers with anyone who registers in the Denver Metro region while zimride only matched with students, faculty, and staff of CU, Boulder County and City employees, and employees of NOAA. Zimride continues to do ticketing for the the CU Ski Bus. The goal is that we will get more users registered on the site and we will then see a higher rate of carpooling in return.

- The advertising program, jointly managed and funded with Parking & Transportation Services, continues to build on its success with streamlined project management and skilled student staffing.

- The development area of the sustainable transportation program includes projects such as pedestrian safety by enhancing bike routes and stripping and/or lane painting, increasing ridership of public transit, collaborate with other Universities to persuade RTD to retrofit RFID readers that would allow us to have a unified Buff OneCard/bus pass, working with DRCOG to increase carpooling along the Highway 36 corridor, adding a Dero FixIt rack to Will Vill and family house, eventually replace the self repair rack at Will Vill with a year round staffed bike station, adding covered and secured bike parking, and others.

**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:**

CU has several committees that satisfy the criteria for this credit; the Chancellor's Committee on Energy, Environment and Sustainability (CCEES); the Carbon Neutrality Working Group (CNWG, also charged with broad tasks such as promoting sustainability in curriculum), and the Sustainability Executive Council, an informal advisory body comprised of students, faculty and staff that work with the VCA and Provost's office to coordinate myriad sustainability functions across campus.

However, for the purposes of this credit, full information is submitted in support of the broadest group, the CCEES.

In the Chancellor's speech on February 21, 2007, he established the Chancellor's Committee on Energy, Environment and Sustainability (CCEES) led by the VCA for the purpose of "setting sustainability goals and advising the university on all environmental matters." He tasked the CCEES with executing the "climate neutrality" commitments he made under the Presidents Climate Commitment (PCC). Likewise, the PCC also addresses increased sustainability research, and integration of sustainability into curriculum and student life.

#### Structure

As directed by the Chancellor, the VCA chairs. The CCEES may create sub-committee of related department leaders to which plan development and execution would be delegated (e.g. CNWG).

#### Tasking

Tasking is vertical from the CCEES' members to their subordinate organizational units. For instance, the Provost may task appropriate Deans, Directors, and/or faculty to develop options for the integration of sustainability into curriculum. Likewise, the VCA and FM coordinate plans to enhance conservation and efficiency programs. Similarly, the VCSA and Environmental Center develop student life and conservation outreach programs, and so forth. All the organizational units use internal expertise, existing partnerships and related standing committees to analyze and develop plans, as appropriate.

#### **Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Based on the Chancellor's instructions and mindful of the specific deliverables enumerated in the PCC, eleven personnel characterized as "Campus Leaders and Community Partners" were tapped to serve. These are:

- Vice Chancellor for Student Affairs
- UCSU (Tri-Executive)
- Environmental Center Director
- Vice Chancellor for Administration (Chair)
- Resource Conservation Officer
- Vice Chancellor for Research
- CU Energy Initiative Director
- Provost
- City of Boulder Mayor
- Boulder County Commission Chair
- Governors Energy Office Director

#### **The website URL where information about the sustainability committee(s) is available:**

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#### **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:**

CU has several offices that meet this need. The CU Environmental Center is the oldest and largest. However, Facilities Management, Housing and Dining Services, and Purchasing all have offices/personnel designated for this function. Overall, the Vice Chancellor of Administration's office is tasked with coordinating sustainability-related activities.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

30

**The website URL where information about the sustainability office(s) is available:**

<http://www.colorado.edu/ecenter/services/services>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Steven Thweatt, Interim Vice Chancellor of Administration

**A brief description of each sustainability officer position:**

VCA is charged by the Chancellor to coordinate all sustainability efforts on campus. This includes interfaces with sustainability personnel in student affairs, facilities, transportation, and purchasing.

**The website URL where information about the sustainability officer(s) is available:**

<http://www.colorado.edu/vcadmin/>

## Responsible Party

**Dave Newport**  
Director  
Environmental Center

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## 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.

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## Submission Note:

"---" 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?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	Yes	Yes
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	No	No
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes

<b>Investment</b>	---	---
<b>Other</b>	---	---

**A brief description of the plan(s) to advance sustainability in Curriculum:**

- Create a 2000-level energy basics course for undergraduate and graduate energy certification program
- Continue faculty training in sustainability via the "Peak to Peak" summer session
- Create a School of Sustainability

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

- Create above referenced course by Fall 2014
- Train 60+ faculty/year
- Open School of Sustainability by Fall of 2015

**Accountable parties, offices or departments for the Curriculum plan(s):**

- ECO - Energy Conservation Office
- E-center - Environmental Center
- HDS - Housing and Dining Services
- EI - Energy Initiative

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

- Establish a Professional Masters Degree with associated research capacity in ENVS.

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

- New Masters program set for rollout in Fall 2015.

**Accountable parties, offices or departments for the Research plan(s):**

ENVS Chair Sharon Collinge.

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

- Continue with the eco-leader programs in Residence Halls (students) and in Academic/ Administrative buildings (faculty and staff). (E-Center)
- create a 2000-level energy basics course for undergraduate and

graduate energy certification program

- A residence hall energy conservation pilot will be initiated using real-time electricity usage feedback and competition incentives to motivate students

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

- Buff Energy Star (BES) program; BES promotes healthy competition among all campus buildings and building proctors to save energy and reduce waste. The minimum requirements are to save 5% or more energy during the next 12 months compared to the previous 12 months.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

- ECO -

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

Increase engagement through Orientation, UCOMM, and Outreach, among others.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

Increase 6 year graduation rates rate from 68% to 70% by 2015.

**Accountable parties, offices or departments for the Public Engagement plan(s):**

- Several offices including Office of Diversity, Campus Outreach, UCOMM

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

- Re-commissioned all campus HVAC system to optimize performance.
- Replaced all high pressure steam traps with new technology traps that include failure indicators and continue to inspect quarterly
- Hit yearly reduction goals and overall benchmarks of Climate Action Plan.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

20% reduction in total consumption and Sq. ft. consumption from '05-06 baseline levels.

**Accountable parties, offices or departments for the Air and Climate plan(s):**

- ECO/FM -
- HMO -

- Environmental Center

**A brief description of the plan(s) to advance sustainability in Buildings:**

Based on the student capital construction fee and mandate, campus leadership has decided to use Leadership in Energy and Environmental Design (LEED) as green and sustainable design and construction standards for student funded buildings.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

Goal: Zero Waste construction goal

LEED certified construction projects divert very significant portions of construction waste from landfills. This is an important step toward the “Zero Waste” construction goal.

