



University of Colorado
Colorado Springs

Sustainability Strategic Plan



2012 - 2020

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UCCS Sustainability Vision and Mission

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.

Sustainability at UCCS: The Thirty Thousand Foot View

The current global situation is one that requires all universities to take a leadership role in encouraging and implementing solutions to lessen ecological impact, pioneer restorative practices and contribute to increasing equity in both our local communities and the world at large. The University of Colorado Colorado Springs envisions becoming a recognized leader in integrating social, economic and ecological values into institutional policies, programs and practices.

UCCS is the fastest growing selective-admission university in Colorado. To serve the growing number of citizens, businesses, and governmental agencies located in the region, UCCS expects to expand from a current population of 7,500 students to 30,000 students by 2050. It is imperative that the University develop in a manner that optimizes sustainability strategies.

Sustainability initiatives for UCCS began in 2002 with the creation of the faculty and staff Campus Sustainability Committee and the student organization, Students for Environmental Awareness and Sustainability, SEAS. In 2005 UCCS hired the first sustainability officer in the University of Colorado System and created the Office of Sustainability. This office manages a \$1.3 million Energy Performance Bond to pursue energy conservation projects, coordinates LEED and high performance building efforts, and works with students, faculty and staff to coordinate campus sustainability initiatives. As of 2012, Savings from sustainability have already provided over \$1,000,000 of savings for the University.

UCCS is committed to high performance building and is just beginning its journey to emphasize ecological impact and employ life-cycle cost analyses in design, construction, renovation and maintenance. AS of 2012, UCCS has constructed four LEED Gold buildings with three more underway.

We recognize our obligation to educate the University community about the importance of individual and institutional environmental responsibility and to prepare our students for future leadership endeavors. Our commitment to increasing sustainability literacy and to incorporate sustainability into our curriculum is reflected in our new multidisciplinary Sustainable Development Minor added in 2006.

In 2007, UCCS faculty, staff, and students published the first Sustainability Strategic Plan that outlined campus sustainability activities for the next five years. This past year, a team of dedicated faculty, staff, and student gave many hours of their own time to develop this new eight-year plan that will take UCCS to new levels of sustainability.

Our sustainability journey will require innovation as well as comprehensive individual and organizational culture change to navigate and overcome substantial challenges. We look forward to building on our current successes and utilizing our talents to create a legacy for future generations.

A community is like a ship; everyone ought to be prepared to take the helm.

Henrik Ibsen

Leadership Narrative

Vision:

The University of Colorado at Colorado Springs will be a recognized leader in sustainability by integrating social, economic, and ecological values into institutional policies, programs, and practices. Sustainability strategies are an important way to address the University's focus on increased student recruitment and retention, effective and efficient resource usage, and fiscal responsibility. Sustainability at UCCS will ultimately be a process of comprehensive collaboration between administrative teams, faculty, staff and students. Leadership in this effort, both at executive levels and throughout the University will be a critical driver. A clear and consistent leadership commitment will be crucial to develop a campus culture of sustainability and to create and maintain our identity within the greater Colorado Springs community as a sustainability leader

Within the realm of leadership, we envision two strategic approaches in order to achieve the sustainability goals for the campus. The first, institutionalizing sustainability, is grounded in the recognition that sustainability must be clearly envisioned and articulated through the University's stated values and overall goals. This is critical in order for sustainability initiatives that are started today to survive future changes in students, faculty, staff, and especially, leadership. The second, supporting structures, identifies the critical sustainability infrastructure needed to ensure the success of this plan and to further sustainability initiatives throughout the campus.

Strategic planning and stated values are visible signs of a campus leadership commitment to embracing a long term vision of sustainability, and also to putting this vision into tangible actions. Values, policies and goals provide the foundation that helps to determine whether the University will choose to build a "green" building, invest in conservation measures, provide comprehensive recycling, or ensure baseline knowledge of sustainability for students, faculty, and staff. The Sustainability Vision and Mission, provided in this report, should be used to inform this strategic planning.

