

University of Colorado Colorado Springs

The following information was submitted through the [STARS Reporting Tool](#).

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

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:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

937,500,000 US/Canadian \$

Total campus area:

549 Acres

IECC climate region:

Mixed-Dry

Locale:

Mid-size city

Gross floor area of building space:

1,832,183 Gross Square Feet

Conditioned floor area:

1,511,055 Square Feet

Floor area of laboratory space:

156,000 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

341,565 Square Feet

Floor area of residential space:

287,966 Square Feet

Electricity use by source::

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

Biomass	0
Coal	61.50
Geothermal	0
Hydro	6.80
Natural gas	29.64
Nuclear	0
Solar photovoltaic	1.20
Wind	1.20
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

6

Number of academic departments (or the equivalent):

61

Full-time equivalent enrollment:

8,667

Full-time equivalent of employees:

1,421

Full-time equivalent of distance education students:

988

Total number of undergraduate students:

9,220

Total number of graduate students:

2,101

Number of degree-seeking students:

8,888

Number of non-credit students:

332

Number of employees:

1,421

Number of residential students:

1,040

Number of residential employees:

2

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

Criteria

Part 1

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

Part 2

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

Submission Note:

To meet our new General Education requirements, which include sustainability, we are in the process of identifying and annotating sustainability courses in the catalog, which will be available for students to utilize for the Fall 2014 semester.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,314	772
Number of sustainability courses offered	63	6
Number of courses offered that include sustainability	81	31

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

40

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

61

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):

[STARS2014_AC1_listofcourses.docx](#)

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

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

<http://www.uccs.edu/~sustain/site/curriculum.html>

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

Working from the 2012-2013 course catalog, student interns and the Director of the Sustainable Development minor evaluated all of the course descriptions and flagged content that indicated an emphasis on sustainability for the course or some inclusion of sustainability principles in the course. Courses were also sorted by graduate and undergraduate level; 4000-level courses that may be taken for either grad or undergrad credit were counted as undergrad.

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):

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

	Yes or No
Internships	Yes
Practicums	Yes
Independent study	No
Special topics	Yes
Thesis/dissertation	No
Clinical	Yes
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

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

Criteria

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

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

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

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

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

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

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

1,228

Total number of graduates from degree programs:

1,228

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

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

According to campus-wide general education learning outcomes, all students graduating from UCCS are expected to “demonstrate an awareness and understanding of the value of sustainability.” (UCCS Assessment of General Education, Spring 2010, p. 13). Since this is a general education outcome, it applies to all sixty-one academic departments and their associated degree programs.

The campus Student Learning Outcomes Coordinator is in the process of developing an assessment tool to measure student proficiency in sustainability. The tool will be used with a set of incoming students and graduating seniors to assess learning on a longitudinal basis.

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

Sustainable Development Minor – Learning Outcomes (these are not the same as the campus-wide learning outcomes being developed, and referenced above)

Upon completion of this minor, students will be able to:

1. Define sustainable development.
2. Describe the interdependency of sustainable development’s three pillars of equity, environment, and economy.
3. Identify existing conditions of: a) environmental degradation, b) economic failure, and c) social inequity; and provide plausible explanations for their cause, interdependency, and reasonable ideas for their resolution.
4. State the importance of inter-generational responsibilities to sustainable development.
5. Describe inequities generated by current economic systems and access to resources.
6. Describe the current state of knowledge regarding global climate change, accurately depict where uncertainty exists with respect to climate change, and identify examples of social (i.e. equity), economic, and environmental impacts resulting from climate changes.
7. Explain the role of technology and its influences on sustainable development.
8. Describe how physical processes and systems create limitations upon and influence the needs of societies. This requires a working knowledge of the laws of thermodynamics; greenhouse effect; circulation of air and ocean currents; hydrological connectivity and watersheds, solid waste streams, and energy and food production, among others.

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

<http://www.uccs.edu/assess/general-education.html>

Undergraduate Program

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Geography and Environmental Studies

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

The purpose of the Bachelor of Arts Degree in Geography is to provide students with an understanding of the discipline of geography. This includes courses in physical, human, and cultural geography, as well methods courses that provide exposure to the various tools and techniques of geographic research.

To earn a BA in Geography, students complete 38 credit hours of GES courses, 19 of which must be upper division. The curriculum is comprehensive and designed to serve students in potential careers in research, government, industry and education. As students fine-tune their interests in geography, a GES advisor or other faculty encourages students to follow one of four academic tracks. These tracks, which include a carefully selected set of related courses, are intended to accelerate and direct students toward a specific career. The tracks are as follows:

Human and Cultural Dynamics

Physical Systems

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

<http://www.uccs.edu/geography/ba-program.html>

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

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

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

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

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

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

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

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

Yes

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

Sustainable Development Minor

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

The interdisciplinary minor in Sustainable Development includes courses from a variety of departments and colleges at UCCS. Many of these emphasize experiential, project-based, and service learning. The minor is designed to foster a responsible citizenry at UCCS, which in turn contributes to sustainability efforts at local, regional, and national or international scales. Most broadly, the goal of the minor is to advance environmental protection, promote a fair and equitable society, and sustain a robust economy both locally and globally.

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

<http://www.uccs.edu/~sustainabilityminor/>

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

Energy Science Minor

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

The energy science program is designed to prepare students for careers in energy fields. Specifically, courses are offered in energy science, solar energy, wind energy, nuclear energy, and related fields such as remote sensing and climatology.

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

<http://www.uccs.edu/~physics/minor-in-energy-science.html>

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

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

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

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

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master of Arts in Applied Geography

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

The goal of the program is to provide graduate level education that enables students to address community concerns through applied geographic research. Graduates with an MA in Applied Geography will have integrative skills that link human activity to natural systems, and that apply a spatial perspective to human and natural processes.

Areas of Emphasis

The MA provides students with specific scientific and communication skills necessary to be community leaders in their area of expertise. Graduates of this MA program will have the following skills and competencies to work on community issues:

Understanding of and appreciation for the interactions between the human and natural world

Skills to synthesize, analyze, and evaluate diverse social and physical information

Ability to conceptualize spatial relationships for problem solving

Communication skills to clearly present solutions or recommendations

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

<http://www.uccs.edu/geography/ma-program.html>

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

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

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

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

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

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

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

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):

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

GES 4460 Field Studies in Geography: Guatemala is a two week summer field course offered annually. The class is designed as an experiential learning course in which students are immersed in Guatemalan culture and study contemporary environmental and cultural issues within the country. Participants travel to three major regions of Guatemala: the eastern highlands, the northern Petén, and the western highlands. Each region has unique environmental and cultural issues related to sustainable development, including deforestation, indigenous rights, water resource problems, economic development of export agriculture, transnational migration, etc. Students are provided with opportunities to explore selected issues on an individual basis.

Another section of the GES4460, Field Studies in Geography, that is offered every January is a week-long immersive course based in Silverton, Colorado.

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

[Campus Sustainability Data Collector | AASHE](#)

Sustainability Literacy Assessment

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

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:

1

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

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

Minor in Sustainable Development (SUDV) Assessment
University of Colorado at Colorado Springs

Background and short answer questions:

What is your class standing?

- a. Freshman c. Junior
- b. Sophomore d. Senior

Define Sustainable Development:

What are the three core subject areas (“three pillars”) of sustainable development?

Multiple Choice Questions (24 total)

1) Which of the following statements about water is true?

- a. Slightly less than 500,000 people worldwide do not have access to safe drinking water
- b. The quality of water on earth remains constant
- c. The quantity of water on earth remains constant
- d. The average U.S. citizen uses approximately 40 gallons of water per day

2) What is the main premise of the 2nd law of Thermodynamics?

- a. Energy can neither be created nor destroyed, it merely changes form
- b. A system will increase in entropy to approach equilibrium
- c. If designed perfectly, a system can be 100% efficient
- d. A body in motion will remain in motion until a force acts upon it

3) Which of the following characteristics makes a species more vulnerable to endangerment or extinction?

- a. Limited geographic range
- b. Small body size
- c. Live offspring
- d. homeothermy

4) Currently the world’s human population is:

- a. Growing at an ever-increasing rate
- b. Declining sharply
- c. Growing, but the rate of growth has declined slightly
- d. Stable, neither growing nor declining

5) What are likely adverse effects of global warming?

- a. Spread of tropical diseases to temperate regions
- b. Increased severity and frequency of tropical storms
- c. Flooding of coastal cities
- d. All of the above

6) The richest 10 percent of the human population controls which percent of the world’s wealth?

- a. 10%
- b. 35%
- c. 65%
- d. >80%

7) The wealthiest 15 percent of the world’s population uses which percent of the world’s resources?

- a. 15%
- b. 35%
- c. 65%
- d. >90%

8) Contemporary global economic activity has had the following effect(s):

- a. Lowered the world’s poverty rate
- b. Increased the availability of resources worldwide
- c. Caused the degradation of the world’s habitat and resources

d. All of the above

9) What has been the effect of industrial society on global extinction rates?

- a. No change
- b. A decrease
- c. Slight increase
- d. Dramatic increase

10) Which of the following best characterizes the relationship between advances in technology and Sustainable Development?

- a. Technology consistently promotes Sustainable Development
- b. Technology consistently works against Sustainable Development
- c. Technology has no impact on Sustainable Development
- d. Technology can have a positive or negative impact on Sustainable Development

11) A carrying capacity is:

- a. The size a population is limited to by environmental and geographic factors
- b. The economy's ability to generate wealth
- c. The total amount of energy a device can store
- d. The number of species in a given ecological system

12) Which of the following resources is currently the biggest supplier of U.S. energy?

- a. Solar
- b. Coal
- c. Wind
- d. Hydro

13) In our current agricultural system, which of the following most undermines sustainability?

- a. Corporations are unwilling to invest in agriculture
- b. Sunlight limits plants' ability to photosynthesize
- c. Reliance upon petroleum-based fertilizers and pesticides
- d. Chronic worker shortages

14) Which of the following is an example of how the focus of environmental justice activists has differed from and challenged mainstream environmentalism?

- a. Identifying landscape-scale corridors for wildlife conservation and habitat connectivity
- b. Creating direct-action campaigns that blockaded timber sales
- c. Documenting the links between race or class and exposure to environmental contaminants
- d. Lobbying Congress to stop all off-shore oil drilling

15) The average supermarket food item travels approximately how far to reach the store?

- a. 15 miles
- b. 150 miles
- c. 450 miles
- d. 1,500 miles

16) Of the following, which contributes the most to sustainability?

- a. Reducing consumption
- b. Recycling products
- c. Reusing products

d. Buying expensive new products

17) According to the 4th Intergovernmental Panel on Climate Change (IPCC) report, what is the level of scientific certainty that global warming is principally caused by greenhouse gas emissions from human activities?

- a. 30 percent
- b. 50 percent
- c. more than 90 percent
- d. 100 percent

18) Which of the following represents a significant way humans are exposed to environmental contaminants?

- a. Persistent organic pollutants in the water or food stream
- b. Global warming
- c. Organic clothing
- d. Using incandescent light bulbs

19) Which of the following is an example of social inequity?

- a. Workers in Thailand making Adidas shoes
- b. Workers in Sri Lanka making 1/10 the wage of workers in Staten Island
- c. Workers in Detroit losing their jobs due to a drop in motor vehicle sales
- d. Workers in Berlin organizing to create a labor union

20) The processes by which the environment produces resources that we often take for granted such as clean water, clean air, productive soils, habitat for fisheries, and pollination of plants is known as:

- a. Social capital
- b. Ecosystem services
- c. Environmental economics
- d. Environmental conservation

21) Truly sustainable businesses need to take into consideration:

- a. The triple bottom line: people, planet, and profit
- b. Whether or not products can be made more cheaply
- c. The availability of migrant workers
- d. The single bottom line: profits to shareholders

22) The idea that we should be concerned with the impact of our actions on generations to come is called:

- a. Intergenerational equity
- b. An ecological footprint
- c. Intragenerational equity
- d. Sustainability science

23) What is the “Greenhouse Effect?”

- a. Any phenomenon that makes plants grow better
- b. The natural heating phenomenon of Earth’s atmosphere
- c. An unnatural buildup of carbon and methane in the atmosphere
- d. The economic benefit that greenhouses and nurseries provide to communities

24) According to the 4th Intergovernmental Panel on Climate Change (IPCC), what is the level of certainty that planetary warming is occurring?

- a. 30 percent
- b. 70 percent

- c. More than 90 percent
- d. 100 percent

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

The assessment was developed by the Director of Sustainable Development (SUDV). Working with a student research assistant, the Director contacted approximately twenty other institutions of higher education with programs or minors in sustainability/sustainable development to request copies of any existing assessments. After determining that none of the programs contacted had a well-developed assessment tool in place, the Director developed an assessment that incorporated elements of each of the three main components of sustainability (equity, environment, economy) and also measured the learning outcomes established for the minor in SUDV. The assessment was reviewed by the SUDV teaching faculty and key sustainability staff at UCCS, then revised according to this feedback.

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

At the end of the Sustainability Seminar Capstone Course, each student is provided with a quiz that evaluates their baseline knowledge of sustainability issues. It is important to note that while this course is required of all students graduating with a minor in Sustainable Development, this course is open to students in all degrees and departments and many of the students come from different fields of study.

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

Students completing the assessment scored an average of 82% at the end of the semester exam in spring 2012.

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

Incentives for Developing Courses

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

Criteria

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

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

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

Submission Note:

This is new as of spring 2014, so we are not yet able to describe outcomes from the program. To access relevant information from the URL posted above, click on "Overview" and scroll down to "Sustainability Integrated Component."

"---" 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:

As part of the new general education curriculum adopted by UCCS, the Provost's Office is supporting a Sustainability Director who will plan and facilitate workshops for faculty to develop sustainability courses across campus. The general education requirement that all students take at least one course relating to sustainability also serves as an incentive, since colleges and departments must now make sustainability courses available in order for their students to graduate.

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

The Sustainability Director receives a one-course offload; financial incentives are forthcoming (but not yet specified) from the Provost's Office to develop integrative sustainability courses.

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

<http://www.uccs.edu/provost/compass-curriculum-approval-forms.html>

Campus as a Living Laboratory

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

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

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

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

	Yes or No
--	-----------

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

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:

UCCS regularly publishes its GHG inventory and web sites and other locations. The Office of Sustainability regularly lectures in class about climate change and UCCS' efforts to reduce our carbon footprint of the campus. This past Campus Sustainability Day, several students in the Office of Sustainability created posters to educate the campus about climate change issues and how UCCS is addressing them.

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:

In many of our LEED buildings, we provide education in the form of kiosks/web-sites, posters, and tour guides about our high-performance buildings and how they contribute to a better workplace as well as reducing our energy use, water use, and carbon emissions. This has significantly increased the awareness of our campus community around the role of buildings, and their occupants, as the primary producer of greenhouse gas emissions that cause climate change.

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:

Students in our Health and Nutrition programs frequently partner with our food services operations to educate about local and organic food and the role they play in health and wellness. Dining services has converted to either re-usable materials or compostable to-go containers. Shadow boxes in the dining service areas demonstrate where waste goes and the campus community have reacted very positively.

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:

UCCS provides energy data to the campus community on our web site. Students frequently utilize the data to research energy use, provide energy analysis, and develop reports on energy consumption and other issues. With these data, students have been able to examine our energy systems, recommend energy conservation and efficiency projects, and evaluate the efficacy of renewable energy projects.

LCD screens and a website allow campus users to obtain real time energy data and a Lucid system will allow housing residents to compete with each other on lowering their energy use throughout the year and during Campus Conservation Nationals. Multiple solar installations on the campus have served as an awareness tool and as a subject of research for students.

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

Students have studied our irrigation systems and have developed and funded proposals to reduce water use utilizing technologies such as a smart clock, which utilizes weather, moisture and other sensors to control and limit, when appropriate, water used for landscaping and grounds.

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:

Examples include a switch to 100% recycle paper as the default in purchase throughout campus offices. An Energy Star Guideline for the campus has increased the appliance that are energy saving. A central procurement services center for the CU system prioritizes sustainability in purchasing contrast which save the campuses money and creates a standard for more sustainable products. This has helped with carpet, cleaning supplies, copiers, and lighting.

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:

As on virtually every college campus, parking and transportation is an issue that concerns students (as well as faculty and staff). Students have researched and proposed several parking and transportation solutions, including but not limited to, and on-campus gondola to

transport students, faculty, and staff across our 549 acre campus.

Parking and transportation employ a sustainable transportation intern who created educational material and highlights alternative transportation resources at large events. Some of these include a bike share program, bicycle lockers, a Share the Road program and signage, a U-Carshare vehicle for students to rent.

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:

Recycling infrastructure has increased dramatically both inside and outside buildings. Visitors to the campus are impressed by the availability of recycling options. We have implemented a composting system and a cardboard baler on campus. Numerous events including athletics on campus are zero waste with goalies to assist with diversion. Move-In, Move-out with Goodwill Industries, and computer refreshes are also large public events on campus, as is Mt. Trashmore. Positive outcomes include a higher diversion rate, and more of the campus community know how materials can be diverted.

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:

As a result of student research, students have developed and funded projects to install low-flow showerheads, toilets, and faucets. Students are currently researching waterless urinals for our campus in select locations. The Green Action Fund also funded a pilot irrigation system to determine if it would save water. This is signed at the irrigation location to educate those walking by.

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:

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

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

Students in our health and nutrition programs utilize the campus infrastructure, including our food service outlets and events, to educate students about local, organic, healthy food, nutrition, and wellness. The students in the program developed the The Flying Carrot, a collaboration between UCCS and the Pikes Peak Community Foundation. The bus bearing its carrot logo travels to schools and sustainability events to promote food literacy off campus.

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:

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:

UCCS is a founding and board member of the regional group, Peak Alliance for a Sustainable Future (PASF). Students are involved in this organization and have assisted with outreach and marketing for the organization in an effort to recruit and engage young people in the millennial generation.

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:

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

<http://www.uccs.edu/sustain/sustainability-office/opportunities.html>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

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.

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

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

48

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

251

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

14

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

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

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

<http://www.uccs.edu/~sustainabilityminor/>

Departments with Faculty Conducting Sustainability Research (w/ # of sustainability related researchers per dept in parenths)

Bachelor of Arts (B.A.)

Anthropology (3)

Biology (1)

Chemistry (1)

Criminal Justice (1)

Economics (1)

Geography & Environmental Studies (7)

History (2)

Philosophy (2)

Psychology (1)

Sociology (3)

Visual & Performing Arts (1)

Womens & Ethnic Studies (3)

Bachelor of Innovation (B.I.)

Electrical Engineering (1)

Inclusive Early Childhood Education (1)

Bachelor of Science (B.S.)

Biology (1)

Business (3)

Chemistry (1)

Electrical Engineering (1)

Health Care Sciences* (3)

Mechanical Engineering (3)

Nursing (1)

Physics (1)

Master of Arts (M.A.)

Applied Geography

Counseling & Human Services (1)

Curriculum & Instruction (1)

Educational Leadership (1)
History
Psychology
Sociology

Master of Business Administration (M.B.A.)
Business Administration (1)

Master of Engineering (M.E.)
Engineering

Master of Science (M.S.)
Electrical Engineering
Mechanical Engineering
Doctor of Nursing Practice (DNP)
Nursing

Doctorate of Philosophy (Ph.D.)
Educational Leadership, Research, & Policy
Engineering
Psychology

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

From the list of all degree-granting programs, the minimum number of faculty members conducting sustainability-related research was flagged, with an effort not to double-count the same faculty member serving in multiple degree programs (e.g. biology for the BA and biology for the BS).