**Accountable parties, offices or departments for the Buildings plan(s):**

- ECO - Energy Conservation Office
- PD&C - Planning Design and Construction

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

- Vendor change to EcoLab – more environmentally friendly packaging and access to more Green Seal or equivalent products.
- Increase number of events and conferences that are zero waste such as Global Jam – a large event welcoming students to campus.
- Create sustainable culture by creating semi permanent displays in dining rooms of what Housing and Dining Services are currently doing and what customers can do.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

Dining Facilities Composting is being tracked as a unit of total Tons of waste composted. No maximum has been set.

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

HDS - Housing and Dining Services

**A brief description of the plan(s) to advance sustainability in Energy:**



- develop or update an energy management plan and ensure development of a study determining feasibility of energy performance contracting for all state owned facilities;
- assess and implement where effective, the development of state renewable energy projects with the support of the Governor's Energy Office.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

- By fiscal year 2011-2012, achieve at least a 20% reduction in energy consumption of state facilities below fiscal year 2005-2006 levels;

**Accountable parties, offices or departments for the Energy plan(s):**

- PD&C Director Bill Haverly

**A brief description of the plan(s) to advance sustainability in Grounds:**

- Campus Parking and Transportation Services (PTS) has purchased and installed battery operated solar powered parking kiosks.
- Currently a number of sites on the main campus are being considered for solar energy application.

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

- Eliminate the use of synthetic chemical pesticides and fertilizers by 2016

**Accountable parties, offices or departments for the Grounds plan(s):**

- Don Inglis, Director of Grounds

**A brief description of the plan(s) to advance sustainability in Purchasing:**

- develop purchasing policies to reduce the state's environmental impact as a consumer of products and services;
- The Department of Personnel, in cooperation with the Department of Public Health and Environment, shall develop purchasing policies for selecting environmentally preferable products.

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

- Achieve a paper use reduction goal of 20% by fiscal year 2011-2012 using fiscal year 2005-2006 as a baseline;

**Accountable parties, offices or departments for the Purchasing plan(s):**

- Jeff Darling, Director of Sustainable Purchasing, Facilities Management

**A brief description of the plan(s) to advance sustainability in Transportation:**

- complete a transportation efficiency audit addressing methods for improving the environmental efficiency of the state fleet.

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

By June 30, 2012, achieve a 25% volumetric reduction in petroleum consumption by state vehicles measured against a fiscal year 2005-2006 baseline, while increasing energy efficiency of the fleet (excluding vehicles used for law enforcement, emergency response, road maintenance, and highway construction)

**Accountable parties, offices or departments for the Transportation plan(s):**

- PTS -
- DC -
- HDS -

**A brief description of the plan(s) to advance sustainability in Waste:**

- Set up recycling stations in shops and work areas that will be taken to the Central Recycling station on a weekly basis.
- expand football stadium recycling into the parking lots
- Recycle and sale of surplus pallets by Materiel Management in collaboration with the University's recycling center results in increased University Fiscal reimbursement, and reduction in "chipping" and disposal costs
- Implement single-stream recycling at Bear Creek apartments
- Take scrap wood from shops and work areas to the composting area grinder for mulch or compost.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

- 100% recycled content copy paper provided to various departments.

**Accountable parties, offices or departments for the Waste plan(s):**

FM, HMO)  
HDS)  
DC)

**A brief description of the plan(s) to advance sustainability in Water:**

- Extend placement of water-mizers on autoclaves throughout campus research labs once pilot stage is complete
- Improve the lawn sprinkler inspection program and develop a “report a broken sprinkler head” program
- Utilize 1/8 gallon flush units when installing new urinals

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

- Achieve a reduction of water consumption goal of 10% by fiscal year 2011-2012, using fiscal year 2005-2006 as a baseline;

**Accountable parties, offices or departments for the Water plan(s):**

FM

**A brief description of the plan(s) to advance Diversity and Affordability:**

Campus Diversity Plan is robust and quantitative.

<http://www.colorado.edu/pba/div/divplanprogress.htm>

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

Numerous measurable objectives in the plan.

<http://www.colorado.edu/pba/div/divplanprogress.htm>

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Numerous plans and resources noted at:

<http://www.colorado.edu/audience/faculty-staff/resources/Health%20%26%20Wellness>

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

See:

<http://www.colorado.edu/audience/faculty-staff/resources/Health%20%26%20Wellness>

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

See:

<http://www.colorado.edu/audience/faculty-staff/resources/Health%20%26%20Wellness>

**A brief description of the plan(s) to advance sustainability in Investment:**

The charter or mission statement of the CIR or other body or a brief description of how the CIR is tasked to address social and environmental concerns :

The Investment Policy Committee and the Board of Directors of the University of Colorado Foundation have adopted a set of Shareholder Responsibility Guidelines regarding socially and environmentally responsible investments.

The body does have multi-stakeholder representation.

The policy notes: "The University of Colorado Foundation, to the degree to which it can reasonably evaluate the impact of a proposition, will attempt to vote for propositions which seek to eliminate or reduce the social injury caused by a company's activities to the degree that there is no negative economic impact to the Foundation's assets."

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

The University of Colorado Foundation adheres to a Sudan Divestment Policy.

As part of that policy, a negative screen of the entire investment pool is conducted annually. Securities that could be in violation of the policy are identified and managers are then formally asked in writing to sell positions that violate the terms of the policy. This has been done in writing on more than one occasion over the last three years.

**Accountable parties, offices or departments for the Investment plan(s):**

CU Foundation

**A brief description of the plan(s) to advance sustainability in other areas:**

The EC is expanding sustainability more robustly into the social justice arena via repurposing its Energy & Climate Justice Program to better partner with multi-cultural groups and people on campus and better develop the sense of sustainability from simple environmental resource conservation into broader human impacts.

**The measurable objectives, strategies and timeframes included in the other plan(s):**

Establish new partnerships with multi-cultural groups every year.