Leadership

I. Become a Recognized Role Model for Economic, Environmental, and Social Sustainability by Serving as a Path Maker and Thought Leader for the Region

Actions	Measurable outcomes
Add sustainability as one of the core values for our university	<ul style="list-style-type: none"> Sustainability is adopted as a core value.
Collaborate at the highest levels with other organizations including government, civic organizations and other education providers on common sustainability goals	<ul style="list-style-type: none"> Increase number of active partnerships with partners that move sustainability forward to include: AASHE, City of Colorado Springs, Colorado College, CU system, Governors Energy Office, Colorado Springs Utilities, and others.
Meet UCCS climate goals in fulfillment of the American College and University Presidents Climate Commitment	<ul style="list-style-type: none"> A 20 percent reduction in carbon emissions is achieved. 30% of energy for UCCS is provided from renewable sources. All students gain an awareness of climate change and sustainability and are empowered to make appropriate choices.
Develop a UCCS center for sustainability leadership, education, and research	<ul style="list-style-type: none"> A plan for a UCCS center for sustainability leadership is fully researched by January 2015 and if deemed feasible, funded and developed by 2020.
Increase performance on regular sustainability assessment programs such as STARS	<ul style="list-style-type: none"> Achieve Gold level rating from STARS. Staff and faculty throughout the campus collaborate to provide effective measurement and key data points for accurate assessments. Leadership Team identifies and articulates specific areas for staff and faculty to improve performance.
Share our sustainability progress with the university community, the media, and outside institutions/ organizations	<ul style="list-style-type: none"> Office of Sustainability website provides comprehensive updates. Sustainability successes featured in other UCCS outlets (e.g., the Communique, Scribe). Regular sustainability newsletter sent to increasing distribution list. Press releases about sustainability are sent to community. Sustainability Summit to share progress is held each year. Faculty and student research/projects in the area of sustainability are shared.

II. Create a Thriving Culture of Economic, Environmental, and Social Sustainability on Campus

Actions	Measurable outcomes
Develop and approve a campus sustainability policy that supports the mission, values, and programs of the university	<ul style="list-style-type: none"> Campus sustainability policy is approved and communicated to the campus.
Pursue continuous innovation of organizational structures and processes that facilitate sustainable transformation of the university	<ul style="list-style-type: none"> 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.

Create a formal advisory committee/implementation team to pursue the goals of the Sustainability Strategic Plan

Educate all members of the campus community about the importance of and benefits of all three areas of sustainability

Increase personal awareness of and participation in personal sustainability practices from both health and environmental perspectives

“Gamify” positive behavioral changes

Establish a revolving conservation/sustainability fund that will provide seed funding to support physical plant improvements and retrofits

- 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.
- Revolving fund is established and used for efficiency projects with savings reinvested back into the fund.

A learning organization is a group of people who are continually enhancing their capabilities to create what they want to create.

Peter Senge, The Fifth Discipline

Education Narrative

Vision:

UCCS will be an educational environment where the emphasis on sustainability informs, enables, and engages on- and off-campus communities through knowledge, involvement opportunities, and outreach. The goal is to translate sustainable concepts into action. As an institute of higher education and learning, it is critical that education be a core part of UCCS's sustainability initiatives. Our goal is to be a leader in the community and nation as we develop distinctive programs and research related to sustainability.

Education and Research

I. Students, Faculty, and Staff Will Understand Sustainability Concepts and Will be Able to Apply Relevant Concepts in all Actions, Interactions, and Decisions

Actions

Define what it means to “understand sustainability concepts” and develop a survey instrument that assesses this for the campus population (faculty, staff, students)

A. Conduct an assessment of the UCCS campus population’s understanding of sustainability concepts in order to identify the current baseline of awareness

B. Complete longitudinal assessments of faculty, staff, and students, as well as cohort comparisons of incoming UCCS students and graduating seniors

Create a green sash to be worn at graduation by SUDV minors and graduates who demonstrate a mastery of sustainability concepts (e.g. score >97% on sustainability exit exam)