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

The website URL where information about sustainability research is available:

<http://www.uccs.edu/~sustainabilityminor/>

Support for Research

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

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:

UCCS offers several scholarships to encourage student research relating to sustainability topics, with a particular emphasis on issues of diversity and inclusiveness, gender, and cultural pluralism. These include financial support and, in some cases, a requirement that research be presented in a public talk. Below are links to three web sites containing information about programs to encourage student research in sustainability:

<http://www.uccs.edu/~geography/scholarships.html>

<http://www.uccs.edu/~west/documents/Letyourvoice%20beheardCesar11.pdf>

<http://www.uccs.edu/~west/documents/Let%20your%20voices%20Rosa11.pdf>

Additionally, the Sustainability Office encourages and works with students on sustainability research and hands-on projects. These are typically independent study courses and have included renewable energy, STARS, website development.

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

<http://www.uccs.edu/~geography/scholarships.html>

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 UCCS office of Diversity and Inclusiveness provides opportunities, including its Research Initiative: Innovation in Scholarship for Inclusive Excellence, that fund research projects relating to an array of sustainability-related concerns.

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

<http://www.uccs.edu/Documents/diversity/ISIEcallAY10.pdf>

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:

UCCS gives positive recognition to interdisciplinary, trans-disciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

In 2009, UCCS adopted new guidelines for Reappointment, Promotion, and Tenure with the express intent of broadening previous considerations of what counted as scholarship. Faculty can now develop a Faculty Responsibility Statement to highlight their "Scholarship of Integration" (collaborations across disciplines or with non-specialists), Scholarship of Creative Works, Scholarship of Application, and other forms of research that traditionally have been devalued in RPT decisions.

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

Campus Sustainability Data Collector | AASHE

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

No

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

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

Responsible Party

David Havlick

Asst Professor/ Director Sustainable Development Minor
Department of Geography and Environmental Studies

Criteria

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

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

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

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

61

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

61

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

The UCCS Kraemer Family Library serves as the repository for scholarly work produced by students, faculty, and staff. All graduate theses and dissertations, for example, must be turned in to the library upon completion and are included in the library's collections. The library's policy toward access in its Digital Collections is detailed as follows:

The intent of the Digital Collections is to create a platform that will make available the scholarly and creative works produced by the University of Colorado Colorado Springs. Materials of enduring value will be freely accessible to researchers and students on the campus and around the world. Content may be discovered through Internet search engines and linked to using persistent URLs ("handles")

The Digital Collections complements established methods of scholarly communication by providing open access and accommodating formats and supplemental materials not supported by traditional publishing methods.

A copy of the open access policy:

The open access policy:

Collection Policy

The mission of the UCCS Digital Collections, a service of the Kraemer Family Library, is to preserve and provide persistent and reliable access to the research output, scholarship, and creative works of faculty, academic staff, students, and administration of the University of Colorado Colorado Springs (UCCS)

Content Policy

The intent of the Digital Collections is to create a platform that will make available the scholarly and creative works produced by the University of Colorado Colorado Springs. Materials of enduring value will be freely accessible to researchers and students on the campus and around the world. Content may be discovered through Internet search engines and linked to using persistent URLs ("handles")

The Digital Collections complements established methods of scholarly communication by providing open access and accommodating formats and supplemental materials not supported by traditional publishing methods.

Collection Development/Materials Selection

Items will be selected for inclusion by the working group of the community based on their selection criteria which may include the following:

Authorship

Rights

Content

Format

Significance in the field

Intellectual Property and Copyright

The content creator retains copyright of materials deposited in the repository and allows the Digital Collections non-exclusive distribution and preservation rights for the work.

Inclusion of previously published works in the repository is dependent on the warranty of the creator/copyright holder that publishing agreements allow for open access publication of the work.

Intellectual Property information is included in the metadata for each digital object. Copyright notification may be included within documents or other files.

Restrictions on access will be evaluated on an individual basis:

Dissertations may be embargoed or access restricted to the UCCS community for a maximum of two years.

Content may be removed from the Digital Collections for the following causes:

The community/working group determines it should be removed.

Violation of copyright laws.

Publisher agreements that disallow open access through the digital repository.

Metadata

Description of the digital object will aid users in locating resources. Metadata standards for the UCCS collection are based on the Dublin Core metadata schema and are described in detail in the Kraemer Family Library University of Colorado Colorado Springs Minimum Metadata Standard

Metadata will be provided by the creator/submitting party.

Each item in the Digital Collections will have the following metadata elements:

Creator (if applicable, multiple Creators will be listed as Contributors)

Date

Description

Format

Rights (copyright ownership and access conditions)

Type (identification of format and file type)

Supported File Types

PDF - PDF/A is preferred for preservation

JPEG - JPEG2000 is preferred for preservation

Other file types may be uploaded to the repository but their use will be dependent on the computer/device accessing them having the appropriate software to read the file. Persistent access to proprietary and non-supported file types cannot be guaranteed.

Deposit Agreement

Staff of the Kraemer Family Library will deposit items on behalf of contributors. Contributors will sign a deposit agreement at the time the item(s) and metadata are submitted to the Digital Collections.

The website URL where the open access repository is available:

<http://www.uccs.edu/~library/>

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

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

<http://www.uccs.edu/library/services/repository/policy.html>

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

10,549

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

Resident Life Sustainability Program

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

1,140

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

Trained students from the Office of Sustainability train Resident Life Staff on sustainable living. The Resident Life Staff consists of students who then educate the entire residence community on sustainable living.

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

Residence Advisors (RA) are selected during an application process. RAs were required to make sustainability a focal point. All of the RA's attended a required sustainability educator program.

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

During RA training the Office of Sustainability conducts a one hour training session with all RA's to educate them on sustainable efforts to be focused on for the duration of that academic year. After they have received the training, the RA's conduct meetings with their residents to discuss the sustainability focus for each academic year.

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

The Sustainability Office staff provides ongoing assistance, education, and support to sustainability campaigns to all RA's in residence housing.

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

Zero Waste Goalies

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

7,000

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

The UCCS Office of Sustainability unites the efforts of faculty, staff and students to support development and lifestyles on campus and in the community that sustain natural resources and protect the environment. This ultimately ensures the ability of future generations to meet their needs too. Throughout the year students within the office are trained on waste-diversion. These trained students then train student volunteers to help others divert waste. There are currently 52 trained volunteers working with the office.

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

There is an application/interview process in order to become a member in the Office of Sustainability. Student volunteers sign up to staff waste/recycling stations at athletic games, concerts, and other campus events.

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

Sustainability Office staff educate volunteers on what is recyclable and what is not and how to keep the recycling stream clean. The volunteers, in turn, educate the public on recycling.

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

The Sustainability Office staff time supports this program. Specifically, there is a Recycling Coordinator who directs the training.

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

Junior Teaching Assistant Program

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

30

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

The JTA Program is a Peer Mentoring Program that allows students the opportunity to mentor incoming freshmen through the Freshman Seminar Program.

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

Students must apply and be accepted to be a JTA.

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

Students will learn to engage, listen and assist first-year students in a mature and professional manner relating to their adjustment to UCCS and academic success. Students will also work with faculty sponsors to contribute to the instruction of their designated Freshman Seminar class

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

UCCS provides JTAs with a \$600 stipend that is applied toward the following spring semester.

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

Educational Efforts Take Back the Tap

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

1,400

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

Take Back the Tap is an educational initiative that included a sustainability presentation in all Freshman Seminar classes and included a reusable water bottle to support the ban on disposable water bottles.

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

Students were selected from the Office of Sustainability and from the student environmental group, Students for Environmental Awareness and Sustainability.

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

Students were involved in developing the presentation including information on the negative effects of plastic and disposable bottles as well as other sustainability topics.

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

Funding for this initiative came from a student-funded Green Action Fund grant, the Office of Sustainability, and the Vice Chancellor for Administration and Finance.

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

220

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

Student Orientation

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

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

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

100

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

During the school year the college provides orientation activities and programs that prominently included sustainability for all freshman and transfer students. The Sustainability Office staff hosts freshman orientation as a zero-waste event and provide educational outreach at a booth. Transfer orientation has a sustainable educational outreach booth which provides information on campus sustainability in the curriculum, operations, and student life. Both freshman and transfer orientations provide information about sustainability in the orientation handbook. Furthermore, the Vice Chancellor for Student Success and Enrollment Management, Homer Wesley, highlights the campus's sustainability efforts in his speech and sustainability-related slides are played in the background for the duration of orientation.

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

<http://www.uccs.edu/orientation/student-resources/campus-resources.html>
Campus Sustainability Data Collector | AASHE

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

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

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

	Yes or No
--	------------------

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

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

There are several groups. The Students for Environmental Awareness and Sustainability (SEAS) was founded in 2003 and continues to "work toward creating a more conscientious campus community with regard to conservation of resources and creative, efficient ways of using them. The goal is to educate the campus about the meaning of sustainability, take steps toward making the campus more efficient and conscientious, and save resources and money." This group is student governed.

The UCCS Office of Sustainability unites the efforts of faculty, staff and students to support development and lifestyles on campus and in the community that sustain natural resources and protect the environment, ultimately ensuring the ability of future generations to meet their needs too. The Office of Sustainability is not student-governed.

Green Action Fund. The aim of the Green Action Fund is to reduce the ecological footprint of UCCS and promote sustainable environmental, social and economic values through a variety of student-sponsored projects. It manages a fund that is provided by a \$5 per semester fee paid by all students. The Green Action Fund is student governed.

The website URL where information about student groups is available:

<http://www.uccs.edu/~seas/>

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:

Led by the club, Students for Environmental Awareness and Sustainability (SEAS), UCCS students, faculty, and staff established an organic vegetable garden at the Heller Center. This is student-governed and the group has established a market for their produce on the campus.

<http://www.uccs.edu/~seas/>

UCCS also has a commercial greenhouse that is supported by the Vice Chancellor for Administration and Finance. The purpose of the garden and the greenhouse is to provide high quality, organically-grown produce to UCCS's food service outlets as well as to educate the campus community about new gardening methods and sustainable growing solutions. Through researching a variety of avenues of organic gardening, the Greenhouse and Garden seeks to use innovative as well as traditional gardening practices. Our hope is that through education and outreach, the Greenhouse and Garden can become a resource center for sustainable organic gardening methods while producing delicious, nutritious organic fruits and vegetables for the UCCS community. There are student employees and volunteers working at the Greenhouse. The Greenhouse and Garden are not student-governed.

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

<http://www.uccs.edu/~greenhouse/>

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

The Students for Environmental Awareness and Sustainability (SEAS)- To create a community of involved students, faculty, staff and administration to implement sustainable practices at UCCS. Students volunteer and are employed to work in the campus garden. In the

summertime, students sell produce from the garden on campus. SEAS is student-governed.

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

<http://www.uccs.edu/~seas/>

A brief description of the sustainable investment or finance initiatives:

Green Action Fund- The aim of the Green Action Fund is to reduce the ecological footprint of UCCS and promote sustainable environmental, social and economic values through a variety of student-sponsored projects. Green Action Fund is student-governed: students can submit project proposals along with faculty and staff, students determine which projects will be funded, and students manage many of the projects to completion.

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

<http://www.uccs.edu/~gaf/>

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

Jason Lewis (guest speaker)- First person to circumnavigate the globe by human power gave a speech directed toward students in 2013. This event was not student-governed.

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

<http://www.uccs.edu/~sustain/jasonlewis.html>

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

Sustainnovation debuted last year and will be repeated this year and in the future. The focus of the event is on students, though faculty, staff, and the community are invited. The Office of Sustainability is holding a contest for students, faculty or staff of UCCS to create art from what would normally just be thrown away. Participants at the event will have an opportunity to view artwork and vote on which ones they feel are the best from the show. Sustainnovation also includes research posters and student clubs are encouraged to participate. Students run portions of the event, are involved in planning, and serve on panels during the event.

UCCS Unplugged- An evening of unplugged entertainment--music, poetry, spoken word--and learn about saving energy. The event is designed to engage students in Residence Life and is used as a launch event for Campus Conservation Nationals. This event is entirely student-run.

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

<http://www.uccs.edu/sustain/get-involved/sustainnovation.html>

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

The University of Colorado Outdoor Program – Student Outdoor Leadership Expeditions (SOLE) seeks to provide the university community with outdoor recreation opportunities. Programs will emphasize skill acquisition, leadership development, team building, environmental awareness, safety, and fun. Furthermore, all programs will be inclusive to all levels and abilities and will contribute to the holistic well-being and the academic experience of the university. S.O.L.E. offers numerous trips throughout the year to UCCS students and affiliates such as fly fishing, backpacking, and mountain biking. All S.O.L.E. trips follow and teach No Trace protocol. This program is not student-governed.

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

<http://www.uccs.edu/campusrec/outdoor.html>

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

The book No Impact Man with a very specific sustainability theme was selected for the 2011/2012 academic year. There were a number of sustainability-related events including a keynote from Doug Fine, author of Farewell my Subaru.

The website URL where information about the theme is available:

<http://communique.uccs.edu/?p=4246>

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

Sustainable Me is a Freshman Seminar course. Explore your relationship to the planet and to one another with an overnight camping trip in the Pikes Peak area, and continue learning about sustainability through film, field trips, a service project and other outdoor activities that will round out this innovative, new course. This is not a student-governed program

Changing Place- This course allows students to translate what they have learned about sustainability into campus action. Students identify a campus sustainability issue to address, draft an appropriate initiative to place on the student ballot, and campaign for passage of the measure. This is not a student-governed program

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

<http://www.uccs.edu/freshsem/index/sustainable-me.html>

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability currently has seven student employees. This is not a student-governed office.

Green Action Fund currently has one student employee. This is a student-governed program.
There is one sustainable transportation position filled by a student.

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

<http://www.uccs.edu/sustain/sustainability-office/opportunities.html>

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

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

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

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

Outreach Materials and Publications

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The institution maintains a 'Campus Sustainability' web site. The site provides information on the university's pursuit of sustainability in education, research, operations, leadership and community engagement. Sustainability subjects addressed on the website are listed below:

About Us

Chancellor's Message

History

Strategic Planning

[Campus Sustainability Data Collector | AASHE](#)

Community Engagement

Sustainability Office

Mission

Staff

Activities

Opportunities

Office Resources

Education & Research

Sustainable Development Minor

Energy Science Minor

Faculty & Staff Development Research

Library Resources

Operations & Initiatives

Buildings

Climate

Energy

Equity

Food

Transportation

Water

Waste/Recycling

Campaigns and Events

Take Action!

Students

Faculty & Staff

Volunteer Opportunities

Resources

What is Sustainability?

Careers

Community Resources

Campus Sustainability Websites

The website URL for the central sustainability website:

<http://www.uccs.edu/~sustain/>

A brief description of the sustainability newsletter:

The Office of Sustainability Newsletter is sent out twice each semester via email to students, faculty, staff, and community members. This recaps recent UCCS events, programs, initiatives and other news that incorporate sustainability on campus and in the community. An example of one recent article in the newsletter discusses the newly installed cardboard baler.

The website URL for the sustainability newsletter:

[Campus Sustainability Data Collector | AASHE](#)

<http://www.uccs.edu/~sustain/>

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

Social Media outlets such as Facebook and Twitter are used to keep students and staff engaged and up to date on UCCS's sustainability efforts. The Office of Sustainability also maintains a Constant Contact email list to highlight volunteer and event opportunities.

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

<https://www.facebook.com/UCCSSustainability>

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

The campus sustainability web site has a page listing student research and library location information.

Additionally, at our annual Sustainnovation event, there is a research poster display and financial awards are given for best poster.

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

<http://www.uccs.edu/~sustain/site/research.html>

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

The current LEED certified buildings have posters, signs, and brochures that highlight and explain green or LEED features. The buildings have LCD screens in the lobbies with LEED information, features, and real time energy and renewable energy data. These are also available online.

<http://www.uccs.edu/kiosk/seng>

. The Osborne Science & Engineering building has a self-guided 23 point tour for green features in the building.

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

<http://www.uccs.edu/~sustain/building.html>

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

Café 65 and The Lodge are two of UCCS's food service areas that provide information on sustainable food systems. The food services provider, Sodexo, displays a poster of the local food served. Coffee outlet posters display posters about organic and Rain forest Alliance Certified coffee. The Office of Sustainability created shadow boxes to show what is compost, recycle, and landfill. There is also a bulletin board the Office of Sustainability maintains in residential dining to educate students.

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

<http://www.uccs.edu/~sustain/food.html>

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

UCCS is a member of Plant Select® program. The purpose of Plant Select is to seek out, identify and distribute the very best plants for Colorado landscapes and climate given our very semi-arid environment. Being a member offers us more opportunities to educate students, faculty, staff, and the community about plants that thrive in local landscapes. UCCS also labels native plant species and practices xeriscaping.

When the Green Action Fund provided money for a pilot project for a more sustainable irrigation system, a sign was made to educate the campus community about the project.

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

<http://www.uccs.edu/~facsrvs/Grounds.htm>

A brief description of the sustainability walking map or tour:

UCCS has a sustainability walking map for a self-guided tour and the Office of Sustainability periodically hosts tours for the campus and community.

The Office of Sustainability also provides sustainability talking points and locations for the general campus tours that are given daily.

The website URL of the sustainability walking map or tour:

<http://www.uccs.edu/~sustain/>

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

The sustainable transportation web site provides information on mass transit and carpool options.

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

<http://www.uccs.edu/~pusafety/sustain/>

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

The Commuter Cycling Map provides detailed information and directions on how to ride to campus from anywhere in the city.

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

<http://www.uccs.edu/Documents/pusafety/bikemap.pdf>

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

As UCCS resident students check into on-campus housing they are provided with flyers which contain information about green living. The Sustainability Office staff conducted a green living training of the Residence Advisers who then trained all of the residents.

Furthermore there is a guide to living green on the UCCS Residence Life website.

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

<http://www.uccs.edu/residence/sustainability.html>

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 Scribe, UCCS's main newspaper, regularly reports on campus sustainability. While it is not a designated column, coverage occurs very frequently each semester.

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.uccscribe.com/>

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

The Office of Sustainability co-hosted a radio program about sustainability for 3 years.

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

<http://radio.uccs.edu/>

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

Yes

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

The Auxiliary Services Department hosts a sustainability website page to highlight all of the initiatives within their departments.

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

<http://www.uccs.edu/sustain/operations-and-initiatives/auxiliary-services.html>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

RecycleMania

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

RecycleMania is a friendly nationwide recycling competition among more than 400 colleges and universities that provides the campus community with a fun, proactive activity in waste reduction. Over a 10-week period, campuses compete in different contests to see which institution can collect the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita, or have the highest recycling rate. This is addressed to students and employees.

The Office of Sustainability coordinates many activities during the 10 week period to increase our diversion rates including an annual Mt. Trashmore, tabling event, and housing contests.

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

The RecycleMania program fostered community and educated residents in both housing villages about what items should be recycled, composted, or labeled landfill items.