**Accountable parties, offices or departments for the other plan(s):**

E-Center

**The institution's definition of sustainability:**

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**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:**

In numerous places and in numerous ways both explicitly and implicitly, environmental dimensions of sustainability are incorporated into the strategic plan, Flagship 2030. For instance: "All facilities will be constructed with materials and methods emphasizing sustainability and environmental awareness, consistent with the university's longtime commitment to the environment." [page 55]

Again, in numerous ways, social dimensions of sustainability are supported in the strategic plan. For instance, "As we add new [faculty] positions, we will also identify and implement strategies for enhancing our faculty diversity. A significant increase in new and diverse faculty will help us remain competitive in the quality of teaching and the educational experience for undergraduate, graduate, and professional students." [page 33]

Indeed, social elements are part of two of the core initiatives in the plan:

- 1) Learning for a Diverse World. Implement new strategies for improving diversity; foster a supportive and inclusive climate for all.
8. Serving Colorado, the Community, and Our Graduates. Expand outreach programming aimed at Colorado communities; enhance opportunities for lifelong and distance learning.

Likewise, both social and financial sustainability principles are detailed in the strategic plan. For instance, "We will enhance student

financial support by doubling both merit and need-based financial aid within the next five years; we will initiate a statewide dialogue on how

Colorado can expand access to higher education.

CU-Boulder is committed to recruiting outstanding students from a diverse talent pool throughout the state, the nation, and the world. In particular, we want to provide access for qualified Colorado residents, regardless of their ability to pay.

Although financial aid has been the fastest-growing budget item for the past four years, we still lag behind our peers in overall funds available to help attract the best

students. Clearly, we need to increase our financial aid investment if we are to compete for outstanding undergraduate students. At the graduate level, we also

must enhance stipends, health care, and housing to recruit top-tier graduate students. Our overall recruitment strategies must reflect our intent to build a

diverse student body that is more representative of the world today and tomorrow." [page 37]

**The website URL where information about the institution's sustainability planning is available:**

<http://ecenter.colorado.edu/resources/publications/blueprint-for-a-green-campus>

**Responsible Party**

**Dave Newport**

Director

Environmental Center

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**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.

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"---" 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:**

They can participate in Residence Hall Association if they live in the residence halls, or they can join the CU Student Government (CUSG)

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

No

**A brief description of student representation on the governing body, including how the representatives are selected:**

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**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	No



<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	No
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

CUSG has a budget of over \$24 million and directly oversees the UMC (Student Center) and the Recreation Center. They also have an agreement with the university to operate these units and have control over their expenditures independently. CUSG also oversees several resource centers and advocacy programs

<http://cusg.colorado.edu/projects-initiatives/>

<https://docs.google.com/file/d/0B4Oc5BEDw9Q9SGRPb1NKTFFWa0k/edit>

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

Staff Council is a way for the staff to be represented and member of this council are assigned to various committees on campus to represent all staff's interest.

**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:**

Staff Council is a way for the staff to be represented and member of this council are assigned to various committees on campus to represent all staff's interest.

**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	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	No
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	---

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

Establishing new policies, programs, or initiatives Allocation of 5% of job description of each HDS staff toward “sustainability”.  
Creating teams within Student Affairs to promote ideas for conservation and “green offices”.

Existing or prospective physical resources pilot programs for “composting”, expansion of recycling program for batteries, card board and metal.

Budgeting, staffing and financial planning Allocation of funds for “Environmental initiatives”, creating position for “sustainability coordinator” establishing goals for Energy consumptions and recycling.

Communications processes and transparency practices “EcoStar” program for better communication process with students and staff.  
Published data on actual utilities usage and recycling, on monthly basis.

**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)?:**

No

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

N/A

**Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:**

No

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

N/A

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

N/A

**The website URL where information about the institution's governance structure is available:**

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# 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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Alphonse Keasley**

Faculty, Asst Professor Attend  
Academic Affairs

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## 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 Chancellor's Committee on Diversity and Inclusion (CCDI) provides advice to the chancellor as he provides leadership to enhance campus diversity in the following critical areas of mentorship, scholarship, and internships opportunities.

**The full-time equivalent of people employed in the diversity and equity office:**

6

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.colorado.edu/odece/>

**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:**

In order to create a positive learning, working and living environment, we must provide an atmosphere free of discrimination and harassment based upon race, color, national origin, gender, age, creed, religion, sexual orientation, disability, and veteran status. University of Colorado at Boulder (UCB) staff and student employees must attend a discrimination and harassment workshop within their first 30 days of hire.

All UCB faculty members must attend a discrimination and harassment workshop within their first semester of hire. After this initial workshop, all employees are required to attend a discrimination and harassment workshop at least once every five years.

Likewise, the Gay Lesbian Bisexual Transgender Resource Center (GLBTRC) offers help to gay, lesbian, bisexual, transgender, queer, intersex, and allied (GLBTQIA) students at the University of Colorado at Boulder.

Safe Zone Training for all campus personnel is offered regularly.

Also, the annual CU Diversity and Inclusion Summit attracts a wide audience to cultural competency and inclusion trainings and discussions.

<http://www.colorado.edu/news/r/5fd52f51864668cf1326a7eba3702efa.html>

**The website URL where information about the cultural competence trainings is available:**

<http://www.colorado.edu/GLBTRC/>

# Assessing Diversity and Equity

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## Responsible Party

**Alphonse Keasley**

Faculty, Asst Professor Attend  
Academic Affairs

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## 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
- 

## Submission Note:

<http://www.colorado.edu/pba/ia/>

---Students, Faculty and Staff links

<http://www.colorado.edu/pba/div/>

--see Annual Progress Report

--see Report to Board of Regents May 2014

<http://www.colorado.edu/pba/surveys/>

--surveys

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



**Has the institution assessed diversity and equity in terms of campus climate?:**

Yes

**A brief description of the campus climate assessment(s) :**

The CU-Boulder Campus Climate Survey asks students about their level of comfort on the campus and in the community; whether they feel they fit in and are welcome here; and their experiences with stereotyping and negative remarks and behaviors directed toward others. All enrolled, degree-seeking undergraduate and graduate students (including those in Law) who had an email address and who had not requested that their personal directory information be kept private -- almost 30,000 students -- were invited to participate in the survey. Students of color and international students were oversampled to allow us to report results for these groups separately. Overall, 26% of sampled students completed the Web-based questionnaire (6,125 undergraduates, 1,652 graduate students).

**Has the institution assessed student diversity and educational equity?:**

Yes

**A brief description of the student diversity and educational equity assessment(s):**

DURING THE SPRING TERM, THE VICE CHANCELLOR FOR DIVERSITY, EQUITY AND COMMUNITY ENGAGEMENT, WITH SUPPORT FROM THE IR OFFICE, PREPARES A REPORT FOR THE CU REGENTS CONCERNING STUDENT ENROLLMENT, PERSISTENCE AND GRADUATION. THIS INFORMATION IS THEN ENTERED INTO THE BOARD OF REGENTS' MINUTES AND MAINTAINED AS PART OF THE PUBLIC RECORD. THIS INFORMATION IS ROUTINELY POSTED ON THE IR WEBSITE.