Conduct a survey every three years of the number of courses offered at UCCS that are sustainability-related and sustainability-focused

Develop an effective “Sustainability and Inclusiveness Across the Curriculum” program that includes the following:

A: Compile research on “Sustainability Across the Curriculum” initiatives at other Universities (or other Sustainability Initiatives)

B: Organize and Sponsor a two-day intensive workshop to develop the resources necessary for faculty to incorporate sustainability concepts into Gen Ed and Majors courses across the curriculum

C: Disseminate the resources to the faculty via the “Transforming the Curriculum” and the UCCS website

Measurable Actions

- Definition is developed, agreed upon, and used in a functional survey that is applied to the UCCS campus population.
- Increase the percentage of students, faculty, and staff who understand basic sustainability concepts to 50% as measured by surveys and other instruments.
- Increase the annual number of UCCS graduates wearing green Sustainability Sash at commencement.
- Increase the number of faculty including sustainability topics in their courses at UCCS (ER-6) compared to 2011 baseline.
- Increase the number of sustainability-related and sustainability-focused courses offered at UCCS (ER-6) compared to 2011 baseline.
- Increase the total number of student credit hours taken in sustainability-related and sustainability-focused courses offered at UCCS as compared to 2011 baseline.
- Increase the number of departments that offer sustainability courses (STARS ER-6) as compared to 2011 baseline.
- Increase the number of faculty who complete a “Transforming the Curriculum” workshop each year.
- Increase the number of faculty who are utilizing the resources developed in the “Sustainability Across the Curriculum” workshop in their classes.

II. Provide Excellent In-depth Sustainability Education and Encourage Research

Actions

Strengthen the minor in Sustainable Development (SUDV) to improve sustainability-related knowledge, skills, and actions of graduating students

Measurable Outcomes

- Develop assessment plan for the SUDV minor to meet SAAC criteria (expected for 2011-2012).
- Assessment data from the minor demonstrates positive trends in student knowledge.
- All graduates in the minor perform at 90% or better on exit exam for the minor.
- Direct and indirect student assessments indicate that a majority of students (>65%) graduating with the minor have developed

	practical skills or completed hands-on work relating to sustainability.
Increase visibility and marketing of SUDV minor	<ul style="list-style-type: none"> Website for minor is complete, maintained, consolidated, and prominent when searched. Course catalog accurately reflects the requirements and vision of the SUDV minor.
Provide early and effective student advising on the SUDV minor and sustainability –related coursework	<ul style="list-style-type: none"> Student Success advisors are aware of the minor and kept up-to-date with requirements.
Explore feasibility and desirability of a Sustainability major, certificate, Business or social sciences with sustainability area of emphasis, graduate program, college, and/or institute at UCCS. Consider integrating Sustainability with existing Majors (such as the current environmental studies and sustainability track within the GES major)	<ul style="list-style-type: none"> SUDV teaching faculty and Sustainability Committee evaluate the merits of program expansion and develop a recommendation by May 2013.

III. Increase Faculty, Staff, and Student Involvement in Community Sustainability Initiatives

Actions	Measurable Outcomes
Include Sustainability as a “preferred” topic in CRCW grants	<ul style="list-style-type: none"> Increase research on sustainability. Increase number of staff, faculty, and students involved in sustainability projects on campus.
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)	<ul style="list-style-type: none"> Designate UCCS liaison and student to collect research information. Liaison and student researches into possible community and regional university collaboration projects. Compile a list of feasible collaboration projects and distribute to interested parties.
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.	<ul style="list-style-type: none"> Increase sustainability-related collaboration and learning opportunities within Colorado Springs community.
Collaborate with regional universities and colleges on sustainability initiatives	<ul style="list-style-type: none"> Increase sustainability-related collaboration and learning opportunities with regional universities and colleges (Colorado College, PPCC, USAFA).

Linear practices must be reproduced by cyclical ones. That's nature's way. In nature there is no waste.

Ray Anderson, Interface Corporation, Inc.