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

http://www.uccs.edu/~sustain/site/waste_recycling.html

The name of the campaign (2nd campaign):

Greening of the Office

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

The purpose of Greening of the Office (GOTO) is to identify opportunities to improve building occupant comfort and provide a better work environment for employees while reducing measurable energy use and GHG emissions from user conservation behavior. Faculty and staff members engage in a GOTO survey provided by students from the Office of Sustainability. Departmental summary results will be posted to the Department Scores web page. Furthermore, suggestions are made for office improvements like de-lamping, task lighting, daylighting, etc.

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

Each individual and department who completes the GOTO survey will receive a sign with the GOTO logo to be displayed in their office, indicating their successful participation in the program which encourages participants to continue striving toward more sustainable habits. Employee's awareness about becoming more sustainable have increased which can be demonstrated via an increase of requests for participation in the program.

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

<http://www.uccs.edu/sustain/get-involved/goto.html>

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

The Office of Sustainability holds a number of other campaigns each year including Campus Conservation Nationals to reduce energy use in housing, Bike Month to encourage and reward bike commuting, and Move-out giving and recycling to increase diversion from landfills.

Employee Educators Program

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*.

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

Employee Orientation

Responsible Party

Susan Watson
HR Services Manager
Human Resources

Criteria

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

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

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

100

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

New Employee Orientation is conducted online through the Human Resources Department. Sustainability documents are presented during all new employee orientations, which include both faculty and staff. New employees are guided to links that discuss UCCS's sustainability vision and mission, recycling information, energy and water conservation, sustainability initiatives and progress on campus, and resources for getting involved. Overall, new employees will have a better understanding of UCCS's commitment to sustainability on campus and will gain knowledge of how the campus expresses these commitments. Sustainability is also linked with the new faculty orientation.

<http://www.uccs.edu/~nfo/>

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

<http://www.uccs.edu/hr/employee-relations/new-employees/sustainability.html>

Staff Professional Development

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The purpose of Greening of the Office (GOTO) is to identify opportunities to improve building occupant comfort and provide a better work environment for employees while assisting in reducing measurable energy use and GHG emissions from user conservation behavior. Faculty and staff members engage in a GOTO survey. Departmental summary results will be posted to the Department Scores web page. Furthermore, suggestions are made for departmental improvement.

For each individual and department who completes the GOTO survey will receive a sign with the GOTO logo to be displayed in their office, indicating their successful participation in the program which encourages participants to continue striving toward more sustainable habits. Employee's awareness about becoming more sustainable have increased which can be demonstrated via an increase of inquiries.

After participating in GOTO, faculty and staff receive a sign to display in their office. Employees are encouraged to set an example to others regarding resource conservation and provide whatever knowledge they can share with others in their department and building. Most positions within Auxiliary Services have sustainability in the yearly performance plans. This is a topic that must be addressed and achievements highlighted on a yearly basis.

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

8

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

<http://www.uccs.edu/sustain/get-involved/goto.html>

Public Engagement

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

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

Community Partnerships

Responsible Party

Linda Kogan
 Director
 Office of Sustainability

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>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <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) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <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

C.Transformative

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

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

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

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

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

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

Yes

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

UCCS currently works with the Pikes Peak Sustainable Business Network, an alliance of businesses, governmental, communities, and advocacy leaders working to build and advance sustainability in the Pikes Peak region. PPSBN brings businesses together to share best practices and support collaborative efforts to reach a sustainability standard that improves the triple bottom line.

UCCS sustainability staff sit on the board and were original founding members of the Green Cities Coalition to promote sustainability in the Pike Peak region. Additionally, UCCS coordinates with Colorado College participating on their sustainability council.

The UCCS Sustainability Office provides sustainability tours for the community. Students from local high schools tour the UCCS campus specifically to learn about green buildings, the recycling program, and the organic garden. Teachers subsequently work with students to help green their schools.

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):

UCCS has a formal partnership agreement with Ft. Carson Army Base to advance sustainability in the region and to collaborate on implementing sustainable practices and initiatives. In 2007, UCCS received the Community Partners Award from Fort Carson. This award recognizes individuals and organizations in the Pikes Peak region that are leading the way in successfully implementing sustainability programs.

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:

From 2011 to 2013, UCCS participated in a broad-based three-year planning initiative to develop a regional sustainability plan. The result was "Looking to Our Future: Pikes Peak Region 2030 (PPR2030)", which is a strategic road map for achieving sustainability in the region by 2030. The road map was developed by a broad based collaborative effort representing volunteers, professionals and community leaders from nearly 100 organizations, including UCCS. The UCCS chancellor has supported the effort by signing on to a public letter of understanding. UCCS sustainability staff are currently on the board of the resulting organization to further the plan; Peak Alliance for a Sustainable Future (PASF).

<http://www.ppcf.org/products/peak-alliance-for-a-sustainable-future>

The PPR 2030 and Peak Alliance focus on the following areas: agriculture; arts & culture; built & natural environment (including air and water quality); economic development; education; health; materials management; transportation; and water quantity.

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

The website URL where information about sustainability partnerships is available:

<http://www.uccs.edu/sustain/resources/community-resources.html>

Inter-Campus Collaboration

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

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

Yes

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

UCCS has contributed announcements and articles to AASHE's online newsletter. The sustainability director, student staff, and faculty members have consistently presented at AASHE conferences, as well as at Colorado Sustainability Conference and Rocky Mountain Sustainability Summit (RMSS). The UCCS Sustainability Office has shared their experiences with STARS and has served as a resource for other schools pursuing STARS. All of our planning documents are available for other institutions to share or learn from and have been proactively shared with many other institutions of higher education.

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

Colorado College Sustainability Council
Pikes Peak Sustainable Business Network
American College and University Presidents Climate Commitment
Association for the Advancement of Sustainability in Higher Education

UCCS collaborates with other colleges and CU campuses. Within Colorado Springs, the sustainability director for UCCS sits on the Colorado College Sustainability Council to facilitate the sharing of best practices. The director also meets with the Pikes Peak Community College and Colorado College sustainability coordinators to collaborate. The Office of Sustainability has collaborated with Colorado School of Mines, giving sustainability presentations both in classes and meeting with their facilities director. Within the CU system, UCCS has served on the system sustainability committee organized by the Procurement Services Center to collaborate on strategic green purchasing agreements for the system. UCCS is a signatory to and member of the American College and University Presidents Climate Commitment.

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

UCCS has been active in planning statewide sustainability conferences, including the Colorado Sustainability Conference, where we collaborate with Colorado College, The Air Force Academy, Pikes Peak Community College, Colorado Technical University, and the University of Phoenix. The UCCS sustainability office shared our climate plan with the University of Northern Florida and reviewed their first draft. We also shared best practices on recycling initiatives with University of New Mexico.

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

<http://www.uccs.edu/~sustain/>

Continuing Education

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.

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

Community Service

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

5,525

Total number of students :

11,321

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:

27,625

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

No

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

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

No

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

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

Community Stakeholder Engagement

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

And

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

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

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

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

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

Yes

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

UCCS regularly and systematically engages community stakeholders regarding development as well as with many initiatives and strategies. Specifically, the university engages the community on updates to the Master Plan, Strategic Plans, new construction projects, academic colleges

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

There are ongoing relationships with community members and underrepresented groups that are activated when there are new planning efforts or initiatives for collaboration on campus. The university connects with groups such as the LGBT Pride Center, Care and Share, and Urban Peak. These are mainly through the Office of Diversity and Inclusion, as well as the Chancellor's Office

Diversity Strategic Pla
ongoing relationships
Office of Diversity and Inclusive
Chancellor's Office

List of identified community stakeholders:

Denver Scholarship Foundation
Pride Center
Urban Peak
City Council
University Club
Alumni Board
Chancellor's Ambassador Board
Letters Arts and Sciences Community Advising Board
Neighbors
Many others depending on the issue

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

In the 2020 Strategic Plan (completed 2012) there was input from a number of community groups including the Alumni Board, the Chancellor's Ambassador Board and the University Club. Across these three groups there is diverse representation.

In 2013/14 the Trails Micro Master Plan engaged the UCCS campus as well as the public including neighbors, trail advocates and enthusiasts, transportation advocates and concerned citizens.

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

Participation in Public Policy

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

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

Yes

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

2014 - University of Colorado supported Senate Bill 24-38.5-103. Creation of electric vehicle grant fund -for the installation of electric vehicle charging stations.

2013 - UCCS supported LLS 13-0335 -- Track Utility Data High Performance State Building.

UCCS sent a representative and a letter of support from the chancellor to keep the Colorado Springs Sustainability and Innovation Office positions. It was ultimately unsuccessful.

UCCS has advocated with Colorado Springs Utilities and City Council for the availability of more renewable energy within the grid.

UCCS, through the Office of the Chancellor, publicly and formally supported the federal Higher Education Sustainability Act, which passed in 2008. UCCS was also engaged through the Office of Sustainability with giving feedback for the Colorado Senate Bill 07-51, which required State institutions receiving more than 25% of funding for new buildings and major renovations to build to LEED Gold standards.

UCCS does not have a formal mechanism for public policy advocacy on sustainability issues, but is willing to make comments on public sustainability issues that affect the university.

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

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

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

Trademark Licensing

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

Submission Note:

Website

About the school's commitment to protecting workers' rights and the FLA Workplace Code of Conduct: All University of Colorado licensees must adhere to ethical business practices as well as standards related to quality, reliability and cost. In doing so, workers producing University licensed goods are expected to work in humane and safe conditions and receive fair wages. Licensees are expected to provide a safe and healthy work environment for all employees. Licensees are expected to adhere to limitations on required hours of work; to limitations on child labor, and prohibitions on the use of forced labor. Licensees are expected to conduct business in a manner consistent with the standards outlined in this policy. The "licensee" shall include all persons or entities that have entered into a written Licensing Agreement with the University to use University Marks. Additionally, these standards shall apply to all of the licensee's contractors, vendors or manufacturers when engaged in the production of a University licensed product. The University will consider information in monitoring licensee compliance with this policy from the following sources: the Fair Labor Association, the Workers Rights Consortium, the International Labor Organization, other organizations, as well as other information available to the University.

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

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

No

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

Yes

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

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

<http://www.fairlabor.org/affiliate/university-colorado>

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

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

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

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

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

No

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

Yes

Is the institution a member of Practice Greenhealth?:

Yes

A brief description of the hospital's sustainability initiatives:

Two hospitals within the University of Colorado Health hospitals are enrolled in Healthier Hospitals Initiative: Poudre Valley and Medical Center of the Rockies. Medical Center of the Rockies is also a member of Practice Green health. Memorial Hospital in Colorado Springs was recently purchased by the UC Health system and has not yet enrolled in Healthier Hospitals Initiative.

Poudre Valley Hospital has successfully decreased its environmental impact and costs, according to the first Healthier Hospitals Initiative Milestone Report. Poudre Valley Hospital in Fort Collins, Colo., focused on energy use and was able to reduce CO2 emissions by 40,000 pounds, saving the hospital an estimated \$13,797 annually.

<http://healthierhospitals.org/get-inspired/success-stories/poudre-valley-hospital-energy-reduction-through-employee-engagement>

Medical Center of the Rockies

Medical Center of the Rockies is a 166-bed regional medical center in Loveland, Colorado, with a full spectrum of services. It specializes in heart (Heart Center of the Rockies) and trauma care (Trauma Center of the Rockies). Surgical services include general surgery, cardiothoracic, orthopedic, and neurological trauma and robotic-assisted surgery programs. MCR has two intensive care units, a birthing center and special care nursery, a medical nursing unit, a surgical nursing unit, an inpatient acute rehabilitation unit and full-service radiology and laboratory departments. To help in the patient's recovery you will find healing gardens, kitchens and lounges for guests and families, spectacular views of Longs Peak, and large private patient rooms with warm décor, windows that open, and a place for loved ones to sleep.

MCR opened in February of 2007 and was the first LEED Gold Certified hospital in Colorado and only the second in the nation. It was designed as a world-class facility that would not only promote health and healing, but also support the environment, enhance staff comfort, and benefit the bottom line through sound product purchases and energy efficiency. As a member of Practice Greenhealth and a participant in the Healthier Hospital's Initiative, MCR plays an important role in the University of Colorado Health's quest to become a better environmental steward.

With a 2012 Site EUI of 166 kBtu per square foot and an ENERGY STAR score of 89, MCR is the only hospital in Colorado with a 2013 ENERGY STAR label. Close monitoring of energy and water consumption and implementation of conservation strategies have resulted in steadily decreasing use when normalized on an adjusted patient day basis. Reflecting UCHHealth's vision of "From health care to health," MCR is transforming the industry and taking positive steps to lower the cost of healthcare.

<http://www.prweb.com/releases/2013/9/prweb11181609.htm>

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

<http://healthierhospitals.org/media-center/press-releases/first-ever-healthier-hospitals-initiatives-2012-milestone-report>

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

CACP V6.9

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

No

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

The GHG inventory is prepared by the director and assistant director in the Office of Sustainability and is reviewed by the Climate Advisory Board, composed of students, faculty, staff, and administration.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
--	------------------	---------------

Scope 1 GHG emissions from stationary combustion	<i>3,971 Metric Tons of CO2 Equivalent</i>	<i>2,828 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>399 Metric Tons of CO2 Equivalent</i>	<i>136 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>16,840 Metric Tons of CO2 Equivalent</i>	<i>14,567 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>1,147.70 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

A brief description of the composting and carbon storage program:

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

UCCS purchases renewable energy credits (RECs) from Renewable Choice Energy for one- or two-year periods. In this report, RECs were purchased in 2012 and 2013.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,140	755
Number of residential employees	2	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	8,667	6,774
Full-time equivalent of employees	1,421	990
Full-time equivalent of distance education students	988	198

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

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

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

2006 was chosen as the baseline for GHG emissions because it is the first year for which we have complete, accurate utility data, including electricity and natural gas that are the primary components of our GHG inventory.

Gross floor area of building space, performance year:

1,832,183 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	156,000 <i>Square Feet</i>

Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>341,565 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>1,002.20 Metric Tons of CO2 Equivalent</i>
Commuting	<i>8,602.30 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>1,200.40 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>1,134.60 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>13.30 Metric Tons of CO2 Equivalent</i>

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

This includes emissions generated from paper use (0.5 mt eCO2) and wastewater processing by the local utility (13.3 mt eCO2).

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://www.uccs.edu/~sustain/climate.html>

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

In 2012 the Office of Sustainability initiated a Greening of the Office program to address energy use and other sustainability practices within offices. Some of the progress includes more task lighting, daylighting, turning computers to sleep mode, etc, Other initiatives include lighting retrofits, purchase of higher efficiency HVAC equipment and replacement of very old inefficient units, and continued supervision of Building Automation System setpoints, a goal of 40% energy savings (over ASHRAE 90.1-2007) in new buildings. There are current plans to start retro-commissioning some of the existing buildings.

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

UCCS is in the final stage of approving this no-idling policy. The language is as follows:

I. POLICY

The University's "General Policy regarding Idling on Campus" sets certain guidelines and restrictions for the idling of a vehicle by any member of the university community be they faculty, retired faculty, administrator, professional exempt staff, classified staff, temporary employee, student, contractor or any individual or company using university property, equipment or resources. The policy is consistent with Colorado House Bill 11-1275 and Colorado Revised Statutes 42-4-1206.

III. PURPOSE

The purpose of this policy is to establish procedures to reduce resource consumption and emissions release through the reduction of unnecessary vehicular idling, to improve the air quality on campus and reduce vehicle theft.

V. PROCEDURES

A. Idling Reduction:

The following limitations are to be followed for any vehicle operating on the UCCS campus and for any UCCS fleet vehicle whenever in operation.

1. No person shall allow a vehicle to idle for more than five (5) minutes in any one-hour period unless:

- (1) The ambient outside air temperature has been less than twenty (20) degrees Fahrenheit for each hour of the previous twenty-four (24) hour period; or
- (2) The latest hourly ambient outside air temperature is less than ten (10) degrees Fahrenheit

2. Vehicles shall never be left idling when unattended. Colorado Revised Statute 42-4-1206, more commonly known as the "puffer" law, allows law enforcement officers across the state to immediately ticket individuals who have left a vehicle running unattended for any period of time.

B. Idling Exceptions:

Exceptions to this guideline have been identified for the following circumstances:

- a) When idling for up to twenty minutes in any sixty-minute period if the ambient temperature is less than ten degrees.
- b) When it remains motionless because of highway traffic, an official traffic control device or signal, or at the direction of a law enforcement officer;
- c) When the driver is operating defrosters, heaters, or air conditioners or is installing equipment only to prevent a safety or health emergency, and not for rest periods;
- d) In the case of a law enforcement, emergency, public safety, or military vehicle, or any other vehicle used to respond to an emergency, when it is responding to an emergency or being used for training for an emergency, and not for the convenience of the vehicle operator;
- e) When necessary for required maintenance, servicing, or repair of the vehicle;
- f) During a local, state, or federal inspection verifying that the equipment is in good working order if required for the inspection;
- g) During the operation of power take-off equipment if necessary for operating work-related mechanical or electrical equipment;
- h) In the case of an armored vehicle, when a person is inside the vehicle to guard its contents or during the loading or unloading of the vehicle;
- i) University shuttle buses. See Attachment C

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

No

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

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

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---

Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Rob Dougherty
Director Physical Plant
Facilities Services

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

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

1,832,183 *Square Feet*

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

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

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

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

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

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

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

The date the guidelines or policies were formally adopted:

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

- Our maintenance and electrical services groups review and identify General Fund building efficiency issues on an ongoing basis.
- Energy Conservation Measures or ECM's are identified and adjusted based on building usage in coordination with our technology provider and HVAC technical team.
 - Thermal imagery has been introduced to identify problem building areas. Forster house recently had ceiling insulation added.
 - Preventative Maintenance practices improve equipment performance. Vibration analysis has just been added to our maintenance practices for critical equipment. Building filter replacement is scheduled and implemented using our CMMS system.
 - Two cooling towers were recently replaced thus improving operating performance and water usage. Sub-meters will be added to measure water usage.
 - Urinals, toilets and sinks will continue to be replaced with systems using less water.
 - Solar panels have been added to Centennial during the remodel
 - Electrical light sensors continued to be identified and added
 - Led lighting continues to be added when previous systems are scheduled for change. Example – lamp replacement at the TRW parking lot exterior fixtures.

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

The university develops and maintains three documents related to sustainable building operation and maintenance guidelines and policies: Campus Design Guidelines, Campus Construction Standards, and Campus Landscape Guidelines.

1.Impacts on the Surrounding Site

The campus landscape must be sustainable. On the land at UCCS, the existing vegetation is that which nature long ago decided was best suited to its elevation and micro-climate. It requires little maintenance and its continued use is evidence of good stewardship of the unique land of the UCCS campus.

2.Energy Consumption

Energy conservation must be given special consideration in the design of new or remodeled University buildings. UCCS requires a life cycle cost analysis, where appropriate, on major components of new facilities and renovation projects.

The University is therefore dedicated to the principle of conserving energy and will scrutinize proposed construction for means of reducing initial cost, as well as life cycle analysis to inform the design decision. The Architect shall work in close cooperation with the Engineers to provide an integrated design.

3.Usage of Environmentally Preferable Materials

Selection of exterior building materials should consider insulation value, high recycle content, low emissions, reduced job-site scrap, regional manufacturing source, sustainability, durability, reduction of energy costs, occupant comfort and aesthetic contribution.