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

AS WITH THE STUDENT DATA, THE BOARD OF REGENTS' REPORT CONTAINS COMPARISON DATA CONCERNING FACULTY, STAFF AND ADMINISTRATORS. THIS REPORT IS COMPLETED EVERY YEAR AND INCLUDED IN THE PUBLIC RECORD.

**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):**

CU-BOULDER HAS THREE ACTIVE SHARED GOVERNANCE GROUPS: THE COLORADO UNIVERSITY STUDENT GOVERNMENT, WHICH HAS A STANDING DIVERSITY COMMISSION; THE BOULDER FACULTY ASSEMBLY (BFA), WHICH ALSO HAS A STANDING DIVERSITY AND INCLUSION COMMITTEE; AND, STAFF COUNCIL. STAFF COUNCIL HAS THE DISTINCTION OF REPRESENTING THE MOST DIVERSE SEGMENT OF THE CU-B WORKFORCE.

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

<http://www.colorado.edu/pba/surveys/climate/10>

# Support for Underrepresented Groups

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## Responsible Party

**Alphonse Keasley**

Faculty, Asst Professor Attend  
Academic Affairs

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## 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.

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## Submission Note:

The inventory of gender neutral bathrooms can be found at:

<http://www.colorado.edu/glbqrc/>

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

## Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

## A brief description of the programs sponsored by the institution to support underrepresented groups:

The CU Leadership, Excellence, Achievement, and Diversity (CU-LEAD) Alliance is a unique set of academic learning communities whose students, faculty, and staff are united to promote inclusive excellence. These “academic neighborhoods” foster scholastic camaraderie and promote student success through enhanced instruction, small group classes, leadership activities, computer labs, personal links to faculty and staff, scholarships, research experiences, advising, mentoring and tutoring, and community service for students of color and first-generation students. Programs include Designers Without Boundaries, Diverse Musicians Alliance Program, Diverse Scholars Program, Education Diversity Scholars Program, Journalism Diversity Scholars Program, Miramontes Arts and Sciences Program (MASP), Engineering BOLD Center (BOLD), Chancellor’s Leadership Residential Academic Program (CLR) and Ethnic Living and Learning Community (ELLC), Honors CU-LEAD Scholars Program. Student Outreach and Retention Center is another available resource.

Undergraduate Research Opportunities Program (UROP) funds undergraduate research and creative work through individual grants, research assistantships, team grants and research seminars. The program is looking at new ways to recruit underrepresented academic departments and student populations in an effort to increase the range of the research and creative work it supports.

RAP and G-RAP programs: Diversity is served also by the “flagship initiatives” in the university’s strategic plan. For example, expanding residential academic programs under the flagship initiative “Residential Colleges” will foster a greater appreciation of diversity and community. Interdisciplinary work, which is the focus of the initiative on “Transcending Traditional Academic Boundaries,” includes research projects that incorporate diversity goals.

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.colorado.edu/humres/training>

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution’s discrimination response policy, program and/or team:**

The Office of Discrimination and Harassment (ODH) was created on August 15, 2005, the implementation date of the University of Colorado Boulder Policy on Discrimination and Harassment. The ODH also enforces the University of Colorado Sexual Harassment Policy and Procedures and the University of Colorado Policy on Conflict of Interest in Cases of Amorous Relationships. The Director of the ODH, on behalf of the entire ODH team, serves jointly as the campus Title IX Coordinator along with the Director of the Office of Student Conduct.

The University of Colorado Boulder does not discriminate based upon race, color, national origin, sex, pregnancy, age, religion, creed, sexual orientation, gender identity, gender expression, disability, veteran status, political affiliation, or political philosophy either in educational programs or activities or in employment. The Office of Discrimination and Harassment will address all complaints of discrimination and harassment when the alleged harasser is an employee. If the alleged harasser is a student, the complaint will be addressed by the Office of Student Conduct.

The University is committed to taking appropriate action against those who violate the policy on discrimination and harassment, the sexual harassment policy, or the policy on amorous relationships. Individuals who violate these policies will be disciplined or subjected to corrective action, up to and including termination or expulsion.

**The website URL where more information about the institution’s discrimination response policy, program and/or team is available:**

<http://hr.colorado.edu/dh/Pages/default.aspx>

**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?:**

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

Yes

# Support for Future Faculty Diversity

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## Responsible Party

**Alphonse Keasley**

Faculty, Asst Professor Attend  
Academic Affairs

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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:**

Two CU programs, the chancellor's fellowship and special opportunity hiring, help departments in hiring women and new faculty members of color, where the university competes with other leading national universities. Almost 50% of recent faculty hires have been women, with 20-30% faculty of color.

See Quality Indicator System information,

<http://www.colorado.edu/pba/qis/98/ucb3tab.htm>

See Flagship 2030 Faculty Taskforce Report

<http://www.colorado.edu/flagship2030/downloads/implementation/TaskForceFaculty.pdf>

See CU's Affirmative Action Program Report, 2009-2010

<http://www.colorado.edu/humres/downloads/AffirmAction2009-2010.pdf>

Faculty Teaching Excellence Program (FTEP) promotes excellence in the service of student learning through its initiatives, workshops, symposia, individual consultations to faculty and research in undergraduate learning and in academic development for the faculty. The Program encourages shifts in faculty members' thinking about undergraduate deep learning and constructing understanding as opposed to conveying knowledge.

See FTEP,

<http://www.colorado.edu/ftep/>

**The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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## Responsible Party

**Alphonse Keasley**

Faculty, Asst Professor Attend  
Academic Affairs

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## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**



CU Promise is the university's guarantee for eligible Colorado residents from low-income families that the student will receive a financial aid package which includes enough grants and work-study to pay for the student share of tuition, fees, and estimated book expenses.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

Each fall, the CU Leadership, Excellence, Achievement, and Diversity (LEAD) Alliance sponsors a luncheon to honor faculty who have mentored students in the Alliance programs.

As a regular part of the annual campus's Diversity/Inclusion Summit, the Academic Excellence Program (AEP) provides a session specifically for faculty and staff regarding low-income students.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

Pre-College Programs: Pre-Collegiate Development Program (PCDP), Roaring Forks Pre-Collegiate Program, Summit County Pre-Collegiate Program.