Operations Narrative

Vision:

UCCS will be a living laboratory where the infrastructure and operations exemplify sustainable practices and serve as teaching tools for the entire campus community.

Sustainability programs across the nation are reaping significant financial benefits for universities. As detailed in the University of Colorado at Boulder 2004 publication, *Green Investment, Green Return*, U.S. campus environmental efforts on individual campuses can return more than five million dollars per year in direct avoided costs and future opportunity costs. It is likely that soon it will be considered fiscally irresponsible not to implement sustainability strategies.

Institutional sustainability will require the restructuring of our universities: We need to break down barriers between those who operate our universities and those who teach and learn in this system in order to provide a collaborative learning relationship among staff, students, and faculty. Increased opportunities for educational exchange and implementation of applied sustainability research throughout all facets of university life and operations will benefit the entire campus.

Capitalizing on fiscally responsible sustainability strategies will require formalized incentives and procedures to make decisions based on an analysis beyond capital costs. A life cycle cost approach has created significant savings at numerous universities and businesses and has allowed these entities to pursue otherwise unachievable sustainability goals. Finally, to create incentives for sustainable behavior on campus, a portion of the savings need to be allowed to accrue to the savers.

Within Operations, the Sustainability Strategic Plan focuses on nine main areas: Energy, Water, Transportation, Waste/Recycling, Infrastructure, Paper, Health and Safety, Food, Green Purchasing. Specific objectives for each operating area, five-year targets associated with each objective, and some key actions steps necessary in order to meet these targets, follow. Additionally, anticipated benefits, both qualitative and quantitative are included. A full examination of the Operations action plan, including performance indicators, responsible persons, and resources needed follows this narrative.

Operations

I. Design a Food Environment on Campus that Promotes a Sustainable, Healthy Community

<u>Actions</u>	<u>Measurable Outcomes</u>
Increase seasonally, locally, and organically grown or raised produce, fish, meat, chicken, milk, eggs, and dairy products and select vegetarian options within reasonably tight radius depending on the season	<ul style="list-style-type: none"> ▪ Publish annual report of food purchased and produced by catering company and how purchases meet sustainability criteria. ▪ Increase annually by 3-5 % food in this category that meets locally, seasonally, and organically grown standards. ▪ Increase ratio of meat free and dairy free food options served on campus per day.
Reduce foods of animal origin (meat, dairy, eggs) served	<ul style="list-style-type: none"> ▪ Introduce new vegetarian initiatives every year.
Use certification programs to ensure quality of food on campus is sustainable	<ul style="list-style-type: none"> ▪ Increase annually by 3-5% USDA certified organic food, fish that meets the guidelines of the Monterey Bay Aquarium Seafood Watch and Fair Trade coffee available on campus. ▪ Increase annually by 3-5% food purchased locally, seasonally, or organically. Document and increase quantity of food sourced from farms that minimize harm to the environment and have a social responsibility policy covering workers.
Reduce bottled water on campus	<ul style="list-style-type: none"> ▪ Eliminate non-flavored bottled water in vending machines and all food service locations by 2014 (retain limited options in the UCCS Bookstore).
Enhance health and wellness on campus through a supportive environment in dining and retail areas	<ul style="list-style-type: none"> ▪ Establish a new dining experience through the build out of the Overlook Café and integrated healthier and fresher options at other locations. ▪ Build and operate a greenhouse on UCCS property to provide organic produce to the UCCS restaurants. ▪ Reduce the offerings of high-fat, high-sugar, high fructose corn syrup, and high-sodium food. Provide menus with nutritional information daily in the Lodge and on request in other food service locations. ▪ Pursue healthful vending food opportunities.
Implement the following programs and services at all campus retail and board plan food service outlets:	<ul style="list-style-type: none"> ▪ Tray-less dining ▪ Pre-consumer food waste composting ▪ Post-consumer food waste composting ▪ Recycled content napkins ▪ Reusable mug discounts ▪ Reusable to-go containers ▪ Food donations ▪ Eliminate Styrofoam for all to-go containers ▪ Where possible, introduce durable reusable service ware.
Develop effective educational strategies to increase awareness and knowledge related to food, physical activity, and sustainability	<ul style="list-style-type: none"> ▪ Explore position within food service provider that focuses on sustainability education and promotion. ▪ Document number of educational initiatives and evaluate efficacy of these initiatives.