4.Indoor Environment Quality

The benefits of improved indoor air quality, energy conservation and enhanced visual surroundings promote a healthy and productive environment for inhabitants. System Design Requirements: System selection shall consider the environmental requirements for thermal control, indoor air quality and energy use.

5.Water Consumption

Consideration of mechanical and lighting system efficiency, daylighting schemes, reduction/elimination of environmentally harmful substances, regional material availability, water conservation, and indigenous or xeric plant usage are general strategies that should be evaluated.

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

<http://www.uccs.edu/facsrvs/index.html>

Building Design and Construction

Responsible Party

Carolyn Fox
University Architect
Facilities Services

Criteria

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

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

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

And/or

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

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

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

Submission Note:

Campus Design Guidelines

<http://www.uccs.edu/Documents/facsrvs/campus%20design%20guidelines%202007.pdf>

Campus Construction Standards

<http://www.uccs.edu/facsrvs/campus-construction-standards.html>

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

Does the institution have any building space certified under the following green building rating systems for new

construction and major renovations?:

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

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

UCCS utilizes the USGBC's LEED program to certify all newly-constructed buildings and major renovations.

Recreation Center - LEED Gold

Osborne Center for Science and Engineering - LEED Gold

Centennial Hall - LEED Gold

Gallogly Event Center - LEED Gold

Eldora and Copper Residence Halls - LEED Gold

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

366,436 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	366,436 <i>Square Feet</i>

Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>
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Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

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

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

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

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

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Sept. 1, 2007

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

Colorado Senate Bill 51-07 - All buildings that receive 25% or more of state funding shall pursue LEED Gold Certification. Since 2007 the campus has extended that goal to all new buildings and major renovations even if there is no state funding.

<http://www.leg.state.co.us/clics/clics2007a/csl.nsf/fsbillcont3/8EFE2CB5022F6CF687257251007C22D>

[3?open&file=051_enr.pdf](#)

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

Our objective is a sustainable infrastructure with buildings that exemplify best practices with regard to sustainable development: materials, energy and water conservation, and occupant health, safety, and well-being. As well, our objective is to provide a sustainability living laboratory -- a learning experience above and beyond the classroom. LEED Gold is assumed at the beginning of projects. The Sustainability Strategic Plan has advocated for LEED Plus, with goals of 40% energy and water savings over baseline buildings. More of the building projects on campus are utilizing a design build model which allow for better integration of design, construction, and performance.

There is a fiscal line item for state buildings that is designated for high performance buildings.

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.uccs.edu/~sustain/building.html>

Indoor Air Quality

Responsible Party

Rob Dougherty
Director Physical Plant
Facilities Services

Criteria

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

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

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

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

366,436 Square Feet

Gross floor area of building space:

1,832,183 Square Feet

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

In our LEED Gold buildings, we monitor air quality, including carbon dioxide levels, and provide fresh air to spaces as needed. Lab spaces are designed to ensure safety and air quality in positive-pressure and negative-pressure rooms.

As well, we have preventative maintenance programs to ensure that filters and other equipment are replaced or cleaned to maintain air quality. Occupants can register complaints and other issues to Facilities Services via the work request system.

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

<http://www.uccs.edu/~facsrvs/>

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Russ Saunkeah
General Manager
Sodexo

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

9

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

[SDX Sustainable items by Account\(2\).xls](#)

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

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

No

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

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

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

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

Where possible, UCCS' dining services provider, Sodexo, purchased local, organic, and/or sustainably-produced food service products.

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

We obtained an inventory of all items used in dining services, identified the sustainable purchases, and performed the necessary calculations.

Total annual food and beverage expenditures:

1,171,923 US/Canadian \$

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

expenditure figures?:

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

Has the institution achieved the following?:

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

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

Employee Awareness

Semi annual employee meetings include updates of Sodexo sustainability initiatives and Waste Minimization Overview for training purposes

CPM (culinary planning) meetings used to focus on day to day sustainability practices (equipment use, recycle, waste reduction, etc)

Dining Facilities

During the past year Dining Services has introduced the following initiatives focusing on sustainable best practices:

In conjunction with UCCS has renewed food service contract through 2017 which specifies several goals related to sustainable practices
[Campus Sustainability Data Collector](#) | [AASHE](#)

to include:

Establishing an on campus greenhouse to provide fresh organic produce to be utilized in the renovated Overlook.

As a component of the Overlook renovation, continue and expand the use of durable utensils for dining

Discontinue the use of Styrofoam containers for "to go"

Within the design of the Overlook, refine the area dedicated to waste differentiation

With the opening of the new Overlook, eliminate the sale of bottled water

Will move to trayless format in the Overlook

Partnered with the Director of the Office of Sustainability and student volunteers in establishing a relationship with Shamrock Foods in order to define the most sustainable products available. Met with the sales representative from Shamrock and included members of the Office of Sustainability for product familiarization.

Participated in UCCS composting program during the academic year and focused on employee training so that they understand the importance of separating compostable waste.

Sodexo at UCCS has agreed to invest in and will be participating in a pilot program, beginning in August along with 50 other Sodexo accounts nationwide, introducing Lean Path. This is a program designed to track food waste within the food service operation. A view of the program can be seen here:

<http://leanpath.com/>

Dining service employees were introduced to the staff of the Office of Sustainability at our biannual all staff meetings. During this time they were advised of the sustainability initiatives which UCCS has implemented. Dining staff met with several of the "Goalies" who spent considerable time within the dining facilities educating students and staff on the importance of waste differentiation.

Sodexo offered incentives in partnership with the Office of Sustainability for several campaigns throughout the academic year.

Waste Minimization

Weighed wet waste from each meal service during the Spring semester. It was found that an average of 150 lbs per day was being discarded into waste stream.

Switched to trayless format in the Lodge in fall '10

Fall '10 Celebrity Waiter event featured Colorado showcased products

Aspetto

Rolled out Aspetto coffee and Numi program in Lodge and University Hall in fall 09 and Fall 10 respectively. These products are organic fair trade. Must purchase new coffee brewers with this program which are made from recycled materials

Mailed postcards to UHall students made on 100% recycled paper and vegetable inks

All of the display cases at UHall were recycled from another Sodexo account in Denver. The equipment was retro fitted with Simply to Go and Aspetto merchandising using recycled materials

Clyde's Pub

Designed Clyde's to be as eco friendly as possible. Partnered in the reusable container program

Overlook

Offer reusable mug purchase program and discounted refills when those mugs are reused

General

Discarded cooking oil is used for biofuel production.

Participate in Care and Share program in which canned food products are donated, in addition, each Friday leftover food is donated to

Marion House

Separating waste and recyclable materials currently using two recycle containers and one wet waste container

On 9/28/11 assisted SEAS in preparing the first annual Harvest Dinner at the Heller Center using products from Venetucci Farm and Haystack Mountain Dairy

Catering

NACAS client dinner at the Cave of the Winds featured Colorado lamb, beef, cheeses, smoked trout and root veggies.

Switched to all compostable disposable materials for Catering events in fall '10

Offering durable utensils and educational signage to customer for reducing the amount of disposable utensils

Replace colored non-compostable napkins at Freshman Orientation with recycled napkins that are compostable.

Local Food Sourcing

Currently display local food map for Colorado vendors in Overlook and Lodge

Colorado vendors used by Sodexo with Shamrock Foods:

*Rice's Honey

*Mission Foods

*Trinidad - Benham

*Sam's Tomatoes

*Canon Potato

*Fagerberg

*Petrocco Farms

*Rakhra Mushrooms

*Continental Sausage

*Old Timer Brand Sausage

*Spartoe Egg Farms

Monitor local food purchases via Shamrock Buys Colorado monthly report

Use Robinson dairy for dairy purchases

Reducing Energy Use/Emissions/Kitchen Carbon Footprint

Turn on equipment 15 minutes before needed and turn off after use.

Utilize production schedule to conform with culinary needs and follow culinary planning process

Refrigerated areas kept clean and organized.

Computers and lights turned off when not in use.

Equipment calibrated to insure correct cooking temperatures.

Hood filters cleaned monthly

Using sustainable cleaning solutions and concentrates. Monthly inspections by Ecolab to ensure correct water/cleaning solution concentrations

Follow recipes and portions, batch cooking

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

<http://www.uccs.edu/auxiliaries/sustainability/food-service-.html>

Low Impact Dining

Responsible Party

Russ Saunkeah
General Manager
Sodexo

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

39

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

Data was calculated based on inventory of all purchased products and identification of specific products that meet the criteria of this credits.

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”):

The campus food services provider, Sodexo, provides vegan dining options at every meal for the two food service outlets on campus. Sodexo also provides an online nutrition calculator so that diners can analyze the calorie count and the nutrition of their meal.

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

UCCS will be moving to self-service for its dining operations in May 2014. One of the reasons for this change is to incorporate more local, organic, vegetarian, and other healthier options in our food service..

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

<http://www.uccsdining.com/index.html>

Annual dining services expenditures on food:

1,171,923 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

417,649 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

45,118 *US/Canadian \$*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Linda Kogan
Director
Office of Sustainability

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.

Submission Note:

Greening of the Office Program

<http://www.uccs.edu/sustain/get-involved/goto.html>

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

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

	Performance Year	Baseline Year
Total building energy consumption	147,632 <i>MMBtu</i>	117,203 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	74,668 <i>MMBtu</i>	63,760 <i>MMBtu</i>

District steam/hot water	0 MMBtu	0 MMBtu
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Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,832,183 <i>Gross Square Feet</i>	1,392,472 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	156,000 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,119
Cooling degree days	781

Source-site ratios::

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

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

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

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

2006 is the first year for which we have complete, accurate utility data, including electricity and natural gas.

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

Our campus has a BAS system in place to turn off air handlers during the night in most campus buildings according to class schedule. In our new Science and Engineering building, we have occupancy sensors that disable air and lighting in unused rooms during the day.

We do turn off air handlers at night in areas that are empty or mostly empty, office areas in SENG, COB, Dwire, U-hall, Main Hall, Cragmor Hall, Engineering, Centennial Hall and the library. In SENG we also use occupancy sensors in the rooms to turn off the air and lights to those areas, or turn down to a minimum when no one is in the area.

For our climate, we have established 71 degrees F for our wintertime temperature setpoint and 77 degrees F for our summertime temperature setpoint.

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

We use LEDs in our many of our parking lots and we are beginning to install LEDs in our new buildings. We have tested and evaluated LEDs in the classroom and we install them where appropriate.

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

Motion/vacancy/daylight sensors are used for the lighting in the common areas (bathrooms, hallways) of most of the buildings on campus. In newly-constructed buildings, we are installing these sensors in all areas of the buildings where appropriate including all offices.

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

N/A

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:

N/A

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

The university has an energy performance fund to apply toward retrofit projects. Thus far this has been used for lighting retrofits, HVAC equipment, toilets, occupancy and daylight sensors, and enhanced BAS systems. There is a plan this year to conduct retro-commissioning for several buildings.

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

The campus uses Setpoint Building Automation Systems to monitor and manage building mechanical and energy systems. Remote, web-based access is provided by Delta software. With this software, we can monitor electricity and natural usage at 15-minute intervals. Data includes peak and rate use and running totals. The system also supports alarms and automated actions. UCCS has also started installing LUCID systems to display utility use in the residence halls.

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

Whenever feasible, we replace appliances, equipment and building systems with high-efficiency, Energy Star (when available) equipment. When available, we have participated in the Governor's Energy Office program to switch out old refrigerators. When Centennial Hall was renovated, all appliances that could be were switched to Energy Star.

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

Where feasible, we have installed solar lighting, such as for our campus signs, flagpoles and other installations where outside lighting is required.

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

N/A

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

We have an energy conservation program, Greening of the Office (GOTO), where we educate faculty and staff about saving energy, water, and other resources. We participate in Campus Conservation Nationals each year to help reduce energy use in housing.

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

<http://www.uccs.edu/sustain/operations/energy-and-greenhouse-gases.html>

Responsible Party

Linda Kogan
Director
Office of Sustainability

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.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	2,242 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	5,802 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	5,685 <i>MMBtu</i>

Total energy consumption, performance year:

147,632 *MMBtu*

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

There is a 13.6 mW solar photovoltaic thin-film laminate system on the roof of the Science & Engineering Building. And there is a 25 mW solar photovoltaic panel system on the roof of Centennial Hall. Since rebates were provided by Colorado Springs Utilities in order to make the projects financially feasible, UCCS does not retain the environmental benefits of these systems.

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

There is a 68 panel solar thermal system on the roof of the Recreation Center that is designed to supply the energy required to heat the swimming pool, spa, and showers.

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

UCCS purchases wind energy equivalent to the annual electricity use for three buildings on campus: Kraemer Library, Columbine Hall, and Summit Village. As well, the university purchases solar energy from the SunShare community solar garden for the Heller Center.

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

REC's were purchased for the Gallogly Events Center, Centennial Hall, and Copper and Eldora House to offset all or a portion of the electricity usage in those buildings for two years.

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

<http://www.uccs.edu/~sustain/energy.html>

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Keith Woodring

Groundskeeping Supervisor
Facilities Services Grounds

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">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<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"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	<i>549 Acres</i>
Footprint of the institution's buildings	<i>30 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>401 Acres</i>

Area of managed grounds that is::

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

A copy of the IPM plan:

The IPM plan :

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

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Approximately 60% of the UCCS campus is native landscaping. This is defined as native plant life allowed to grow pretty much unassisted and unchecked. UCCS encourages native landscaping to be used as much as possible when designing and constructing on campus.

UCCS is a member of Plant Select®. The purpose of Plant Select is to seek out, identify and distribute the very best plants for Colorado landscapes. Being a member offers us more opportunities to educate students, faculty, staff, and the community about plants that thrive in local landscapes.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

A brief description of the institution's organic soils management practices:

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Where feasible and compatible with Colorado water law, UCCS utilizes swales and diversion techniques to utilize stormwater runoff on landscaping. As well, significant work has been done to limit the effects of erosion and expansion of arroyos on the campus.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

A brief description of any certified and/or protected areas:

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

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

No

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:

Some areas of the campus have been identified as archaeologically-sensitive and are preserved from future development.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

UCCS contracted an environmental consulting firm to conduct an ecological site assessment as part of the 2012 Master Plan, in which it was identified that the natural setting of Colorado Springs, including its native landscape and views, contribute to the university's unique sense of place. The plan evaluated the climate, topography, slope, geology, soils, hydrology, vegetation, and cultural resources and is designed to respect natural resources and minimizing water use for irrigation and managing stormwater on site.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Several sites on campus have been identified as having unique potential or known anthropological or ecological resources.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

In the 2012 Master Plan, UCCS recognizes that much of it is constrained by topography, slope, geology, hydrology, and cultural significance. While these areas will not become part of the university's built infrastructure, they are a vital and contributing part of the campus, providing the character and sense of place that distinguish UCCS from other institutions in the state and country.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Jerry Wilson

Director Institutional Technology
IT

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

2013 computer purchase, the HP EliteOne 800, is EPEAT Gold.

2013 computer purchase, iMac 27" is EPEAT Gold

"---" 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:

[UCCS Energy Star policy 2-05-08.doc](#)

The electronics purchasing policy, directive, or guidelines :

As part of our commitment to reduce the impact of our carbon emissions, the University of Colorado at Colorado Springs has decided to issue guidance for the procurement of products that are Energy Star rated.

Whenever available, UCCS energy consuming product purchases should be Energy Star rated. If there is no Energy Star rating for a desired product, those making procurement decisions are encouraged to purchase products with the highest energy efficiency available.

The purchase of Energy Star-rated equipment will improve the University's energy and financial performance while further distinguishing our institution as an environmental leader.

The University of Colorado Procurement Service Center has agreed to support this guiding statement.

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

In 2010, the CU system conducted a strategic purchasing RFP for computer purchases for the entire 4-campus system. The language in the RFP regarding EPEAT is as follows:

The University wishes to purchase Computer Hardware that is Electronic Products Environmental Assessment Tool (EPEAT) Silver and/or Gold certified. Offerors are encouraged to propose EPEAT certified Computer Hardware.

While strategic purchasing agreements are not mandatory, they are effective in highlighting desired environmental attributes and providing chosen equipment or services at reduced costs, which makes them attractive to campus purchasers. In 2013 the UCCS IT department chose all EPEAT Gold level computers for the campus computer refresh for a total of 832 computers.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	15,000 <i>US/Canadian \$</i>
EPEAT Silver	0 <i>US/Canadian \$</i>
EPEAT Gold	800,000 <i>US/Canadian \$</i>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

830,000 *US/Canadian \$*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.uccs.edu/sustain/operations/purchasing.html>

Cleaning Products Purchasing

Responsible Party

Jim Muniz

Physical Plant / Support Services Manager
Facilities Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

The Procurement Services Center for the Colorado University System has a Sustainable Purchasing Guide that encourages purchasing of green cleaning products and procedures and practices to reduce pollution and release of toxic wastes.

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

In 2011 the CU system pursued a green cleaning products contract for all three campuses, to ensure that all products that could meet Green Seal or Eco-Logo do so. Staples won the bid and roughly 90% of products (by number) or more meet the standard (not disinfectant, floor cleaners).

We do not have formal policy to require green cleaning products on campus, but the university's "Green Purchasing Guidelines" encourage purchasing of green cleaning products and procedures and practices to reduce pollution and release of toxic wastes.

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:

51,262 US/Canadian \$

Total expenditures on cleaning and janitorial products:

117,079 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?:

A brief description of the institution's low-impact, ecological cleaning program:

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

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

The website URL where information about the institution's green cleaning initiatives is available:

<http://www.uccs.edu/~sustain/purchasing.html>

Office Paper Purchasing

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

Starting on March 1, 2013 the University began using 100% recycled as our recycled paper option. Staples eliminated the 30% recycled option from our catalog. This transition enhances the University's commitment to sustainability with no additional costs.

A directive was sent out in 2010 from the Vice Chancellor for Administration and Finance stressing the importance of using recycled paper in all offices.

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

An email was sent out to all faculty and staff regarding the transition to 100% recycled paper. The vendor, Staples automatically switched all previous orders of 30% to 100% recycled at no extra cost to the university.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 <i>US/Canadian \$</i>
30-49 percent	18,986 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	28,289 <i>US/Canadian \$</i>

Total expenditures on office paper :

55,234 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://www.uccs.edu/sustain/operations/purchasing.html>

Inclusive and Local Purchasing

Responsible Party

Linda Kogan
Director
Office of Sustainability

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.

Submission Note:

The university is encouraged to maximize opportunities to procure goods and services from small business concerns, including:

- Small Business Concerns;
- Women-Owned Small Business Concerns;
- Small Disadvantaged Business Concerns;
- Historically Black Colleges/Universities and Minority Institutions;
- HUBZone Small Business Concerns;
- Veteran-Owned Small Business Concerns; and
- Service-Disabled Veteran-Owned Small Business Concerns.

However, we do not have specific dollar figures to determine a percentage of purchases from these sources.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

The CU Procurement Services Center (PSC) is committed to supporting the goals and mission of the University's Small Business Program. Accordingly, within the policies and procedures of the University of Colorado, the PSC will:

- Increase awareness of the Small Business Program throughout the University.
- Maximize opportunities for CU departments to procure goods and services from small business concerns, including:
 - Small Business Concerns;
 - Women-Owned Small Business Concerns;
 - Small Disadvantaged Business Concerns;
 - Historically Black Colleges/Universities and Minority Institutions;
 - HUBZone Small Business Concerns;
 - Veteran-Owned Small Business Concerns; and,
 - Service-Disabled Veteran-Owned Small Business Concerns.
- Inform small and disadvantaged businesses about how to conduct business with the University of Colorado, as well as about the various procurement opportunities available at the University.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

https://www.cu.edu/psc/purchasing/smallbusiness_commitment.htm

Life Cycle Cost Analysis

Responsible Party

Linda Kogan
Director
Office of Sustainability

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.