**A brief description of the institution's scholarships for low-income students:**

CU-LEAD Alliance programs, which include programs in eight of the nine university's colleges and schools, as well as programs in the Division of Student Affairs.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

The Pre-Collegiate Development Program (PCDP) offers Saturday Academies for parents to learn about tuition, financial aid programs and services, and planning for college.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Pre Collegiate Development Program (PCDP); Upward Bound (though federally funded, the program has been on campus for 29 years); Roaring Forks Program, Summit County Program, Partnership with the Daniels Fund, targeted recruitment in schools with free and reduced lunch programs.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

<http://www.colorado.edu/prospective/>

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Beginning fall 2005, CU-Boulder guaranteed a financial aid package that includes a combination of grants and a work-study award sufficient to fund the student share of tuition, fees, and estimated book expenses (as defined by Colorado Commission on Higher Education) for eligible students.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

Not applicable

**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:**

CU Promise is the university's guarantee for eligible Colorado residents from low-income families that the student will receive a financial aid package which includes enough grants and work-study to pay for the student share of tuition, fees, and estimated book expenses.

CU-LEAD Alliance programs, which include programs in eight of the nine university's colleges and schools, as well as programs in the Division of Student Affairs.

**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:**

We have served the University of Colorado Boulder students, faculty, staff, and alumni for over 30 years

Our teachers are committed to bringing out the best in each child

We serve approximately 80 children ages 15 months (walking independently) through five years

What We Believe

Each child is respected as a unique and capable learner

We recognize the first five years of a child's life are the most formative

Optimal growth takes place when we encourage and support the overall development of each child

**A brief description of other policies and programs to support non-traditional students:**

none

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

No

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	0
The graduation/success rate for low-income students	0
The percentage of student financial need met, on average	0
The percentage of students graduating with no interest-bearing student loan debt	0

**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:**

0

**The website URL where information about the institution's affordability and access programs is available:**

<http://www.colorado.edu/prospective/>

# 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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Ana Johnson**  
Assoc. Exec. Director  
HR

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## 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.

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**Submission Note:**

Independent contractors and subcontractors working on campus are not employees of the University, and therefore are not included in the number reported for Total number of employees working on campus.

Additional websites for our institutions compensation policies and practices are available here:

<https://www.cu.edu/pbs/>

<http://www.colorado.edu/humres/downloads/UCBProcessforReviewofProfessionalExemptSalaries.pdf>

<http://www.colorado.edu/humres/downloads/SalarySettingGuidance.pdf>

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

**Number of employees:**

7,542

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

7,139

**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:**

0

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

The university wishes to compensate officers and exempt professionals in a manner that is competitive in the marketplace and that rewards meritorious performance within fiscal limits.

The university wishes to compensate officers and exempt professionals in a manner that is competitive in the marketplace and that rewards meritorious performance within fiscal limits.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

7,542

**Number of employees of contractors that receive sustainable compensation:**

0

**A brief description of the standard(s) against which compensation was assessed:**

The university wishes to compensate officers and exempt professionals in a manner that is competitive in the marketplace and that rewards meritorious performance within fiscal limits.

Compensation and pay for State of Colorado classified employees is tied to job classification. It is a goal to help campus managers and supervisors achieve their business goals while maintaining quality standards of equitable pay for equitable work.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

CU has reviewed the hourly wages for staff titles on our campus and determined that 100% of the positions, with a margin of error of +/- 1% earn greater than \$7.78 per hour which has been ascertained as the highest government-mandated minimum wage (state is currently higher than federal). Additionally, regular employees may be eligible for group benefits plans, retirement benefits, performance awards, incentives, premium pay practices, and leave benefits which enable employees to meet their basic needs. Overtime/comp time is provided for those jobs determined to be eligible for such compensation under the FLSA.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

CU has reviewed the hourly wages for staff titles on our campus and determined that 100% of the positions, with a margin of error of +/- 1% earn greater than \$7.78 per hour which has been ascertained as the highest government-mandated minimum wage (state is currently higher than federal). Additionally, regular employees may be eligible for group benefits plans, retirement benefits, performance awards, incentives, premium pay practices, and leave benefits which enable employees to meet their basic needs. Overtime/comp time is provided for those jobs determined to be eligible for such compensation under the FLSA.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

CU has reviewed the hourly wages for staff titles on our campus and determined that 100% of the positions, with a margin of error of +/- 1% earn greater than \$7.78 per hour which has been ascertained as the highest government-mandated minimum wage (state is currently higher than federal). Additionally, regular employees may be eligible for group benefits plans, retirement benefits, performance awards,

incentives, premium pay practices, and leave benefits which enable employees to meet their basic needs. Overtime/comp time is provided for those jobs determined to be eligible for such compensation under the FLSA.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

CU has reviewed the hourly wages for staff titles on our campus and determined that 100% of the positions, with a margin of error of +/- 1% earn greater than \$7.78 per hour which has been ascertained as the highest government-mandated minimum wage (state is currently higher than federal). Additionally, regular employees may be eligible for group benefits plans, retirement benefits, performance awards, incentives, premium pay practices, and leave benefits which enable employees to meet their basic needs. Overtime/comp time is provided for those jobs determined to be eligible for such compensation under the FLSA.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

CU has reviewed the hourly wages for staff titles on our campus and determined that 100% of the positions, with a margin of error of +/- 1% earn greater than \$7.78 per hour which has been ascertained as the highest government-mandated minimum wage (state is currently higher than federal). Additionally, regular employees may be eligible for group benefits plans, retirement benefits, performance awards, incentives, premium pay practices, and leave benefits which enable employees to meet their basic needs. Overtime/comp time is provided for those jobs determined to be eligible for such compensation under the FLSA.

**The local legal minimum hourly wage for regular employees:**

7.78 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.colorado.gov/cs/Satellite?c=Page&cid=1185870964539&pagename=DPA-DHR%2FDHRLayout>



# Assessing Employee Satisfaction

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## Responsible Party

**Ana Johnson**  
Assoc. Exec. Director  
HR

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## 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.

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## Submission Note:

Additional url:

<http://www.colorado.edu/StaffCouncil/Governance/2013BCSCSurvey.pdf>

"---" 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:**

68

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

There are three methods the University has enlisted to evaluate employee satisfaction.

1. The University conducts confidential exit surveys of all staff and tenure/tenure-track faculty who leave the University. The surveys are conducted by a third-party vendor who provides confidential reports. The data is used to identify areas for improvement that can be used for recruitment and retention of current and potential employees, and to develop program improvements as appropriate.
2. Human Resources conducts employee engagement surveys on a regular basis, most recently in 2012.