II. Implement a Transportation Demand Management Plan that Reduces the Greenhouse Gas Emissions Generated from Campus Fleet Operations and Commuting

Actions

Improve educational efforts (sustainability and health promotion) to further faculty, staff and student awareness of multi-modal transportation options

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.

Reduce the number of singly-occupied vehicles driving to and from campus by increasing the availability and attractiveness of alternative commuting options

- 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.

Reduce the use of fossil fuels in University owned vehicles

- 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.
 - Increase walking and biking trails to reduce demand for bus system
 - Implement all-electric busses where feasible
- Implement vehicle purchasing plan to target fuel types.

Reduce the use of fossil fuels by airline travel for campus community

- Decrease emissions from university sponsored travel as reported through the CU Procurement Service Center.

III. Pursue Zero Waste in in all Functions Throughout the Campus

Actions

Implement waste minimization education program

Measurable Outcomes

- Document number of educational efforts.
- Campus community is trained to reduce waste through conscientious purchasing, reduced packaging, and appropriate reuse or disposal.

Implement composting program

- Diversion rates are increased and over 80% of organic waste is composted.

Strengthen electronics recycling program to capture greater quantity and diversity of electronic items	<ul style="list-style-type: none"> Over 80% of all electronics are recycled by certified electronics recycling company.
Make construction waste recycling a requirement of all small and large projects	<ul style="list-style-type: none"> Over 80% of all construction waste is recycled for all projects on campus.
Pursue infrastructure and innovation that increases diversion and efficiency, and reduces costs	<ul style="list-style-type: none"> Compactors, bailers, shredders and other equipment are implemented if deemed appropriate.
Reduce use of plastic bags for liners in waste, recycling, and compost throughout campus	<ul style="list-style-type: none"> Plastic bag use in indoor waste receptacles is significantly reduced. Program is used consistently by campus community to reduce materials to the landfill.
Establish formal office supplies and surplus material exchange program	<ul style="list-style-type: none"> Paper use per person is reduced by 30% and paper that was used is at least 30% recycled and preferably 100%
Reduce paper use by institutionalizing practices such as: double-sided printing, converting to electronic paperless processes, smaller fonts and margins, and purchasing recycled paper	<ul style="list-style-type: none"> Increase the use of improved technology to decrease paper consumption.
Reduce hazardous, universal, and non-regulated chemical waste and ensure a safe disposal	<ul style="list-style-type: none"> Decrease the use of hazardous, universal, and non-regulated chemical waste and document safe disposal.
Institutionalize waste reduction programs at residence hall move-in and move out	<ul style="list-style-type: none"> Recycling and re-use opportunities are available, publicized, and used at move-in and move-out.
Increase reuse and recycling of toner cartridges	<ul style="list-style-type: none"> Comprehensive program is established to reuse and recycle toner cartridges and cartridge-less printers replace cartridge models.

IV. Demonstrate Sustainable Purchasing Practices for all Purchases on Campus

Actions	Measurable Outcomes
Train campus purchasers to apply a sustainable purchasing framework to include CU Green Purchasing Guidelines, EPEAT, and Green Seal	<ul style="list-style-type: none"> 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.
Collaborate with CU Procurement Services to identify and promote products that meet sustainable purchasing guidelines	<ul style="list-style-type: none"> Products that meet sustainable purchasing guidelines are easily identified and compare favorably with other products within the purchasing system.