Submission Note:

Information about High Performance Building Standard for the state of Colorado that include life-cycle analysis can be found at following site:

<https://stars.aashe.org/media/secure/326/2/33/255/High%20Performance%20Buildings.pdf>

Senate Bill 007-51 also includes life cycle cost accounting as required for new building and renovation projects that receive 25% state funding.

http://www.leg.state.co.us/clics/clics2007a/csl.nsf/fsbillcont3/8EFE2CB5022F6CF687257251007C22D3?open&file=051_enr.pdf

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

Life Cycle Costing is required by a number of Colorado State statues and bills. In practice there is a line item added to new state building projects for high performance building. LCC is accomplished mainly through use of energy modeling, analysis of different HVAC and water systems, all with a goal of LEED Gold for all of our new buildings and major renovations.

CCHE

College and university campus facility master plans and facility program plans are reviewed and approved by CCHE, with the technical assistance of the State Buildings Program on matters of construction standards compliance, appropriation compliance, and operating/life cycle cost studies, including timing and funding sources for future controlled maintenance requirements. Last Revised Approved Policy III-E-2 April 5, 2001

As a Colorado state institution we are bound by state statutes: This statute is from 2004.

Colorado Statutes : : PART 13 STATE BUILDINGS : 24-30-1304. Life-cycle cost - legislative findings and declaration.

24-30-1304. Life-cycle cost - legislative findings and declaration.

(1) The general assembly hereby finds:

- (a) That state-owned and state-assisted facilities have a significant impact on the state's consumption of energy;
- (b) That energy conservation practices adopted for the design, construction, and utilization of these facilities will have a beneficial effect on the state's overall supply of energy;
- (c) That the cost of the energy consumed by these facilities over the life of the facilities must be considered, in addition to the initial cost of constructing such facilities; and
- (d) That the cost of energy is significant, and facility designs must take into consideration the total life-cycle cost, including the initial construction cost, the cost, over the economic life of the facility, of the energy consumed, replacement costs, and the cost of operation and maintenance of the facility, including energy consumption.

(2) The general assembly declares that it is the policy of this state to insure that energy conservation practices are employed in the design of state-owned and state-assisted facilities. To this end the general assembly requires all state agencies to analyze the life-cycle cost of each facility constructed, or each major facility constructed or renovated, over its economic life, in addition to the initial construction or renovation cost.

Source: L. 79: Entire part added, p. 884, § 1, effective July 1.

24-30-1305. Life-cycle cost - application.

(1) The general assembly authorizes and directs that state agencies shall employ design and construction methods for state facilities and design and construction methods for state-assisted facilities under their jurisdiction, in such a manner as to further the policy declared in section 24-30-1304, insuring that life-cycle cost analyses and energy conservation practices are employed in new state-owned and state-assisted facilities and in new or renovated major state-owned and state-assisted facilities.

(2) The life-cycle cost analysis shall include but not be limited to such elements as:

- (a) The coordination, orientation, and positioning of the facility on its physical site;
- (b) The amount and type of fenestration employed in the facility;
- (c) Thermal performance and efficiency characteristics of materials incorporated into the facility design;
- (d) The variable occupancy and operating conditions of the facility, including illumination levels;
- (e) Architectural features which affect energy consumption; and
- (f) An energy consumption analysis of a major facility's heating, ventilating, and air conditioning system, lighting system, and all other energy-consuming systems. The energy consumption analysis of the operation of energy-consuming systems in the major facility should include but not be limited to:

(I) The comparison of two or more system alternatives;

(II) The simulation or engineering evaluation of each system over the entire range of operation of the major facility for a year's operating period; and

(III) The engineering evaluation of the energy consumption of component equipment in each system considering the operation of such components at other than full or rated outputs.

(3) The life-cycle cost analysis performed for each major facility shall provide but not be limited to the following information:

- (a) The initial estimated cost of each energy-consuming system being compared and evaluated;
- (b) The estimated annual operating cost of all utility requirements, including consideration of possible escalating costs of energy;
- (c) The estimated annual cost of maintaining each energy-consuming system; and
- (d) The average estimated replacement cost for each system expressed in annual terms for the economic life of the major facility.

(4) The life-cycle cost analysis shall be certified by a licensed architect or professional engineer, or by both architect and engineer,

particularly qualified by training and experience for the type of work involved.

(6) Selection of the optimum system or combination of systems to be incorporated into the design of state facilities and state-assisted facilities shall be based on the life-cycle cost analysis over the economic life of the facility, unless a request for an alternative system is made and approved by the department prior to beginning construction.

The website URL where information about the institution's LCCA policies and practices is available:

http://www.leg.state.co.us/clics/clics2007a/csl.nsf/fsbillcont3/8EFE2CB5022F6CF687257251007C22D3?open&file=051_enr.pdf

Guidelines for Business Partners

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.

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Russ Wilcox
Transportation Manager
Public Safety

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet :

65

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	6
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	6
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

The university uses a number of electric golf carts instead of full size vehicles. In 2014, an electric cart with a solar panel was purchased for the Office of Sustainability and the campus Greenhouse. Electric carts are used in several Facilities Services' departments. B-5 is used in the shuttle buses for 4-6 months of the year. However it is not locally produced.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Jim Spice

Executive Director of Parking and Transportation
Parking and Transportation Services

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

17.15

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)	83.03
Walk, bicycle, or use other non-motorized means	7.28
Vanpool or carpool	6.63
Take a campus shuttle or public transportation	2.60
Use a motorcycle, scooter or moped	0.64

A brief description of the method(s) used to gather data about student commuting:

A survey was sent to students and the data was compiled and analyzed.

The website URL where information about sustainable transportation for students is available:

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Jim Spice

Executive Director of Parking and Transportation
Parking and Transportation Services

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

12.42

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)	88.89
Walk, bicycle, or use other non-motorized means	5.90
Vanpool or carpool	4.77
Take a campus shuttle or public transportation	0.76
Use a motorcycle, scooter or moped	0.99
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

A transportation survey was sent to all faculty and staff. The results were analyzed and tabulated.

The website URL where information about sustainable transportation for employees is available:

<http://www.uccs.edu/~pusafety/sustain/>

Support for Sustainable Transportation

Responsible Party

Jim Spice

Executive Director of Parking and Transportation
Parking and Transportation Services

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

"---" 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 campus has covered bicycle storage at Centennial Hall in the center of campus as well as in housing. Bicycle lockers are available at three buildings on campus. Showers/changing rooms are available in five buildings and are indicated on the UCCS Bike Map. All new buildings provide showers and changing rooms for commuters.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

We have bicycle racks at all of the major buildings on campus. Bike storage lockers are available at three locations; one of those locations is near the residence halls.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

All streets on campus are marked as sharrows and vehicles are encouraged to share the road with bicyclists. We have a bike/pedestrian spine that runs through the campus.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The Recreation Center has new specialized mountain bicycles and accessories available free to students and to staff and faculty who are members. It is similar to a bicycle library in which bicycles can be checked out free of charge up to three days at a time for a total of ten days per semester. The program currently has 14 bicycles and the program is increasingly popular.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The university runs free shuttles throughout the campus and provides service to free perimeter parking. There are two bus lines that come to campus, but the city has not offered discounts to students. Mass transit within Colorado Springs is generally not great and most students and employees are unable to use the system to get where they need to go.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

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:

The university has a car share program that is run by the U-Haul company. Prices are very reasonable for renting to students by the hour.

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:

The new parking facility has Level 2 ev charging stations. These will be available to students and employee commuters with hub permits.

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 institution provides the opportunity for some employees to tele-commute. The program is called Alternative Work Site and it has been encouraged for many employees. For state classified employees the program is 4 ten hours shifts. The ability to participate is decided by supervisors. During the pilot program, we calculated the carbon emissions avoided by this program.

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 institution offers a condensed work week option of 4 10 hour shifts for some employees. A number of departments participate including most of Public Safety.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

There is a bike repair shop on campus that is part of the recreation center. Student, faculty and staff can get assistance with minor repairs, flat fixes, etc. In 2013 a permanent bike repair stand with pump was added for self repairs as well as a bike pump outside another building.

Additionally, the library supports bike commuting by having locks available to take out for free if students or employees forget their

own locks.

Each year there is a bike month competition in September with prizes to those who commute the most by bikes. There are also multiple bike for bagel events to encourage ridership.

In the new parking garage there will designated spots for low-emitting vehicles.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www.uccs.edu/pts/transportation/transportation-sustainability/transportation-and-sustainability.html>

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Linda Kogan
Director
Office of Sustainability

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*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	169 Tons	46.30 Tons
Materials composted	75 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	356 Tons	880.20 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,140	755
Number of residential employees	2	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	8,667	6,774
Full-time equivalent of employees	1,421	990
Full-time equivalent of distance education students	988	198

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

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

A brief description of when and why the waste generation baseline was adopted:

This is the first year for which we have reliable data.

A brief description of any (non-food) waste audits employed by the institution:

The Office of Sustainability does 1-2 waste audits per year to assess the waste composition. This is done through Mt. Trashmore events and a similar event in housing. In our analysis of trash we have consistently found that between 40-50 percent of the trash could have been recycled. We use these events to educate the campus community and determine which items people have difficulty recycling.

A brief description of any institutional procurement policies designed to prevent waste:

The university attempted to reduce packaging on a 2013 computer refresh however the extra shipping, time, and costs were unacceptable.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of

materials:

The university uses a listserv for both faculty and staff to redistribute office supplies that can be reused. Items are diverse, from folders, printer cartridges, furniture, computers, monitors, etc. The listserv is used frequently and items turn over very quickly. Being in lean budget situations ensures that all materials are re-used and do not end up in the landfill.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Many items are available on line now throughout the university and many electronic forms are added each year. These include catalogs, research in the library, financial aid, budgeting forms and reports, timesheets, pay advices, etc.

A brief description of any limits on paper and ink consumption employed by the institution:

Several years ago UCCS instituted the Pawprints program which charges for prints in all computer labs and the library on campus. Between the pay for printing and the double-sided printing default settings, paper consumption in the labs has been reduced by over 50 percent.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Each year 2 Goodwill trailers are provided on campus during the week of move-out to provide students with a way of donating reusable goods, including electronics. There is also an opportunity, through a local electronics recycler, for students to get rid of unused electronics. Extra recycling bins are provided during the week to encourage waste diversion. During move-in recycling bins were added in more locations and cardboard was collected and baled.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

Food waste audits are done periodically by Sodexo and students in housing. They are also sometimes done as a part of course work.

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:

Sodexo at UCCS has agreed to invest in and is participating in a pilot program introducing Lean Path. This is a program designed to track food waste within the food service operation. A view of the program can be seen here:

<http://leanpath.com/>

. Scales are in each of the kitchens at prep areas and all pre-consumer waste is measured and tracked.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

In August 2010 UCCS with Sodexo instituted a trayless program in the Lodge, which serves all of the 900 residential students in a cafeteria style all you can eat manner. There are no longer trays in the facility which has reduced the amount of food waste significantly.

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):

In September 2010 UCCS with Sodexo instituted the Clyde's Carryout program in the Clyde's venue. Participants have been provided containers free of charge for this semester. Containers are exchanged with Clyde's chips, which can then be redeemed for a clean container. Additionally, in catering, customers can now order box lunches that are served in the reusable containers. All styrofoam has been discontinued. All containers are now compostable.

Coffee vendors on campus are still a mix of recyclable, compostable, and landfill containers.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All of the dining facilities on campus use reusable dining ware. All of the materials for to-go meals are third party certified compostable and are directed to composting receptacles. This includes all of the service ware for catering.

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:

Sodexo provides all campus dining operations on campus. There is a discount at all outlets on campus for using reusable mugs. The discount is 42 percent for a regular coffee. There is also a similar discount for refilling fountain drinks using a reusable Sodexo cold mug.

A brief description of other dining services waste minimization programs and initiatives:

Sodexo is encouraged to use bulk condiments, cream, and to avoid individual packets.

The website URL where information about the institution's waste minimization initiatives is available:

<http://www.uccs.edu/sustain/operations/reducing-waste.html>

Waste Diversion

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

263.38 Tons

Materials disposed in a solid waste landfill or incinerator :

356 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:

UCCS has invested significantly in recycling in the last three years. All offices, classrooms, and hallways have recycle bins matched closely with trash bins. The school switched to single stream recycling when local haulers all switched. The school participates in RecycleMania, and also organizes zero waste goalies for the basketball games and major concerts.

There is also a lot of outreach for orientations, student move-in, etc. Compost capacity was added to all food facilities as well as for paper towels in the bathrooms of the student center. A cardboard baler was added to keep boxes from taking up so much space in dumpsters and allow for a small financial return on materials. Our move-out program has grown significantly and Goodwill trailers are available all week for students.

UCCS instituted a strong electronics recycling policy in 2013 indicating that all electronics will be recycled by an E-Steward Certified recycler. This is stricter than the state policies.

UCCS is currently piloting a program in a new LEED building in which offices are supplied with regular size recycling bins and very small piggy back trash receptacles. The goal is to reduce the amount of waste and especially food waste in offices and to eliminate the need for plastic liner bags that would be landfilled almost every day. It involves a complete retraining of staff.

A brief description of any food donation programs employed by the institution:

On Fridays, the Marion House, which is the local soup kitchen, picks up all prepackaged food items that have not sold. Additionally, when there are catered events in which too much food has been ordered, Sodexo will take the extra food, that was not already out and served, to the Marion House.

A brief description of any pre-consumer food waste composting program employed by the institution:

In the kitchens all pre-consumer waste is either composted with the campus greenhouse or added to the compost that is taken off campus by a vendor.

A brief description of any post-consumer food waste composting program employed by the institution:

In the dining facilities there are compost bins next to all of the trash and recycling. All of the plateware and silverware is either reusable or compostable. We have worked with our food vendor to provide only compostable materials for catering events.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	---

Other materials that the institution includes in its waste diversion efforts:

Cardboard is separated and baled.

Plastic bags are recycled separately from the single stream.

Construction and Demolition Waste Diversion

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

Submission Note:

These figures are from the construction of the Lane Center and Eldora and Copper housing .

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

Construction and demolition materials recycled, donated, or otherwise recovered:

1,363.66 *Tons*

Construction and demolition materials landfilled or incinerated :

448.30 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

As part of all of our LEED building projects, which are 100% of new buildings, there is a goal of reaching at least 75% of construction waste recycling. This expectation is communicated at the beginning of every building project. On almost every building we have far surpassed that percentage and contractors know that it is something that is important to us.

UCCS is currently working to establish guidelines for construction waste recycling on small projects that are not LEED to make sure that we recycle that waste as well.

Hazardous Waste Management

Responsible Party

Cynthia Norton

Chemical Management

Public Safety Department - Environmental Health and Safety

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.

Submission Note:

<http://www.uccs.edu/sustain/operations/reducing-waste.html>

"---" 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:

UCCS is subject to regulation by the Colorado Department of Public Health and the Environment (CDPHE) with respect to all solid waste management issues. UCCS has developed the Lab Safety Manual which reflects the University's practices with regards to solid waste management.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Hazardous Wastes

All wastes generated on campus are evaluated to determine if they are classified as hazardous waste. Those materials which are hazardous waste are managed in accordance with CDPHE requirements including:

- Minimizing releases to the environment by proper storage and handling procedures
- Off-site disposal at EPA approved treatment, storage and disposal facilities

UCCS segregates waste streams in an attempt to broaden our disposal options such as participating in fuel blending programs for non-halogenated solvents and incineration programs.

In addition, UCCS encourages labs to minimize the amount of hazardous waste being generated by reducing both the volume and toxicity of materials utilized on campus. We have some labs engaged in green chemistry. Likewise, our custodial staffs have predominantly converted to green cleaning products.

We encourage labs to reutilize, to the extent it is safe, empty reagent containers for their waste collection. Excess empty containers are placed in our single stream recycling program.

The campus does maintain an inventory of hazardous materials present on campus. If excess hazardous materials are submitted during the hazardous waste collection process, attempts are made to find alternative users for that material before it is disposed of as hazardous waste.

Non-regulated Hazardous Materials

UCCS treats non-regulated hazardous materials in a manner similar to hazardous waste. Disposal of any hazardous material into the trash is strictly forbidden. UCCS works with our hazardous waste disposal contractor to manage and properly dispose of non-regulated hazardous materials.

UCCS has a robust copy and printer toner/ink recycling program. This program includes selling some used toner/inks, returning some to the manufacturer for recycling and/or sending to an offsite recycler for material recovery.

Biological Wastes

UCCS segregates its biological waste streams into those that can be treated on-site and those which require off-site treatment and disposal. Those waste streams which can be treated via autoclave are treated on-site and then managed as solid waste. Sharps and other biological waste streams which cannot be treated via autoclave are collected and disposed of off-site via a Colorado registered Biohazardous Disposal Company. Generally these go for incineration.

Universal Wastes

There are a variety of materials which fall under the universal waste category. UCCS manages each of them as noted below. Much of this information can be found in the Office of Sustainability's website

<http://www.uccs.edu/sustain/operations/reducing-waste.html>

Aerosol Cans

Aerosol cans which are not empty have to be treated as hazardous wastes and fall under the hazardous waste procedures previously noted. Those aerosol cans which are empty are placed in our single stream recycling program since they are metal.

Batteries

The Office of Sustainability recycles all battery types on campus. These batteries are recycled through Blue Star Recyclers (

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

). Batteries are collected at recycling locations positioned throughout the campus. These recycling locations are open for both campus generated wastes as well as for students to place their self-generated batteries into the bins.

Electronics (devices, components, cell phones, etc.)

The Office of Sustainability recycles/disposes of all electronic devices and components on campus. Again there are collection locations throughout the campus where both university generated small electronics and student generated electronics can be placed for pick-up. Larger electronics (computers, monitors, etc.) are managed through our facilities organization for ultimate recycling. UCCS has a policy on e-waste which specifically states that we will utilize only e-Steward certified facilities for our recycling. In addition, the Office of Sustainability works with our recycling company Blue Star Recyclers to promote and support community wide disposal days for electronic waste.

1.5.4 Lamps/Fluorescent Bulbs, CFLs

Facilities collects and manages all fluorescent bulbs, CFL bulbs, etc. on campus. This includes green-tipped lamps. These bulbs are crushed in an EPA approved bulb crusher with an approved mercury vapor filtration system. The crushed materials are then sent off-site for recovery.

Used Oil

All used oil generated on the UCCS campus whether from laboratory equipment or vehicle fleet is sent for oil recycling through a contract provider. This includes the oil, fuel, transmission and other fluid filters. These filters are properly drained and sent for metal recovery.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

Over the past 3 years, UCCS has not experienced any significant releases of hazardous materials to the environment.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Any unused chemicals in the labs are stored and reused for future labs or classes. Individuals who use, store or handle chemicals are responsible for submitting an annual inventory to the Environmental Health and Safety Office.

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):

UCCS collects electronic waste in numerous locations on campus and this material is delivered to Blue Star Recyclers, an e-Steward certified recycler.