3. The University of Colorado System Staff Council conducts periodic staff opinion surveys, the most recent in 2012.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

The university creates a Themes and Goals document that outlines goals set forth by the responses to the evaluation. Each goal is addressed differently depending on the nature of the goal and deadline.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,012

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<http://hr.colorado.edu/es/recognition/ee/Pages/results.aspx>

# Wellness Program

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## Responsible Party

**Gary Chadwick**

Retiree

HR-University Retirees, GC

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## 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
- 

"---" 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
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

University of Colorado at Boulder's Employee Assistance Program is a confidential service designed to provide assistance to faculty and staff for personal or work-related concerns that may interfere with job performance. The EAP program provides Short-Term Counseling Services, Work-Life Services, Consultation, Workshops and Seminars, Crisis Intervention Services, and Resource and Referral Services.

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.colorado.edu/studentaffairs/fsap/>

# Workplace Health and Safety

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## Responsible Party

**Chadd Medina**

Assistant Director, Boulder Campus Operations  
University Risk Management

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## 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.

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"---" 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	469	508
Full-time equivalent of employees	6,212	5,534

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

	Start Date	End Date
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<b>Performance Year</b>	June 30, 2013	July 1, 2013
<b>Baseline Year</b>	June 30, 2005	July 1, 2006

**A brief description of when and why the workplace health and safety baseline was adopted:**

The University of Colorado Boulder will comply with all applicable environmental health and safety rules and regulations. Environmental Health and Safety (EH&S) is a division of the UCB Department of Public Safety and is responsible for implementation and enforcement of the Campus environmental, health and safety program. Accordingly, the Director of EH&S has been delegated the authority to issue related policies and procedures for the Boulder Campus and, if necessary, to suspend activities and/or close areas that are deemed to be unsafe, to human health or the environment, and/or non-compliant with Federal, State or Local regulations.

EH&S will consult with the respective VC prior to or immediately following the issuance of policies/procedures or curtailment actions taken, based on the circumstances. In addition, the Director of EH&S will interact directly, on a regular basis, with each VC (as well as the Chancellor, as appropriate) on issues involving safety, health and environmental compliance in their respective division.

**A brief description of the institution’s workplace health and safety initiatives:**

Not available

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://www.colorado.edu/ehs/pdf/UCBPolicy.pdf>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Dennis Piper**  
VP, Chief Financial Officer  
CU Foundation

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## 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.

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*"---" 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 Investment Policy Committee and the Board of Directors of the University of Colorado Foundation have adopted a set of Shareholder Responsibility Guidelines regarding socially and environmentally responsible investments. The body does have multi-stakeholder representation. The policy notes: "The University of Colorado Foundation, to the degree to which it can reasonably evaluate the impact of a proposition, will attempt to vote for propositions which seek to eliminate or reduce the social injury caused by a company's activities to the degree that there is no negative economic impact to the Foundation's assets."

## **Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

Investment Policy Committee members: Earl Wright, Chair; Michael Imhoff - alumnus; John "Jack" Kemp - alumnus; Jeffrey Lovell - alumnus; Andrew Safir - alumnus; Judith Wagner - alumnus; Stephen Walsh - alumnus; Carl "Spike" Eklund - Board Chair; Donald Eldhart - University Designee; Brian Burnett - University Designee

**Examples of CIR actions during the previous three years:**

Close oversight of outsourced investment manager

**The website URL where information about the CIR is available:**

<http://www.cufund.org/about-us/foundation-leadership/board-of-directors/>



## Responsible Party

**Dennis Piper**  
VP, Chief Financial Officer  
CU Foundation

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Total value of the investment pool:**

1,090,782,592 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	49,254,907 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	15,248,887 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

Venture capital firm #1 provides start-up capital and operating leadership to companies in the clean energy, digital media (IT), and life sciences sectors. Recent investments have largely been weighted to the clean technology sector. Venture capital firm #2 provides growth capital for mid to late stage venture companies within the clean technology and life sciences sectors. Private equity firm #1 makes mezzanine and equity investments in energy and energy-related infrastructure, which include investing in clean energy, coal mining, and fuel additives. Private equity firm #2 seeks to create a sizable portfolio of land and livestock enterprises (sheep and cattle) and, subsequently, use technology and advanced herd management techniques to improve efficiencies of pasture-land operations.

**Does the institution have a publicly available sustainable investment policy?:**

Yes

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

Per the University of Colorado Foundation Shareholder Responsibility Guidelines, "The University of Colorado Foundation, to the degree to which it can reasonably evaluate the impact of a proposition, will attempt to vote for propositions which seek to eliminate or reduce the social injury caused by a company's activities to the degree that there is no negative economic impact to the Foundation's assets."

**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:**

The University of Colorado Foundation adheres to a Sudan Divestment Policy. As part of that policy, a negative screen of the entire investment pool is conducted annually. Securities that would be in violation of the policy are identified and managers are then formally asked in writing to sell positions that violate the terms of the policy. This has been done in writing on more than one occasion over the last three years.

**Does the institution's sustainable investment policy include negative screens?:**

Yes

**A brief description of the negative screens and how they have been implemented:**

The goal of the Sudan Divestment Policy is to allow for maximum impact on the government of Sudan while minimizing harms to both Sudanese citizens and portfolio returns. The implementation of the Policy utilizes a third-party database, the EIRIS Conflict Risk Network (

<http://crn.eiris.org/>

), which identifies companies that meet the following targeted Sudan divestment criteria:

1. Have a business relationship with the government or a government-created project;
2. Impart minimal benefit to the country's underprivileged; and
3. Have demonstrated no substantial corporate governance policy regarding the Darfur situation.

The Foundation's investments are screened for the inclusion of any offending securities. As necessary, the Foundation then provides notice to any investment managers within the portfolio that hold any of the offending securities and requests that the securities be divested. The Foundation's Long-Term Investment Pool has been successful in reducing exposure to offensive securities to 0.05%, well below the target limit of 0.50%.

**Approximate percentage of the endowment that the negative screens apply to:**

100

**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:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

Per the University of Colorado Foundation Shareholder Responsibility Guidelines, "The University of Colorado Foundation, to the degree to which it can reasonably evaluate the impact of a proposition, will attempt to vote for propositions which seek to eliminate or reduce the social injury caused by a company's activities to the degree that there is no negative economic impact to the Foundation's assets."

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

The University of Colorado Foundation adheres to a Sudan Divestment Policy.