V. Achieve Progress toward a Net Zero Energy Campus through Conservation, Energy Efficiency Technologies, and Producing or Purchasing Renewable Energy

Actions	Measurable Outcomes
Implement behavioral energy conservation measures	<ul style="list-style-type: none"> Programs including Green Labs, Green Offices and Classrooms, and building proctors are developed. Conservation behavior contributes to a 7 percent reduction in energy use on campus. Feedback regarding energy use is consistently provided to the campus and Leadership Team.
Increase the quantity and scope of energy efficiency and retrofit projects	<ul style="list-style-type: none"> Projects schedule is developed and implemented for each year of the strategic plan.

Increase number of submitted proposals for grants that pursue energy efficiency projects and installations	<ul style="list-style-type: none"> ▪ Secure funding for necessary projects to meet energy and climate goals. ▪ Project management staff is available for energy projects.
Utilize integrated design process to maximize energy savings in new buildings and major renovations	<ul style="list-style-type: none"> ▪ Increased grant monies are awarded to campus. ▪ All applicable new buildings and major renovations are LEED Gold certified or higher and achieve a 40% reduction in energy and water use.
Hire energy conservation engineer to monitor Building Automation System and identify and coordinate projects	<ul style="list-style-type: none"> ▪ Energy conservation engineer is hired.
Fully implement system of energy data collection, measurement, and reporting	<ul style="list-style-type: none"> ▪ Solidify baseline data and select appropriate metrics. ▪ Improve data systems for utility monitoring. ▪ Add additional meters and instrumentation as appropriate.
Increase on campus and purchased renewable energy projects to meet the American College and University Presidents Climate Commitment	<ul style="list-style-type: none"> ▪ 30 percent of energy use at UCCS is provided by renewable energy to potentially include solar farms, wind, geothermal, biomass, etc. UCCS is participating in a solar farm/garden.
Develop a sustainable energy plan for UCCS that includes renewable energy	<ul style="list-style-type: none"> ▪ Complete feasibility studies on renewable energy sources. ▪ Complete a sustainability energy plan.
Address energy use in housing	<ul style="list-style-type: none"> ▪ Develop sustainability-themed living areas ▪ Reduce energy use in housing.
Reduce resource usage by promoting online classes and meetings	<ul style="list-style-type: none"> ▪ Reduce resources used for classes and meetings.

VI. Reduce Water Use

Actions	Measurable Outcomes
Improve effectiveness of irrigation systems	<ul style="list-style-type: none"> ▪ Utilized weather data and other technologies to reduce outdoor water use by 10 percent.
Where appropriate, use native vegetation and plants	<ul style="list-style-type: none"> ▪ Reduced treated water use for irrigation.
Divert rain, storm water, and runoff to water plants	<ul style="list-style-type: none"> ▪ Reduced treated water use for irrigation.
Where appropriate in new facilities, utilize gray water systems	<ul style="list-style-type: none"> ▪ Reduced indoor water use by 10 percent. ▪ Non-potable water is available for irrigation.
Work with CSU to get non-potable water on campus	
Keep up with water-saving technologies	<ul style="list-style-type: none"> ▪ Implement technologies to reduced indoor water use by 10 percent.
Address water use in housing	<ul style="list-style-type: none"> ▪ Sustainability-themed living areas available and water use in housing is reduced.
Provide feedback to campus regarding water use	<ul style="list-style-type: none"> ▪ Provide feedback twice yearly and make information regarding water use available on demand.

VII. Build High Performance Facilities that Minimize Environmental Impact and Improve Occupant Well-Being

Actions**Measurable Outcomes**

Campus infrastructure supports inclusivity, diversity, and well-being

- Make available in all facilities gender neutral bathrooms, safe zones, and accessibility for disabled individuals.

Campus facilities support educational goals of creating a living laboratory to support sustainability experiential learning

- Increase curricular and co-curricular educational opportunities.

Nurture a sense of place

- Incorporate sustainable design in master planning and infrastructure including conservation of unique or historic features, and an appropriate carrying capacity for the land.

Design, construct, and operate facilities with sustainable design that use less energy, less water, more local and environmentally friendly materials

- Increase amount of square footage that is LEED Gold certified or higher with a 30% reduction in energy and water use.