Electronics Recycling Policy

<http://www.uccs.edu/Documents/vcaf/policies/700-006%20Computer%20and%20Electronics%20Disposal%2004-2013.pdf>

UCCS also collects and sorts batteries to be recycled through Blue Star Recyclers.

Toner Cartridges are also collected for recycling and proceeds are distributed to the staff governance group.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

BlueStar Recyclers invests in the labor-intensive process of disassembling and de-manufacturing to divert all materials from landfills and incinerators. Blue Star Recyclers guarantees it does not export hazardous waste material; it does not landfill or incinerate hazardous waste material.

BlueStar Recyclers is certified under the eSteward certification and ISO 14001 standard, which addresses quality in environmental management certification.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.uccs.edu/~pusafety/environmental/>

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	45,052,601 Gallons	33,146,707 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	45,052,601 Gallons	33,154,696 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	1,140	755
Number of residential employees	2	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	8,667	6,774
Full-time equivalent of employees	1,319	990
Full-time equivalent of distance education students	988	198

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,832,183 <i>Square Feet</i>	1,392,472 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	133 <i>Acres</i>	80 <i>Acres</i>

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

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

A brief description of when and why the water use baseline was adopted:

This is the first year for which we have complete, accurate utility data, including water.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

Water recovery and reuse is illegal in the state of Colorado.

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

Every separate building on campus is individually metered for water and wastewater consumption. These data are reported to the local utility, Colorado Springs Utilities, and we receive consumption and other data monthly on the utility bill. We monitor and analyze these data and adjust or repair our water systems, particular irrigation, as needed.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

All new building are built with low-flow faucets, dual-flush/low-use toilets, and low-flow shower heads where applicable. The university has completed numerous water retrofit projects including dual flush 1.6/1.1gpf toilets (from 3.5), .125gallon urinals, .5gpm aerators, and 1.5 showerheads in housing.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UCCS has several locations across the campus that implement xeriscaping, including Science & Engineering, the roundabouts and several medians, the Recreation Center, and part of a demonstration garden recently added behind Centennial Hall. The grass that we have on campus is a low-water consumption fesque mix as well.

Approximately 60% of the UCCS campus is native landscaping. This is defined as native plant life allowed to grow mostly unassisted and unchecked. These areas enhance UCCS's unique image and dedication to living in cooperation with our unique environment. UCCS encourages low water landscapes to be used as much as possible when designing and constructing new buildings on campus. Some of our LEED buildings achieved the credit for no permanent irrigation, however, in this climate this is a difficult proposition to keep vegetation alive.

WE have also built several rain gardens to slow water and keep moisture on our vegetation for longer periods. We are on a clay bluff system, so issues of runoff are significant.

In the new Lane Center, water from the roof is channeled through the gardens and the parking lot is sloped so that water can run into the vegetated medians.

A brief description of any weather-informed irrigation technologies employed by the institution:

The campus purchased a Davis weather station to interface with the Rainbird irrigation system. This weather station is installed and being tested.

A brief description of other water conservation and efficiency strategies employed by the institution:

When possible due to weather and other conditions, we utilize reduced water-use irrigation strategies and low-water use plants and landscaping.

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

<http://www.uccs.edu/~sustain/site/water.html>

Rainwater Management

Responsible Party

Jim Muniz

Physical Plant / Support Services Manager
Facilities Services

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

UCCS implements Low Impact Development (LID) practices on major new construction and renovation projects. Practices that we encourage include:

1. Implemented a strategic long-term Master Plan for our University.
2. Thoughtful site-planning and design that reduces negative impact to project site.

3. Encourage student and staff education and participation through collaborative meetings throughout project planning, design and construction.
4. Reduce long-term maintenance costs with great emphasis on plant and landscape materials selection.
5. Reduce disturbed areas by constraining construction staging and laydown areas.
6. Encourage contractor car-pooling and offsite parking at developed lots to reduce negative impact on native and undisturbed land.
7. Introduce new concepts and technologies such as bio retention, rain garden, swales, and detention/conservation areas.
8. Maintain integrity of receiving streams and embankments.
9. Utilizing a staff member to frequent construction project sites to ensure compliance with storm water management and BMP controls.
10. Reduce site runoff and flow rate by construction of detention areas and rip rap.
11. Encourage Sustainability and Project Team members to debate on alternative design approaches.
12. Minimize irrigation footprint by placement of native planting materials that are not susceptible to Colorado drought.
13. Minimize clearing of native trees by incorporating those into the final landscape where possible.

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:

UCCS Stormwater Management Plan

UCCS has developed a SWMP based upon previous permit applications and implementations in many areas including:

1. Public Education

UCCS Facilities Services Department (FSD) has stormwater educational posters in the University Center. This is a high visibility area and will be seen by faculty, staff, and students alike.

While exposing faculty to the ongoing efforts in erosion control and runoff mitigation, FSD provides a schedule of meetings that may be forwarded to interested parties in classrooms. FSD records on the Graphic Information Systems (GIS) database maps all storm drains and physically marks the inlets with a "No Dumping and/or Drains to Stream" marker. Allowable discharges are included on the maps. Electronic links are provided for environmental websites related to storm-water issues. FSD submits stormwater information to the university newspaper for publishing and provides that same information to University's four campus faculty and staff newspapers.

UCCS will annually present a training session to kitchen staff. Proper disposal procedures will be discussed and modifications to procedures made, if deemed appropriate. Reference materials will be prepared for distribution at the training sessions.

Annual educational emails will be retained for future use and and modification, as appropriate. The focus of the emails will change annually.

2009- construction activities & exterior storage of materials

2010- illicit discharges & storm drain dumping

2011- highly erodible sediments, overwatering, & fertilizers

2012- trash-litter, and pet feces

2013- vehicle leaks and wash water

2. Public Participation/Involvement

FSD sponsors a Student Clean-up Day to be conducted once per semester utilizing students on volunteer groups for trash clean-up, sediment removal and identification of areas of concern. Information on stormwater pollution issues and potential solutions is made available at the Sustainability table at Earth Day events which are scheduled each spring on the campus. Staff is also encouraged to set an example by picking up at least one piece of trash per day. Community involvement is solicited through affected homeowners associations meetings and enviroscape demonstrations at local schools. An annual agenda item regarding Stormwater pollution prevention will be presented to the Executive Team and be made available to the community as a Power Point presentation on the FSD website. A staff member will attend appropriate meetings to enhance the understanding of regulation and the efficient use of Best Management Practices (BMPs).

3. Illicit Discharge Detection and Elimination

Reporting procedures are being developed and will be posted on FSD website. As part of hazardous materials training, all plant personnel will be trained to identify potential illicit discharges and will be encouraged to report to the appropriate staff members. The University will make every effort to clean HVAC equipment without the use of any solvent other than water and if necessary will dispose of all pollutants and/ or contaminants in an approved manor.

4. Construction

Contractors will be required to submit engineered plans to the CDPHE for Permit for Stormwater Discharges Associated with Construction. Contractors will inspect and record the conditions within the boundaries of their respective construction projects every 14 days and meet with FSD staff regularly to assure compliance. Project management will review contractors' plans to identify and avoid conflict and will recommend the BMPs that best suit the future needs of the campus.

5. Post Construction

All completed projects will be inspected every 14 days and after every precipitation event during the first year of ownership and monthly thereafter. DFS will include BMP maintenance in the established maintenance programs to provide long term sustainability and continuous operation.

6. Pollution Prevention and Housekeeping

All excess gravel and sand will be removed at the end of each winter season and sediment removed from affected areas to ensure proper drainage and mitigate pollution. Good housekeeping procedures will be followed by all employees and continuous training will be provided. DFS will prepare and implement a comprehensive SWMP in the near future.

A brief description of any rainwater harvesting employed by the institution:

We are unable to legally harvest rainwater in Colorado, however we have implemented rain gardens and bioswales to divert and slow water.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Rain gardens.

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

We have deployed rainwater gardens at Eldora House, Copper House and Ulrich House. AS well, rainwater gardens have been implemented in the newly-opened Lane Center.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

There are several stormwater retention ponds located on the campus.

A brief description of any bioswales on campus (vegetated, compost or stone):

There are vegetated swales in several campus locations.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://www.uccs.edu/~facsrvs/PhysicalPlant.htm#stormwater>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The office is responsible for most aspects of sustainability on campus including strategic planning, energy and water conservation, waste and recycling, food, transportation, and education.

Completed 2012-2020 Sustainability Strategic Plan and are currently pursuing many of the goals with stakeholders throughout campus

- Provided LEED support for multiple building projects - total of 7 Gold now.

- Launched Greening of the Office Program to reduce energy use in offices

- * Increased diversion rate to over 40 percent.

- * Supported incorporation of sustainability in General Education Goals

- * Assisted with transition of food services from corporate to self-operated

- * Held numerous educational events including Bike Month, Adopt a Waterway, Sustainnovation, Campus Sustainability Day, Mr.

Trashmore, RecycleMania, Move-Out Diversion, sustainability speakers, Earth Day, etc.

Procured renewable energy installations, wind purchases, and Renewable Energy Credits.

Worked to complete Green Action Fund sustainability projects on campus.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The UCCS Sustainability Committee promotes, educates, and monitors all aspects of sustainability on campus. This committee reports to the Faculty Assembly, which is part of the formal campus governance structure. For the current academic year, The committee is divided into into three working groups:

1. Campus Greening: This group works to green the campus infrastructure, with a particular focus on energy conservation and efficiency.
2. Food: The food group works to bring more sustainable food and food services to the campus. This year, the group is working help the university transition to self-operated food service. This is being done in large part to increase the sustainability features of food services on campus.
3. Curriculum: An education group which works with both students and faculty to educate the entire UCCS community in sustainability topics. Current projects include helping the university add sustainability to the General Education goals called the Compass Curriculum. As of fall 2014 students will have a sustainability requirement before they graduate. This group reviews all syllabi with sustainability material to determine if it qualifies as part of the Compass Curriculum.

The Climate Advisory Board

The Climate Advisory Board was designated by the chancellor to provide guidance and help shape and promote UCCS strategies to meet the university's climate commitment. Members of this board will increase coordination, innovation, and leadership across the campus in pursuit of UCCS climate strategies and will connect with and encourage regional climate initiatives.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Janel Owens, faculty, Chemistry

Tom Huber, Chair, faculty, Geography and Environmental Studies (GES)

Linda Kogan, staff Sustainability Director

Kevin Gilford, staff, Assistant Sustainability Director

Carole Huber, faculty, GES

Russ Saunkeah, staff UCCS Food Services

Daphne Greenwood, faculty, Economics

David Havlick, faculty, GES

Sara Santa Cruz, student GES

Nanna Meyer, faculty, Nursing and Health Sciences

Cynthia Norton, staff, Environmental Health and Safety

Sally von Breton, faculty, Business

Tracy Gonzalez-Padron, faculty, Business

Climate Advisory Board

Mary Coussons-Read, Provost

Susan Szpyrka, Vice Chancellor Administration and Finance

Peter Braza, Dean, Letters Arts and Sciences

Ramaswami (Dan) Dandapani, Dean, Engineering and Applied Sciences(EAS)

Julie Albertson, faculty, EAS

David Havlick, faculty, Geography and Environmental Studies

Janel Owens, faculty, Chemistry

Fred Crowley, Faculty, College of Business

Rob Dougherty, staff, Director, Physical Plant

Jeff Davis, staff, Executive Director, Auxiliary Operations
Gary Reynolds, staff, Executive Director, Planning and Construction
Jerry Wilson, staff, Chief Information Officer
Jim Spice, staff, Executive Director Parking and Transportation
Kevin Gilford, staff, Assistant Director Office of Sustainability
Linda Kogan, staff, Director, Office of Sustainability
Cynthia Norton, staff, Environmental Health and Safety
Holly Kaspar, staff, Director Auxiliary Services Marketing
Easton Coleman, student Education
Matt Driftmier, student, Secretary for Sustainability SGA
Jeff Baston, student, EAS
Sara Santa Cruz, student GES

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

<http://www.uccs.edu/sustain>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The UCCS Office of Sustainability unites the efforts of faculty, staff and students to support development and lifestyles on campus and in the community that sustain natural resources and protect the environment, ultimately ensuring the ability of future generations to meet their needs too.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

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

<http://www.uccs.edu/~sustain/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Linda Kogan, Director; Kevin Gilford, Assistant Director

A brief description of each sustainability officer position:

The Sustainability Director manages the Office of Sustainability, which includes an assistant director and 7-9 student employees, and directs campus sustainability policies, programs and practices as well as, engages and collaborates with a number of organizations in the community to promote and increase sustainability. Additionally, she works with the Facilities Services Department to manage energy performance funds, develop conservation campaigns, advocate for high performance buildings in new construction, and direct the

recycling and waste program. The assistant director supervises students, assists with management of sustainability projects funded by the Green Action Fund, manages the utility data base and directs conservation efforts including Greening of the Office, and Campus Conservation Nationals.

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

<http://www.uccs.edu/~sustain/site/staff.html>

Responsible Party

Linda Kogan
Director
Office of Sustainability

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.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

Sustainability was added to the UCCS General Education Goals approved in fall 2010. The General Education Goals was renamed Compass Curriculum.

“Goal 3) Act and Interact. Students will cultivate self-awareness and understanding of their impact—locally, nationally, and globally. Students will be prepared to participate effectively in a society that encompasses diverse experiences, perspectives, and realities. This area includes [among others]:

Sustainability—understanding the interaction between human development and the natural environment”.

In order to achieve the terms of this goal, students will learn about key principles of sustainability including social equity, environmental protection, and economic development, among others. The sustainability GE goal will be achieved by integrating teaching about sustainability within discipline-specific coursework and/or other GE components, or in general elective courses.

Sustainability: one course in student’s 120 cr. hr. Bachelor’s degree addresses Sustainability. This content can be integrated in major, gen. electives, or GE courses.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

How will the integrated Sustainability component be structured and supported?

Departments will identify how the Sustainability component already is/could be integrated into their major degree course content--either taught to students in one specific course, or integrated across several major degree requirements.

If having the content of Sustainability integrated into the major degree coursework is not a viable option, students will take a course addressing sustainability in their other GE or general elective courses. Many courses in the campus-wide GE curriculum (for examples, those in the Gateway, Explore curriculum, or Advanced Core) will address this content for those students. Integrated course content or courses addressing sustainability should adhere to the guidelines explained below.

Tenured/tenure-track faculty and instructors will have access to educational resources to identify existing courses/ course content addressing sustainability and, where appropriate, to adapt existing course content or to develop new courses/ content to achieve the objectives of the Sustainability component. Providing leadership in sustainability education is already a priority identified at UCCS, and faculty in colleges across campus already have considerable experience incorporating elements of sustainability in the curriculum.

Accountable parties, offices or departments for the Curriculum plan(s):

Office of the Provost, Mary Coussons-Read; Vice Provost, David Moon;

David Weiss, Faculty Director of the Compass Curriculum; Director of Sustainable Development Minor, David Havlick

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

As stated in the UCCS Sustainability Strategic Plan 2012-2020

Provide Excellent In-depth Sustainability Education and Encourage Research

The measurable objectives, strategies and timeframes included in the Research plan(s):

1. Include Sustainability as a “preferred” topic in Creative Research Creative Work grants
2. Designate staff (e.g. student worker) to collect information on all sustainability research currently being conducted by faculty and to share this information with the campus community (e.g. such as on a campus website)

Accountable parties, offices or departments for the Research plan(s):

Sustainability Office, Sustainable Development Minor Director, Office of the Provost

A brief description of the plan(s) to advance Campus Engagement around sustainability:

As stated in the UCCS Sustainability Strategic Plan 2012-2020

Create a Thriving Culture of Economic, Environmental, and Social Sustainability on Campus

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Timeframe - 2012-2020

Action Steps

1. Develop and approve a campus sustainability policy that supports the mission, values, and programs of the university
2. Pursue continuous innovation of organizational structures and processes that facilitate sustainable transformation of the university
3. Create a formal advisory committee/implementation team to pursue the goals of the Sustainability Strategic Plan
4. Educate all members of the campus community about the importance of and benefits of all three areas of sustainability
5. Increase personal awareness of and participation in personal sustainability practices from both health and environmental perspectives

Measurable Outcomes

- Campus sustainability policy is approved and communicated to the campus.
- Sustainability is increasingly considered in all UCCS decisions.
- Energy engineer is appointed with expertise to support climate and energy goals.
- Sustainability Office continues to receive sufficient funding and staff to pursue sustainability goals.
- Sustainability increasingly institutionalized across all functions of the university.
- Sustainability initiatives and progress are incorporated within departmental reporting.
- Master planning for building and land use incorporate sustainability from the beginning stages of planning.
- Advisory/implementation committee is established with consistent updates from the Leadership Team and opportunities for input each semester.
- Committee is active in facilitating and pursuing progress on the UCCS Sustainability Strategic Plan.
- Sustainability messages regularly included in recruiting and new student, staff, and faculty orientation.
- Sustainability summits to educate UCCS community are held annually.

- Develop program to educate and facilitate personal sustainability practice and increase participation each year.
- Program awards participants and departments for sustainable practices.
- Survey of campus population reveals increased understanding and additional sustainable actions.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Office of Sustainability, Climate Advisory Board, Residence Life and Housing, Office of Student Activities

A brief description of the plan(s) to advance Public Engagement around sustainability:

As stated in the UCCS Sustainability Strategic Plan 2012-2020

III. Increase Faculty, Staff, and Student Involvement in Community Sustainability Initiatives

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Create a campus liaison to link up with the Pikes Peak Sustainability Regional Sustainability Plan (PPRSP). The intent would be to find out sustainability related research needs of the PPRSP and then link to faculty and students to conduct research.

■ Increase sustainability-related collaboration and learning opportunities with regional universities and colleges (Colorado College, Pikes Peak Community College, US Air Force Academy).

Measurable Objectives

The number of community collaborative efforts on sustainability increases in quantity and quality.

Accountable parties, offices or departments for the Public Engagement plan(s):

Office of Sustainability, Climate Advisory Board, Campus Sustainability Council

A brief description of the plan(s) to advance sustainability in Air and Climate:

Strategies are described in the UCCS Climate Action Plan 2010.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Highlights include:

Carbon reductions of 20 percent by 2020, 50 percent by 2030, and 80 percent by 2050.

Institute a no idling policy for the campus.

Enforce a policy of no smoking within 25 feet of buildings

Accountable parties, offices or departments for the Air and Climate plan(s):

Climate Advisory Board, Office of Sustainability, Vice Chancellor for Administration and Finance, Parking and Transportation, Public Safety

A brief description of the plan(s) to advance sustainability in Buildings:

As stated in the UCCS Sustainability Strategic Plan 2012-2020:

[Campus Sustainability Data Collector](#) | [AASHE](#)

VII. Build High Performance Facilities that Minimize Environmental Impact and Improve Occupant Well-Being

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Action Steps

1. Campus infrastructure supports inclusivity, diversity, and well-being
2. Campus facilities support educational goals of creating a living laboratory to support sustainability experiential learning
3. Nurture a sense of place
4. Design, construct, and operate facilities with sustainable design that use less energy, less water, more local and environmentally friendly materials

Measurable Outcomes

- Make available in all facilities gender neutral bathrooms, safe zones, and accessibility for disabled individuals.
- Increase curricular and co-curricular educational opportunities.
- Incorporate sustainable design in master planning and infrastructure including conservation of unique or historic features, and an appropriate carrying capacity for the land.
- Increase amount of square footage that is LEED Gold certified or higher with a 40% reduction in energy and water use.