As part of that policy, a negative screen of the entire investment pool is conducted annually. Securities that could be in violation of the policy are identified and managers are then formally asked in writing to sell positions that violate the terms of the policy. This has been done in writing on more than one occasion over the last three years.

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

N/A

**The website URL where information about the institution's sustainable investment efforts is available:**

<http://www.cufund.org/news/cu-foundation-publications/investment-updates/>

## Investment Disclosure

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### Responsible Party

**Dennis Piper**  
VP, Chief Financial Officer  
CU Foundation

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### 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.

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

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Dave Newport**

Director

Environmental Center

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## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Sports sustainability fan engagement

**A brief description of the innovative policy, practice, program, or outcome :**

CU Athletics has begun using its leadership in sports sustainability to influence their fans to implement personal sustainability behaviors in their own lives, homes, and workplace—in order to be “part of the team.” This is a new extension of CU's "Ralphies Green Stampede" (RGS) program that established the nation's first zero waste athletics program in a NCAA Division 1 stadium in 2008.

The new strategy began with eight "Sustainable Gameday" basketball games during Spring 2014 and will continue through Fall football and 2015 basketball seasons. Fan behavioral change targets are recycling, composting, water conservation, and energy conservation activities.

During Sustainable Gamedays, fans were informed of the ongoing zero waste activities in athletics and in the university. Fans were also exposed to messaging about how to properly separate recyclables and compostables. By various means, fans were then asked to implement these behaviors in their own "homes, work and play."

See:

<https://drive.google.com/file/d/0Bw35kOQrHucISFdxduVSWkjqZjA/edit?usp=sharing>

Similar but stronger messaging has occurred during Fall 2014 football games. Signage and announcements in stadium and tailgate zones challenge fans to consider "What kind of Buff will you be?" The messaging then goes on to inform fans of sustainability activities in the stadiums--and, most importantly, how fans can "run with Ralphies Green Stampede" by being a "water wise Buff" or a "zero waste Buff" and practicing these behaviors at home.

See:

<https://www.youtube.com/watch?v=AAYHdLamfPg&feature=youtu.be>

Contests are run in ZW tailgate zones (Franklin Field) and through RGS Facebook site with winners receiving game balls, coolers, etc, for participating in tailgate composting activities, posting 'selfies' of themselves recycling, or being the first to enter time-limited contests on FB.

See:

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

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**



Measurable outcomes include increases in recycling and composting rates in fans' homes. Post activity assessment indicated that 8% of fans reported increases in recycling and 4% of fans reported increased composting as a result of the "Sustainable Gameday" program in basketball. Additionally, 54% of fans surveyed reported it was 'somewhat likely' or 'very likely' that they would increase pro-environmental behaviors in their homes as a result of learning about it and observing it during the "Sustainable Gamedays."

Likewise, in March of 2014, the Sustainable Gameday Fan Engagement campaign also served to organize community zero-waste stakeholders who met and discussed a "Roadmap to Success" related to increasing composting in the community. Fifty-four community members and partner organizations (K-12 system, Girl Scouts, other NGOs, City, and County reps) self selected a one year of doubling Boulder's composting rate. That effort is underway through RGS, Sustainable Gamedays, and leveraged through the outreach from partner community groups.

See:

<https://drive.google.com/file/d/0Bw35kOQrHucIcHFBZEhsS2UyRnM/edit?usp=sharing>

**A letter of affirmation from an individual with relevant expertise:**

[GSA STARS innovation letter.jpg](#)

**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
<b>Curriculum</b>	No
<b>Research</b>	No
<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	Yes
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	No

<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	Yes
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available :**

<https://drive.google.com/file/d/0Bw35kOQrHucISFdxUVSWkJqZjA/edit?usp=sharing>

### Responsible Party

**Kathryn Ann Ramirez Aguilar**

Manager

CU Green Labs Program

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### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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### Submission Note:

As required by STARS, both innovations reported above are supported by letters of affirmation from experts in the field. As the STARS Reporting Tool only has capacity for one letter of affirmation and two experts were relevant to the unique aspects of each innovation, their separate letters have been combined into one document file and uploaded above.

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Energy, water, chemical-use, and cost reduction activities in research laboratories

**A brief description of the innovative policy, practice, program, or outcome:**

Two innovative practices implemented in CU Boulder research laboratories have been developed by the CU Green Labs Program in cooperation with the researchers themselves and related campus units. Together they are part of an array of innovative practices pioneered by the CU Green Labs Program, a partnership between CU Facilities Management and the CU Environmental Center. The innovative program activities included in this credit are:

1) ETHANOL REUSE: Re-Use of Cold Trap Ethanol to Sterilize Cell Culture BioSafety Cabinets. The Stable Isotope Lab at the Institute for Alpine and Arctic Research (INSTAAR) uses ethanol cold traps during its analysis of ice core samples. Over time, water from the air humidifies the ethanol. As the water concentration increases in the ethanol solution, ice crystals begin to form in the cold trap rendering the solution useless to the lab. Because of the strong interaction between ethanol and water, distilling the used ethanol is energy intense and does not remove sufficient water from the ethanol to be of real benefit to the lab. Since this diluted ethanol is clean, the lab wanted to know if there was a way in which the ethanol could be re-used instead of having to discard the ethanol as hazardous waste which they did for many, many years.

At a meeting between Environmental Health and Safety (EH&S) and the CU Green Labs Program, the group developed the idea of re-using the ethanol at the Biochemistry Cell Culture Facility. In cell culture, ethanol is readily used to sterilize biosafety cabinets and other items, but it is first diluted down with water to 70% ethanol. Since the ethanol leaving the cold traps was on the order of ~85-90% ethanol, it could easily be diluted to 70% ethanol for re-use in cell culture.

2) ELECTRON MICROSCOPE POWER DOWN PRACTICE: Turning off a Scanning Electron Microscope (SEM) When Not in Use for Significant Energy and Water Savings. Electron microscopes require vacuum conditions to be maintained for instrument integrity and performance. As a result, electron microscopes, their vacuum pumps, and associated chillers remain on 24 hours a day, 7 days a week. Some instruments do come with a standby mode that enables the high vacuum pumps and associated chillers to be shut off, leaving some microscope components on such as the low vacuum pumps on, but most scope facilities choose not to use the standby mode because they are concerned it will affect the performance of their instruments. Some electron microscopes do not come with standby mode option at all, including a scanning electron microscope in the Ecology and Evolutionary Biology (EBio) Department at CU-Boulder. This scope is infrequently used by the department but is an instrument which the department wishes to keep. The scope and the chiller use ~78 kWh/day in electricity and likely on the order of ~500 gallons/day of tap water when left on all the time (processed chilled water is not available in that building).