Accountable parties, offices or departments for the Buildings plan(s):

Office of Sustainability, Office of Planning and Construction, Auxiliary Services, Facilities Services, Vice Chancellor for Administration and Finance, UCCS Leadership Team.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

As stated in the UCCS Sustainability Strategic Plan 2012-2020:

I. Design a Food Environment on Campus that Promotes a Sustainable, Healthy Community

Food service will transition in 2014 from corporate to university directed. This will allow the university to pursue more sustainability initiatives in dining.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Action items:

1. Increase seasonally, locally, and organically grown or raised produce, fish, meat, chicken, milk, eggs, and dairy products and select vegetarian options within reasonable tight radius depending on the season
2. Reduce foods of animal origin (meat, dairy, eggs) served
3. Use certification programs to ensure quality of food on campus is sustainable
4. Reduce bottled water on campus
5. Enhance health and wellness on campus through a supportive environment in dining and retail areas
6. Develop effective educational strategies to increase awareness and knowledge related to food, physical activity, and sustainability

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

As stated in the UCCS Sustainability Strategic Plan 2012-2020:

V. Achieve Progress toward a Net Zero Energy Campus through Conservation, Energy Efficiency Technologies, and Producing or Purchasing Renewable Energy

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Action Steps

1. Implement behavioral energy conservation measures
2. Increase the quantity and scope of energy efficiency and retrofit projects
3. Increase number of submitted proposals for grants that pursue energy efficiency projects and installations
4. Utilize integrated design process to maximize energy savings in new buildings and major renovations
5. Hire energy conservation engineer to monitor Building Automation System and identify and coordinate projects
6. Fully implement system of energy data collection, measurement, and reporting
7. Increase on campus and purchased renewable energy projects to meet the American College and University Presidents Climate Commitment
8. Develop a sustainable energy plan for UCCS that includes renewable energy
9. Address energy use in housing
10. Reduce resource usage by promoting online classes and meetings

Accountable parties, offices or departments for the Energy plan(s):

Vice Chancellor for Administration and Finance, Office of Sustainability, Facilities Services, Auxiliary Services

A brief description of the plan(s) to advance sustainability in Grounds:

As stated in the UCCS Sustainability Strategic Plan 2012-2020:

VI. Reduce Water Use

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Action Steps

1. Improve effectiveness of irrigation systems
2. Where appropriate, use native vegetation and plants
3. Divert rain, storm water, and runoff to water plants

Measurable Outcomes

- Utilized weather data and other technologies to reduce outdoor water use by 10 percent.
- Reduced treated water use for irrigation.
- Reduced treated water use for irrigation.

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Services, Outdoor Services, Office of Planning and Construction, Vice Chancellor for Administration and Finance, Auxiliary Services, UCCS Leadership Team

A brief description of the plan(s) to advance sustainability in Purchasing:

As stated in the UCCS Sustainability Strategic Plan 2012-2020:

IV. Demonstrate Sustainable Purchasing Practices for all Purchases on Campus

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Action Steps:

1. Train campus purchasers to apply a sustainable purchasing framework to include CU Green Purchasing Guidelines, EPEAT, and Green Seal
2. Collaborate with CU Procurement Services to identify and promote products that meet sustainable purchasing guidelines

Measurable Outcomes:

- Campus community is familiar with sustainable purchases and the number of purchases classified as sustainable increases each year.
- Develop campus sustainable purchasing guide for common products and support for purchase of these products is articulated by campus leadership.
- Products that meet sustainable purchasing guidelines are easily identified and compare favorably with other products within the purchasing system.

Accountable parties, offices or departments for the Purchasing plan(s):

Office of Sustainability, CU Procurement Services Center, Vice Chancellor for Administration and Finance, Information Technology, Facilities Services, Auxiliary Services, purchasers throughout campus offices

A brief description of the plan(s) to advance sustainability in Transportation:

As stated in the UCCS Sustainability Strategic Plan 2012-2020:

II. Implement a Transportation Demand Management Plan that Reduces the Greenhouse Gas Emissions Generated from Campus Fleet Operations and Commuting

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Action steps:

1. Improve educational efforts (sustainability and health promotion) to further faculty, staff and student awareness of multi-modal transportation options
2. Reduce the number of singly-occupied vehicles driving to and from campus by increasing the availability and attractiveness of

alternative commuting options

3. Reduce the use of fossil fuels in University owned vehicles

4. Reduce the use of fossil fuels by airline travel for campus community

Measurable Outcomes:

- Document number of educational efforts and evaluate annual efficacy.
- Increase partnerships with both on campus and off campus departments or agencies in providing education about alternative transportation options.
- Continue transportation intern position in the Department of Public Safety as funding allowed. Pursue other grants and funding for this position as available.
- Document and publish initiatives and outcomes.
- Bi-Annual survey shows increased percentage of alternative forms of transportation to single occupancy vehicles.
- Advocate for improved mass transit in the Colorado Springs region and seek out partnerships with regionally based transit authorities for reduced or no-cost mass transit options.
- Investigate funding mechanisms to support mass transit expansion and access for our campus.
- Increase bike storage facilities.
- Expand the bike sharing program.
- Design bike friendly circulation patterns in conjunction with new roadway and building construction.
- Expand car sharing option on campus as available.
- Increase teleconferencing in lieu of commuting to other locations for University meetings.
- Increase telecommuting opportunities for campus community.
- Encourage carpool options through the use of an interchangeable parking permit.
- Power 60 percent of the campus fleet by one of the following (unless fuel type is unavailable):
 - a. Gasoline-electric hybrid
 - b. Diesel-electric hybrid
 - c. Plug-in hybrid
 - d. 100 percent electric
 - e. Hydrogen fueled
 - f. Biofuel and biodiesel
- Reduce use of fossil fuels for internal university operated buses.
 - o Increase walking and biking trails to reduce demand for bus system
 - o Implement all-electric busses where feasible
- Implement vehicle purchasing plan to target fuel types.
- Decrease emissions from university sponsored travel as reported through the CU Procurement Service Center.

Accountable parties, offices or departments for the Transportation plan(s):

Public Safety, Department of Parking and Transportation, Office of Sustainability, Vice Chancellor for Administration and Finance; Auxiliary Services, Residence Life and Housing

A brief description of the plan(s) to advance sustainability in Waste:

As stated in the UCCS Sustainability Strategic Plan 2012-2020:
III. Pursue Zero Waste in in all Functions Throughout the Campus

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Action steps:

1. Implement waste minimization education program
2. Implement composting program
3. Strengthen electronics recycling program to capture greater quantity and diversity of electronic items
4. Make construction waste recycling a requirement of all small and large projects
5. Pursue infrastructure and innovation that increases diversion and efficiency, and reduces costs
6. Reduce use of plastic bags for liners in waste, recycling, and compost throughout campus
7. Establish formal office supplies and surplus material exchange program
8. Reduce paper use by institutionalizing practices such as: double-sided printing, converting to electronic paperless processes, smaller fonts and margins, and purchasing recycled paper
9. Reduce hazardous, universal, and non-regulated chemical waste and ensure a safe disposal
10. Institutionalize waste reduction programs at residence hall move-in and move out
11. Increase reuse and recycling of toner cartridges

Measurable Outcomes:

- Document number of educational efforts.
- Campus community is trained to reduce waste through conscientious purchasing, reduced packaging, and appropriate reuse or disposal.
- Diversion rates are increased and over 80% of organic waste is composted.
- Over 80% of all electronics are recycled by certified electronics recycling company.
- Over 80% of all construction waste is recycled for all projects on campus.
- Compactors, bailers, shredders and other equipment are implemented if deemed appropriate.
- Plastic bag use in indoor waste receptacles is significantly reduced.
- Program is used consistently by campus community to reduce materials to the landfill.
- Paper use per person is reduced by 30% and paper that was used is at least 30% recycled and preferably 100%
- Increase the use of improved technology to decrease paper consumption.
- Decrease the use of hazardous, universal, and non-regulated chemical waste and document safe disposal.
- Recycling and re-use opportunities are available, publicized, and used at move-in and move-out.
- Comprehensive program is established to reuse and recycle toner cartridges and cartridge-less printers replace cartridge models.

Accountable parties, offices or departments for the Waste plan(s):

Office of Sustainability, Facilities Services, Auxiliary Services, Residence Life and Housing, Vice Chancellor for Administration and Finance, UCCS Food Services

A brief description of the plan(s) to advance sustainability in Water:

As stated in the UCCS Sustainability Strategic Plan 2012-2020:

VI. Reduce Water Use

The measurable objectives, strategies and timeframes included in the Water plan(s):

Action Steps:

1. Improve effectiveness of irrigation systems
2. Where appropriate, use native vegetation and plants
3. Divert rain, storm water, and runoff to water plants
4. Where appropriate in new facilities, utilize gray water systems
5. Work with CSU to get non-potable water on campus

6. Keep up with water-saving technologies
7. Address water use in housing
8. Provide feedback to campus regarding water use

Accountable parties, offices or departments for the Water plan(s):

Office of Sustainability, Facilities Services, Auxiliary Services, Residence Life and Housing,
UCCS Leadership Team

A brief description of the plan(s) to advance Diversity and Affordability:

From UCCS Strategic Plan 2020

1. Build an inclusive UCCS educational community that attracts, embraces and supports diverse students, faculty and staff to advance learning and scholarship in a multicultural world.
2. Substantially increase international and domestic multicultural program opportunities and the number of international students and scholars on campus to build cultural understanding and to develop the global competencies of the UCCS community.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Time frame is 2020

UCCS will establish a centralized Office of International Programs and Services, reporting at the provost level, to support actions to advance this goal.

We will develop and implement an international student recruitment, enrollment and retention plan, with the goal of increasing the international student body to 750 by 2020.

We will develop a financial investment model and fundraising strategy to provide financial assistance to international students and scholars as well as to UCCS students involved in study abroad and other international study opportunities.

UCCS will show continued progress towards an enrollment of diverse populations that are representative of the demographics of Colorado. Current outreach programs, such as the Gomez Scholars, UCCS Gateway Program and the Pre-Collegiate Program, and the development of new programs, including projects in the Lower Arkansas Valley and with the Ute Nations, will advance efforts.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Vice Chancellor for Diversity, Leadership Team, Office of International Programs and Services

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

From UCCS Strategic Plan 2020

Cultivate a vibrant, healthy, engaged campus community that unites students, faculty, staff, alumni and friends of the University in support of the goals of the institution.

Employees are eligible to participate in Be Colorado, a health and wellness program that provides screening, education, and financial

incentives to exercise each month.

There is currently a huge focus on health and well being on the UCCS campus. The expansion of the Recreation Center is slated to include a health and wellness center that will provide service to students.

The Lane Center for Academic Health Science building opened in 2014. Inside the Lane Center will be the Lane Family Senior Health Clinic operated by Peak Vista Community Health Centers as well as wellness programs associated with the Beth-El College of Nursing and Health Sciences, the CU Aging Center, the Gerontology Center, the Trauma, Health, & Hazards Center and a branch of the CU School of Medicine for third and fourth year medical students. It is a LEED Gold certified building planned to be a model in interdisciplinary health and wellness, the first building on the campus in an area of campus that is slated to be the wellness campus. There will be services available to staff and a nutritional kitchen. A sports medicine facility is to follow.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Expanded Recreation Center
Addition of Wellness Center that includes physical and mental services for students
Expansion of trails system on campus

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Recreation Center, Student Health Center, Lane Center for Academic Health Sciences

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Sustainability Strategic Plan

Vision

The University of Colorado at Colorado Springs will be a recognized leader in sustainability, integrating social justice, economic, and ecological values into institutional policies, programs and practices.

Mission

Recognizing that institutions of higher learning have a responsibility to exercise leadership and create the future, UCCS actively pursues sustainability as a way to address the University's focus on increased student recruitment and retention through courses which address contemporary and global issues, effective and efficient resource usage, and fiscal responsibility. UCCS seeks to be a campus where: Committed campus administrators, in partnership with a dedicated faculty, staff, and student body, provide leadership and expertise to local, regional, and global sustainability efforts; We recognize our obligation to educate the University community about the importance of individual and institutional environmental and social responsibility, and prepare our students by integrating sustainability literacy into academic learning and research across the curriculum and between the colleges; Sustainability is integrated into all aspects of University functioning, including buildings, operations, planning, and purchasing, in a way that we minimize the impact of our growing, dynamic campus upon the earth.

In accomplishing this vision and mission, we will foster a culture of sustainability throughout our campus and also our extended community.

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:

UCCS Strategic Plan 2020

Values of Excellence- DYNAMIC RESPONSIBLE GROWTH

We value dynamic growth while continuing to be financially responsible, academically sound and environmentally sustainable. We meet the future with energy, enthusiasm and a commitment to retaining a close, interconnected campus community.

Strategic Plan Goals

Provide inspired sustainability leadership and education, and direct the responsible, informed application of social, environmental and economic sustainability measures in all University activities.

27 OUR COMMITMENT TO THE FUTURE

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UCCS is committed to a balanced approach to sustainability that cultivates the well-being of our community, the conservation of our resources and the preservation of our environment. Through the actions delineated below, we will build a campus that maximizes energy and resource efficiency, significantly reduces waste, and allows the creativity of our educational community to continually improve our campus and our communities.

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

<http://www.uccs.edu/Documents/chancellor/strategic%20plans/Approved%20Strategic%20Plan/uccs-strategic-plan-2012-2020.pdf>

Responsible Party

Linda Kogan
Director
Office of Sustainability

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.

"---" 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:

The Student Government Association is the student body government for the University of Colorado Colorado Springs. The Student Government Association creates, implements, and oversees a \$277,000 budget that is generated by student fees. The Student Government Association is not only the liaison between the students and the administration, but also between the University and the surrounding community.

The Student Government Association is made up of three separate branches, the Executive, the Legislative, and the Judicial. They are all bound by the same student adopted document: the Constitution.

Students can apply and run for a number of positions, including the Secretary of Sustainability, in the Student Government Association (SGA).

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Many positions on SGA are elected. Several positions are appointed if there are no students who have selected to run for an office. The individuals who volunteer to fulfill the positions within the branches come from every corner of campus and are charged with establishing SGA's official position on a variety of issues as well as advocating for the carrying out of its objectives. There are senators at large as

well as senators from each of the major colleges, multicultural affairs, and sustainability.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

SGA works to investigate and resolve common student concerns, advocate for the inclusion of students in the overall policy and decision making processes of the university and empowers students with leadership and management opportunities.

Many of the major decisions at the university are presented to SGA for input and SGA representatives sit on numerous committees throughout the university. The most recent UCCS Strategic Plan 2020 had input from SGA.

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:

State Classified Staff can participate in Staff Council. The mission of Staff Council is to support all UCCS classified staff through avenues of conversation, advocacy, action and representation.

Professional staff can participate in Professional Exempt Staff Association.

PESA is the representative group at the University of Colorado at Colorado Springs for all staff members who are not part of the state classified system, and are not faculty members. All Exempt employees are automatically members of PESA. PESA's Executive Board meets to carry out day-to-day operations of the Association.

PESA is here for you to do the following things:

To be an advocate for the unique interests of professional exempt staff of UCCS.

To initiate and provide means for the career development of the professional exempt staff of UCCS.

To foster a spirit of unity and cooperation among all UCCS employees and to promote communication with the administration and among the professional exempt staff of UCCS .

To study and to make recommendations concerning problems and policies of mutual concern relating to UCCS employees and the overall efficiency of the university.

To provide representation to boards, councils, committees and to work collaboratively with these groups in such areas as strategic planning; the recruitment, retention, and recognition of professional exempt staff, fiscal matters, and the overall efficiency of the university.

To respond to issues as directed by the Chancellor.

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:

All of these groups seek volunteers and have nominations and elections each year.

Staff Council

Elected officers shall be (Co) President-Elect, Secretary, and Treasurer.

PESA - Elected representatives are President, President Elect, Secretary/Treasurer and Members at Large

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The 2012 campus-wide strategic planning process, convened and directed by the Office of the Chancellor, includes numerous non-supervisory staff on various committees. Staff and faculty can participate in UBAC, the University Budget Advisory Committee, which provides recommendations on budgeting and financial planning. This is ongoing. Many faculty and staff in 2014 completed the Program Prioritization process which included evaluation of over 60 degree-granting programs and 66 non-degree granting programs. The UCCS Leadership Team presents at each monthly meeting to inform and solicit input on the topics listed above.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

All Faculty can participate in Faculty Assembly

All faculty members are part of the Faculty Assembly. The Faculty Assembly as a whole usually meets 1-2 times per academic year. A representative group known as the Representative Assembly meets monthly during the academic year. Meetings are open to all faculty.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Representatives are elected each year.

The Representative Assembly consists of the elected officers of the Faculty Assembly, elected Faculty Council representatives, elected representatives from each of the colleges and the library, the chairs of all standing committees, and at-large members elected by the Faculty Assembly.

All persons holding the rank of professor, associate professor, assistant professor, senior instructor, or instructor with at least a 0.5 instructional or administrative appointment.

All faculty emeriti.

The Chancellor, the Vice-Chancellor for Academic Affairs, and all academic deans (i.e. - those deans who report to the VCAA).

Other regular members designated by the Representative Assembly, as provided for in the By-Laws

http://www.uccs.edu/Documents/facassembly/Bylaws/Approved_December_11_Bylaws__FINAL.pdf

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Executive Standing Committees:

Educational Policy and University Standards, Personnel and Benefits, Budget Advisory Committee,

Regular Standing Committees

Minority Affairs; Misconduct in Research, Scholarship, and Creative Activities; Womens Committee; Non-tenure Track Faculty; Academic Computing; Library Committee; PRIDE; Sustainability Committee; and Intercollegiate Athletics.

The Faculty Assembly has been involved in all of these areas. Full minutes and reports from the last five years can be found at the following url.

<http://www.uccs.edu/facassembly/minutes.html>

The website URL where information about the institution's governance structure is available:

<http://www.uccs.edu/facassembly/index.html>

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Kee Warner

Associate Vice Chancellor for Diversity and Inclusiveness
Administration

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
-

Submission Note:

<http://www.uccs.edu/~diversity/bigidea.html>

<http://www.uccs.edu/~knapsack/>

"---" 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 Diversity Strategic Plan Task and Leadership Team is responsible for creating, implementing and measuring progress toward goals outlined in the UCCS Diversity Strategic Plan.

The Associate Vice Chancellor for Diversity, Kee Warner, is charged with promoting and overseeing diversity campus-wide, and implementing the UCCS Diversity Strategic Plan. The AVCD regularly reports progress to the Dean's Council and the Leadership Team.

The MOSAIC office (Multicultural Office for Student Access, Inclusiveness, and Community) sponsors leadership development scholarships for students involved in advancing diversity and inclusiveness at UCCS. Student leaders of campus organizations can be funded for travel and conference costs.

UCCS has a number of committees focusing on dimensions of diversity and equity. Some are embedded within the governance structures of the university, including faculty government and the student government association. The Diversity Foundations committee is advisory to the Associate Vice Chancellor for Diversity and Inclusiveness. This group monitors and guides implementation of the Diversity Strategic Plan for the campus. Diversity Foundations includes representation from all of the colleges and divisions on campus. Other committees focused on diversity and equity include the Faculty Minority Affairs Committee, the Women's Committee, PRIDE, Diversity Alliance, and the Inclusive Campus Action Team.

The full-time equivalent of people employed in the diversity and equity office:

9

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.uccs.edu/diversity>

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 response to the recommendations of the Diversity Strategic Plan, UCCS developed the BIG Idea Building Inclusiveness in 2007. It is available for faculty, staff and student leaders, serving approximately five hundred participants each year. This has been augmented with the development of a Safe Zone training specific to UCCS offered through the LGBT Resource Center in collaboration with SPECTRUM and PRIDE under the umbrella of The BIG Idea Building Inclusiveness program.

This 2.5-hour interactive workshop aims to provide awareness, knowledge and skills to participants about personal and institutional dynamics of social inequality. Providing hands-on strategies, the goal of the workshop is to better equip members of your organization to engage diverse social identities, to explore how oppression and privilege operate in our daily lives, and to create a more inclusive organizational culture.

Also, Safe Space Training is a training for allies interested in creating a safe and affirming environment for LGBT students, friends, family and colleagues. The Safe Space Training is conducted by the MOSAIC Office in partnership with SPECTRUM and PRIDE.

As outlined in the UCCS Strategic Recommendations page 14, Goals, and Priority Actions 2007-2008, UCCS provides support and training to search committees on best practices in diversity recruitment. The Human Resources office is developing new training and support for Diversity Champions.

As our nation becomes increasingly diverse, it is imperative to have the understanding and resources to effectively navigate discussions about diversity and inequality in the classroom and workplace. The Knapsack Institute is designed for individuals at the beginning to intermediate stages of this journey, as well as those seeking to refresh their approach and embrace intersectional strategies. This is a 3 day intensive training that occurs every year at UCCS.

<http://www.uccs.edu/~knapsack/>

The website URL where information about the cultural competence trainings is available:

<http://www.uccs.edu/~diversity/>

Assessing Diversity and Equity

Responsible Party

Kee Warner

Associate Vice Chancellor for Diversity and Inclusiveness
Administration

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

An annual assessment is required as indicated in the UCCS Diversity Strategic Plan 2007 on page 5. The responsibility for this assessment is held by UCCS Academic Affairs. UCCS measures student perceptions of inclusiveness with a student inclusiveness survey. This was piloted in 2009 and administered again in 2011. Findings from this survey are evaluated by the Inclusive Campus Action Team, reviewed by the Chancellor's Leadership Team, and shared with chairs and directors across campus. The LGBT Task Force, co-chaired by the Associate Vice-Chancellor for Diversity and Inclusiveness, also completed the LGBT Friendly Campus Climate Index in 2009 and 2010 which documents institutional practices regarding the inclusion of LGBTQ members of the community.

The University of Colorado is developing a campus climate survey methodology that will be applied on all campuses.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Diversity and equity were addressed in the campuswide strategic planning process of 2012. Initiatives were included not only in the Diversity and Inclusiveness section of the plan, but also in the Academic section, Student Success, and Globalization.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The institution completes an annual Affirmative Action Report and Plan to identify both underutilization of protected classes in our workplace divisions and availability of qualified applicants within the geographical area from which we recruit for each employee group. We are identifying and training Diversity Champions for all search committees. The role of the Diversity Champion is to track the progress of self-identifying candidates through the search process, to advocate for appropriate evaluation rubrics and to insure against stereotyping and bias in hiring.

When positions are advertised we perform internal and external compensation analyses to ensure that positions are paid at an equitable level. We are also in the process of completing compensation comparisons for all similarly ranked positions to determine the existence and extent of pay differences based on race and gender.

<http://www.uccs.edu/compliance/affirmative-action.html>

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<http://www.uccs.edu/irpage>

Support for Underrepresented Groups

Responsible Party

Kee Warner

Associate Vice Chancellor for Diversity and Inclusiveness
Administration

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

Gender Neutral bathrooms with appropriate signage are being added to the campus.

"---" 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 institution supports the following programs:

- LGBT Resource Center
- Counseling Center
- Veteran Affairs
- Disability Services
- First Year Experience
- Black Student Union
- Queer Student Union
- Latino Student Union

-Asian-Pacific Islander Student Union

-Gender Alliance Liberation

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.uccs.edu/diversity>

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 University of Colorado Colorado Springs (UCCS) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001).

UCCS will not tolerate acts of discrimination or harassment based upon Protected Classes, or related retaliation against or by any employee or student. For purposes of this policy the term "Protected Classes" refers to persons who are protected under federal, state, local or Regent law on the basis of particular characteristics and includes the characteristics of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status.

This Policy: (1) provides a definition of discrimination and harassment based upon Protected Classes and related retaliation; (2) prohibits discrimination and harassment based upon Protected Classes and related retaliation; and (3) sets out procedures to follow when a member of the UCCS community believes a violation of the Policy has occurred. The University of Colorado policy prohibiting sexual harassment is set forth in the Administrative Policy Statement entitled, "Sexual Harassment Policy and Procedures."

Individuals who violate this Policy shall be disciplined or subjected to corrective action, up to and including termination or expulsion.

The UCCS Office of Discrimination and Harassment is charged with enforcing the discrimination and harassment policy.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.uccs.edu/odh/index.html>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Kee Warner

Associate Vice Chancellor for Diversity and Inclusiveness
Administration

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The purpose of the Opportunity Hire Program is to increase the number of underrepresented faculty at UCCS. Engaging in ongoing recruitment activities and conducting searches that increase the number of faculty members from underrepresented groups is the responsibility of all Deans, Department Chairs, and Search Committees. This policy assists those efforts by providing temporary financial support that facilitates the employment of individuals who contribute to the diversity profile of UCCS faculty.

The website URL where more information about the faculty diversity program(s) is available :

<http://www.uccs.edu/Documents/vcaf/policies/300-008%20OppHire.pdf>

Affordability and Access

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

Submission Note:

Additional Resources on Financial Aid at UCCS

<https://www.facebook.com/UCCSFinAid>

<http://www.youtube.com/watch?v=-9nMKgrjH0M&feature=c4-overview&list=UUo6YG7tTSx0Jgw9v0mDhRsg>

"---" 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:

The UCCS student body is over 40 percent Pell eligible and consists of many first generation and lower income students from Southeastern Colorado.

The UCCS Promise helps eligible low income families who are Colorado residents meet the cost of tuition, books and fees. Students must meet priority date and enroll full-time to be eligible for the UCCS Promise.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The BIG Idea Program - This 2.5-hour interactive workshop aims to provide awareness, knowledge and skills to participants about personal and institutional dynamics of social inequality. Providing hands-on strategies, the goal of the workshop is to better equip members of the organization to engage diverse social identities, to explore how oppression and privilege operate in our daily lives, and to create a more inclusive organizational culture.

The Financial Aid website also has many resources to assist with financial issues.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Pre-Collegiate Development Program at the University of Colorado at Colorado Springs (UCCS), is a system-wide, institutionally funded academic program for college-bound high school and middle school students. It is designed to motivate and prepare first generation students in pursuit of their higher educational goals. PCDP is structured to ensure that students are academically prepared to enroll and be successful at UCCS, the University of Colorado system or any other post-secondary institution of the students' choice.

Since 1987, the Pre-Collegiate Program has steadily increased student enrollment of first-generation and underrepresented members of other racial, ethnic and cultural groups as students in degree programs at UCCS. The Pre-Collegiate system-wide program has become the University of Colorado's Signature college preparatory program in the state of Colorado, to the effect that 97% of graduates go on to higher education. The program provides students with the academic preparation, opportunity, support and exposure necessary to attain a higher education and reach their potential through Saturday Academy workshops for students and parents, as well as five-week Summer Academic Institute courses for credit.

A brief description of the institution's scholarships for low-income students:

Reisher Family Scholarship - In state, needs based sophomores and community college transfer students.

The UCCS Promise helps eligible low income families who are Colorado residents meet the cost of tuition, books and fees.

Colorado Student Grant - based on student need.

UCCS Tuition Grant - based on student need

The average percentage of students who were awarded any need-based aid is 58.1%. This excludes any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)

A brief description of any programs to guide parents of low-income students through the higher education experience:

The main website has a complete section for parents and families. While it does not exclusively target low-income students, it provides many resources that would assist low-income students and families.

<http://www.uccs.edu/parents-and-families/index.html>

A brief description of any targeted outreach to recruit students from low-income backgrounds:

In the 2012 Student Success Strategic Plan, UCCS commits to Increase retention and graduation rates of first generation students, students of color, low-income students, and other student groups at higher risk of attrition at rates comparable to the overall student population. UCCS actively recruits students from low-income students and offers some of the least expensive tuition rates in the state of Colorado.

UCCS Strategic Plan 2020: Goal 4

“Substantially increase international and domestic multicultural program opportunities and the number of international students and scholars on campus to build cultural understanding and to develop the global competencies of the UCCS community.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

UCCS tuition and fees for full-time first-time freshmen were 14% or \$1000 less than our peer institutions.

Western Undergraduate Exchange

The Western Undergraduate Exchange (WUE) offers eligible undergraduate students from western states the chance to attend UCCS at a discounted rate. WUE students pay 150% of the in-state tuition rate instead of the full out-of-state tuition rate.

Eligible states are:

North Dakota, South Dakota, Montana, Wyoming, New Mexico, Arizona, California, Washington, Nevada, Oregon, Utah, Alaska, Hawaii.

There is a section on the Financial Aid website this is strictly in Spanish that details financial aid procedures and resources.

<http://www.uccs.edu/futurestudents/welcome---bienvenidos.html>

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

UCCS also has a robust self-help aid program which includes a student employment program and Student loans. Total Self help aid was \$20,766,721.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Colorado Asset Program

Asset law allows for undocumented Colorado students to acquire in-state tuition rates, COF, and institutionally or privately funded aid. It does not qualify students for federal/state grants and loans.

The Multicultural Office for Student Access, Inclusiveness and Community (MOSAIC) is a safe place for students to engage in discussions about social identities, cultures, experiences, and viewpoints. We offer a wide range of services for students of diverse backgrounds, including information on scholarships, job opportunities, mentoring opportunities, and other services. Within MOSAIC is UCCS' LGBT Resource Center designed to provide resources and information to LGBT students, advocate for LGBT interests throughout campus, conduct outreach and education, and to ensure LGBT voices are represented among the campus at large

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Colorado Student Grant and UCCS Tuition Grant both consider half time students for funding. Must be Colorado residents.

Bruce and Ann Shepard Reach Your Peak Scholarship - In state, Work Part time.

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:

The UCCS Family Development Center, is accredited and provides on-campus child-care, pre-kindergarten, and summer camp programs for children of students, faculty, and staff.

UCCS Student Privileges: If you are a student at UCCS, you receive enrollment priority for available child care spaces, and you are entitled to discounted child care rates. Grants may also be available to qualifying low income UCCS students, to further reduce the cost of child care. In addition, the Family Development Center is able to enroll a limited number of student families through the Colorado Child Care Assistance Program (CCCAP).

A brief description of other policies and programs to support non-traditional students:

Karen Possehl Women Endow Scholarship

The Karen Possehl Women Endowment (KPWE) is for students of non-traditional age, who plan to enroll full-time, have a minimum 3.0 GPA, are Colorado residents, and have the ability to finish an undergraduate degree. To qualify, students must demonstrate financial need by completing the Free Application for Federal Student Aid (FAFSA) by March 1st.

Recipients of the KPWE scholarship are encouraged to apply for a limited number of graduate awards if they choose to pursue a UCCS graduate program. Awards are \$5,000 per academic year and are renewable based upon meeting renewal requirements.

Women who are returning to college after divorce or other exceptional life circumstances are encouraged to apply. Upon receiving the scholarship, students will meet regularly with a mentor from the community and attend social events throughout the year.

Daniels Fund Boundless Scholar

The Daniels Fund Boundless Opportunity Scholarship Program seeks to provide funding for non-traditional students such as adults pursuing education later in life, GED recipients, returning military personnel (Active Duty, Veteran, Reservist, Spouses), and young people from the foster care system. Since launching its Opportunity Scholarships in 2003, the Daniels Fund has awarded approximately 4,000 students attending two- and four-year institutions across the Rocky Mountain Region through this program.

To qualify for a Daniels Fund Boundless Opportunity Scholarship at UCCS, you must:

- Fit into one or more of the Boundless Opportunity Scholarship categories
- Be pursuing your first undergraduate degree
- Demonstrate financial need according to the FAFSA

Preference is given to students entering their Junior and Senior year of college

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	32
The graduation/success rate for low-income students	72
The percentage of student financial need met, on average	46
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

58.10

The website URL where information about the institution's affordability and access programs is available:

[Campus Sustainability Data Collector | AASHE](#)

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Susan Watson
HR Services Manager
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Assessing Employee Satisfaction

Responsible Party

Susan Watson
HR Services Manager
Human Resources

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.

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

Wellness Program

Responsible Party

Susan Watson
HR Services Manager
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

Submission Note:

Employee Assistance Program:

<https://www.colorado.gov/c-seap>

Counseling Center:

<http://www.uccs.edu/counsel/index.html>

Recreation Center Wellness:

<http://www.uccs.edu/campusrec/about-x24323.html>

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Faculty, staff and students may use the University Counseling Center (UCC) for consultation purposes.

UCCS houses an extensive list of off-campus referral information including psychological services, guest speakers and community support groups. The university offers workshops throughout the year on a variety of subjects ranging from Appetite, Eating, & Weight Issues to Time Management.

The Work-Life Employee Discount Program offers state employees a variety of product and service discounts.

Fitness/Wellness programming includes Group Fitness classes, Personal Training resources, Faculty/Staff Wellness, and other instructional programs. All programs are available to the campus community who are members of the Recreation Center.

The Campus Recreation Center is a 54,000 square foot facility featuring a two court gymnasium circled by an elevated running track, state of the art fitness center with cardiovascular machines, weight machines, and free weights, an indoor pool with 4 lap lanes and a leisure swimming area including a slide and hot tub, 12 foot bouldering wall, aerobics and dance room, cafe, multi-purpose room.

The BeColorado program provides the tools, resources, environment, and motivation to enhance wellness, while adding to an evidence-based body of knowledge and strengthening a culture of health for employees. This includes blood test and blood pressure measurements and the ability to track progress. All professional employees can participate in the program and are paid \$25 per month for twelve 30 minute workouts.

The Lane Center Center for Academic Health Sciences is a new amenity as of 2014. Based on a a Circle of Health model it will provide integrated care that employees can pursue in primary care with a nurse practitioner, nutritional counseling, and the Center for Active Living.

<http://pressreleases.uccs.edu/?p=1852>

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

<http://becolorado.org/>

Workplace Health and Safety

Responsible Party

Jamie Duvall
Director Risk Management
Public Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	30	34
Full-time equivalent of employees	1,421	1,278

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

	Start Date	End Date
--	------------	----------

Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2010	June 30, 2011

A brief description of when and why the workplace health and safety baseline was adopted:

This is the first year for which complete, accurate data is available.

A brief description of the institution’s workplace health and safety initiatives:

The University of Colorado provides workers’ compensation coverage, as required by State regulation, for employees who are injured during the course and scope of employment.

University Risk Management offers a variety of services to the campus communities of the University of Colorado. These services provide our employees with the ability to identify and manage risks, know and take the appropriate steps in light of events, and instill a culture of safety in their organizations.

University Risk Management offers assistance in the following areas listed below:

Workers' Compensation

Property Insurance

Automobile Insurance

General Liability

International Travel

Certificates of Insurance

Event and Activity Planning

Camp Activities

Volunteer, Trainee, and Minor Participants

The website URL where information about the institution’s workplace health and safety initiatives is available:

<https://www.cu.edu/risk>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Dan Palmquist

Vice President & Chief Financial Officer

CU Foundation

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.

Submission Note:

Shareholder Responsibility Guidelines

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDsQFjAC&url=http%3A%2F%2F466650.cache1.evolutionhosting.com%2Fwp-content%2Fthemes%2Fcfoundation%2Fimages%2Ffinancial%2FCUF%2520Shareholder%2520Responsibility%2520Guidelines%25205-09.pdf&ei=1_4LU4z7HsTuyAHJvYCgDQ&usq=AFQjCNHdkj6uSblr0U4h0-xdW9P8fHMI1g&sig2=kE3k55GhjX-sm-Qw5Mvi3g&bvm=bv.61725948,d.aWc

"---" 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

Dan Palmquist

Vice President & Chief Financial Officer

CU Foundation

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

Submission Note:

In addition to the current value of approximately \$49 million in sustainable industries such as renewable energy or sustainable forestry, additional commitments of over \$26 million have been made but are uncalled to date. There are also additional investments in sustainable industries across other funds, but the amount above represents those funds that are dedicated to the industries noted.

"---" 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
Sustainable industries (e.g. renewable energy or sustainable forestry)	49,254,907 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	15,248,887 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

- 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:

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:

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 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.

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

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."

<http://www.cufund.org/wp-content/themes/cufoundation/images/financial/CUF%20Shareholder%20Respo>

[nsibility%20Guidelines%205-09.pdf](#)

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

<http://www.cufund.org/news/cu-foundation-publications/investment-updates/>

Investment Disclosure

Responsible Party

Linda Kogan
Director
Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

Commitment to Openness and Privacy

<http://www.cufund.org/about-us/policies-and-agreements/openness-and-privacy/>

Investment Policy

<http://www.cufund.org/wp-content/themes/cufoundation/images/policies/Investment-Policy.pdf>

The University of Colorado Foundation is committed to upholding and preserving public and private trust, while at the same time protecting the privacy of donors and employees, and the confidentiality of its operational strategies.

Established in 1967, the University of Colorado Foundation is an independent, nonprofit corporation, with its own tax-exempt status under Internal Revenue Code section 501(c)(3), which is separate and apart from the University of Colorado [C.R.S. 23-5-112(3)]. Despite its private status, the CU Foundation openly shares as much information as it can in order to further the public's understanding of its mission and operations. The Foundation's Board of Directors adopted a Public Information Disclosure Policy that outlines the wide-ranging materials available for public review. The Foundation's Board of Directors also adopted a Public Records Policy and Procedure, which describes how the Foundation complies with the Colorado Open Records Act, as amended by HB 1041.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

[Campus Sustainability Data Collector](#) | [AASHE](#)

The website URL where the holdings snapshot is publicly available:

<http://www.cufund.org/news/cu-foundation-publications/investment-updates/>

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

Linda Kogan
Director
Office of Sustainability

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.

Title or keywords related to the innovative policy, practice, program, or outcome:

Campus Trail System Master Planning Initiative

A brief description of the innovative policy, practice, program, or outcome :

The current UCCS campus trails system can be enjoyed by anyone - the campus community and public. Over 13 miles of trail are available for those traveling by foot or bike on natural terrain of varying difficulty throughout the campus open space. Several trail segments connect to neighboring City of Colorado Spring's Open Space trails and commuter routes. The UCCS trail system, currently in development, will provide opportunities for recreation and fitness, transportation and education.

The 2012 UCCS Campus Master Plan includes a diverse number of strategic objectives, one to "preserve a sense of place and develop the campus in a responsible and sustainable way". The Trails Program will indeed do just that - integrate education, wellness, recreation and natural resource preservation with the campus experience.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---

Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Innovation 2

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Innovation 3

Criteria

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Innovation 4

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