A lab member who was bothered by the constant sound of the tap water going down the drain asked whether this equipment could be turned off when not in use since it was infrequently used by the department. CU-Boulder Green Labs reached out to the manufacturer, JEOL, to see what was possible. The request was an unusual one for JEOL, but JEOL was open to the idea. They reported that while most electron microscopes cannot be turned off regularly, this particular model could as long as the scope was turned back on at least every two weeks to maintain the vacuum in the chamber of the instrument.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

## ETHANOL REUSE

1) Ethanol re-use has been in effect now at CU-Boulder for 1.5 years with ~120 gallons of ethanol/year being diverted from hazardous waste and being re-used in Biochemistry cell culture, saving the cell culture facility ~\$1500/yr in avoided ethanol purchasing costs. The ethanol is transported between the two INSTAAR & Biochemistry Cell Culture labs by CU-Boulder EH&S.

## ELECTRON MICROSCOPE POWER DOWN PRACTICE

2) For no more than two years now, the Stock Lab in EBio has been keeping this instrument off when not in use and making sure it was turned back on briefly at least every two weeks to maintain vacuum in the instrument chamber. It is avoiding an estimated ~28,000 kWh/year in electricity use and ~180,000 gallons/year in tap water use. Considering that putting electron microscopes in standby mode is uncommon for those instruments that have that option, turning an entire electron microscope completely off when not in use is an exceptional act that is simply not done in this field of work to the best of our knowledge.

## A letter of affirmation from an individual with relevant expertise:

[Stars Innovation letters for green labs.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	Yes
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes

<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available:**

<http://www.colorado.edu/ecenter/greenlabs>

### Responsible Party

**Dave Newport**  
Director  
Environmental Center

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### Criteria

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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### Submission Note:

Note 1: Sustrana's Findings Letter is posted here:

<https://drive.google.com/file/d/0Bw35kOQrHucIUXFQSGUtNzJ6MVE/edit?usp=sharing>

Note 2: The Sustrana review insured that the data included was the appropriate data for each credit, but makes no such affirmation of the accuracy of these data. So, for instance, the review insured that our carbon emissions data were reported in the correct units and consistent with reporting requirements. However, Sustrana did not audit our carbon inventory, nor insure that these data were themselves accurately collected, computed and reported. Such a full quality control audit of the report is well above the scope of their review--and would be prohibitively expensive.

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Third party review of STARS submittal

**A brief description of the innovative policy, practice, program, or outcome:**

An review of this STARS submittal was provided by a third party, Sustrana LLC, during June-September, 2014. Sustrana's review insures that the report is complete, the data are consistent and responsive to the requirements of each credit, and that the information provided is compliant with the reporting requirements as provided in the STARS Technical Manual. To our knowledge, no other STARS submittal has been voluntarily reviewed by a third party for the above parameters. As such, this approach is innovative nationally.

<http://www.sustrana.com/sustainability-in-higher-education>

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The review provided by Sustrana identified 33 instances where responses were found to be insufficient. Of those, 30 were found to have missing and/or irrelevant data and 17 were found where required linked documentation was not functional or incorrectly linked.

Over all categories, 35 credits were found to have some defect with the majority being broken links, inconsistent baseline data, or other minor technical errors. However, four significant errors were identified that included inadvertent double counting, incorrect narrative, and one computational error.

All identified deficiencies and issues were remedied prior to submittal. Remedies included inclusion of corrected data, repairs of broken links, documentation of required criteria, deletion of double counted data, changing some credits to 'not pursuing,' and/or better clarification of required information.

The revised STARS report was again submitted to Sustrana for review of our corrective actions. Upon Sustrana's re-review a letter attesting to the review and its findings was delivered to the University of Colorado Boulder.

**A letter of affirmation from an individual with relevant expertise:**

[STARS.IN-3.Letter.Julian.final.9.2014.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a STARS Reporting Tool | AASHE**



maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

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**The website URL where information about the innovation is available:**

<https://drive.google.com/file/d/0Bw35kOQrHucIUXFQSGUtNzJ6MVE/edit?usp=sharing>

### Responsible Party

**Don Inglis**  
FM Grounds  
Facilities Management

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Compost Tea injection system

**A brief description of the innovative policy, practice, program, or outcome:**

Over the last three years, CU has transitioned away from synthetic-pesticide and synthetic-fertilizer use on campus turf. Instead, CU has implemented a health-based turf management system using organic fertilizers, hand removal of weeds, and bioassay of soil borings across campus to measure soil microorganism types and populations at varying depths. The key to the health-based system is building and maintaining appropriate levels of soil microorganisms in all turf areas. Using Compost Tea to help inoculate the soils with these microorganisms was seen as a possible technology to accomplish this.

With a desire to use Compost Tea for the entire landscape we needed to find a way to apply the product without the use of large boom sprayers as is the normal application method. We worked to create a method of brewing and injecting the Compost Tea extract directly into the irrigation system thus allowing an application to all of the turfgrass and landscape beds in one application without any impact to the campus users. This application method was extremely challenging based on calculation of rates, survival rates of the microorganisms, sprinkler and valve impacts of the product. It took many months of trial and error to determine how to set up the irrigation system to allow proper "priming" of the system to make sure that every zone had Compost Tea in the water when the station turned on.

Based on current technologies and knowledge of other Compost Tea users no other large scale institution has put forth the amount of effort and financial backing to allow for the creation of this innovative application method. Indeed, only a few campuses have moved to a health-based turf management system, and none in Colorado.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The use of Compost Tea has aided in our ability to provide a healthy soil profile which is more conducive to turfgrass health and allows us to maintain a very dense turf canopy which helps prevent the ability for weeds to encroach. We have been doing soil Bio-Assay tests every year since we began Compost Tea injections. We have found that the overall biological life within the soil profile has increased and has allowed us to reduce the use of our organic fertilizer because the soil is more adept at processing organic matter and thus producing plant available nutrients.

We are also in the early phases of a dedicated research project to help determine scientifically the effectiveness of this approach and this will help us continue to fine tune the Compost Tea program to achieve the best possible results of the new technology.

**A letter of affirmation from an individual with relevant expertise:**

[CU Boulder letter.STARS.IN-4.2014.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	---

<b>Research</b>	Yes
<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	---
<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	Yes
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available:**

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