



colorado mountain college

2012 Climate Action Plan



Dr. Stan Jensen, signing the
Presidents' Climate Commitment,
September 2009

Dear AASHE/STARS Steering Committee:

As president of Colorado Mountain College I support practical sustainability to meet the challenges of our changing world. On September 25, 2009 I signed the American College and University President's Climate Commitment. So far, \$3.6 million dollars have been invested in our commitment to sustainability.

Colorado Mountain College has retrofitted its buildings with more energy efficient lighting, occupancy sensors, condensing boilers, gas and electric live energy monitoring meters, solar domestic hot water, and windows, among a host of other efficiencies. One of our goals was to achieve 15% of our electrical energy usage from alternative sources. So far, as a result of these improvements and the building of two solar farms on two of our campuses we have realized 12% towards this goal by using these strategies.

One of the first 2 bachelor's degrees offered at Colorado Mountain College was a Bachelor of Arts in Sustainability studies. As evidenced by the 2012 Climate Action Plan, we as a college are committed to sustainability and to reducing our carbon footprint for the long term.

Sincerely,

Stan Jensen, Ph.D.
President, Colorado Mountain College

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CMC Faculty/Students Monitor Water Quality in Local Streams

Executive Summary:

Colorado Mountain College (CMC) is a 2 year community college located in the north-central Rocky Mountain region of Colorado. Our mission statement is “To create a better future for our students, employees, and communities”. The signing of the American College and University Presidents’ Climate Commitment (ACUPCC) even further supports our mission by the creation of a Climate Action Plan (CAP) focused on becoming carbon neutral and developing a greater culture of sustainability for the future of all.

The CMC district covers over 12,000 square miles of beautiful mountain scenery which includes homestead ranches, wilderness, Victorian boomtowns, mining, oil and gas production, and the cultural atmosphere that has grown alongside world renowned ski resorts. The college is made up of 12 teaching locations spread throughout the region. There are 3 residential sites located in Steamboat Springs, Leadville and Spring Valley located outside of Glenwood Springs. Students attending residential sites are more traditional in age and are enrolled in full-time degree and certificate programs. Also, the college has 8 commuter sites located in Rifle, Aspen, Glenwood Springs, Carbondale, Edwards, Dillon, Breckenridge, and Chaffee County. The commuter sites serve our local community members taking courses on a part-time basis to fulfill degree and/or certificate programs, industry training, workforce development and lifelong learning. Our 12th location is in the virtual world, offering students courses through the web and our interactive video system.



Our enrollment of 24,000 students annually is represented with learners from all over the United States, as well as internationally. However, the majority of our students are from our local CMC communities. Many of our students enroll in programs such as Culinary Arts, Nursing, Ski and Snowboard Business, Integrated Energy Technology, Natural Resource Management, Veterinary Technology, Photography, Outdoor Education, Fire Science Technology, Emergency Medical Technician Paramedic, Ski Area Operations, and an Associate of

Arts and/or Science. Recently, we were approved by our accrediting agency the Higher Learning Commission to offer 2 Bachelor degree programs in “Sustainability” and “Business”. These 2 new Bachelor programs have completed their first year of enrollment and have been embraced enthusiastically by our students and community members.

The vision for sustainability is to establish a collegewide culture of sustainability and to foster a resilient future by leading CMC towards fulfilling the goals required by the [American College and University Presidents’ Climate Commitment](#). The college’s efforts are aimed at:

- Reducing the college’s carbon emissions and environmental impacts.
- Developing collegewide sustainability operations and programs that address the environment, the economy and social responsibility.
- Supporting education for sustainability.

This document outlines the initial strategic efforts CMC will take towards carbon neutrality. The key interim target is to reduce the college’s Greenhouse Gas Emissions (GHG), in five year increments, by 12.5%. This percentage is set from the 2010 baseline GHG report. The predicted annual growth rate for the college is estimated to be three percent. Therefore, as the college grows it will need to monitor and adjust the current established CAP goals to reflect the increases in student enrollment, expansion of new facilities, renovations of current facilities, transportation, and travel.

Achieving carbon neutrality will take a coordinated collaborative effort by every student, staff and faculty member at CMC. Since each CMC campus fluctuates in physical size, student enrollment and resource access and allocation, it would be beneficial for staff working on this required sustainability initiative to produce individual greenhouse gas inventory reports for each campus. These individual campus reports will supply campus leaders with the data they need to strategically set reduction targets that specifically focus on their campus GHG data and utilize their specific campus and community resources to successfully meet reduction targets until carbon neutrality is met at their campus. Some campuses will have similar emission areas to address, such as transportation. It will be up to the sustainability staff to help coordinate programming between campuses so that resources and best practices may be shared. Sustainability staff will be responsible for communicating with the campuses to gather and track all collegewide data as it pertains to the CAP report.

As each campus works toward reducing its carbon emissions they will also be working towards the college wide goal of carbon neutrality. It will be through this collaborative effort, CMC will be able to achieve, not only carbon neutrality, but a greater culture of sustainability.

Background Information:

American College and University Presidents' Climate Commitment (ACUPCC):

On September 25, 2009, Dr. Stan Jensen, President of CMC signed the American College & University Presidents' Climate Commitment (ACUPCC) at a signing ceremony in Breckenridge, Colorado. The ceremony had over 500 people in attendance including students, faculty, staff, community members and political leaders. Their attendance demonstrated a collective commitment in support of the Presidents' Climate Commitment. This commitment required CMC to develop a CAP to reduce its GHG emissions and inspire change. The CAP plan will utilize the GHG emissions data to establish a series of reduction goals, target dates and operational strategies which will guide the college towards carbon neutrality by 2050. However, to achieve long-term success the college leadership team will need to drive momentum by integrating the CAP overarching goals into the college's strategic plans and policies. Each step must benefit the triple bottom line and keep the bigger picture in mind, of establishing a culture of sustainability at CMC by becoming as carbon neutral as possible. Below is the ACUPCC list of requirements and the actions that CMC has already taken to meet those requirements:

1. Establishing an institutional structure to oversee the development and implementation of the schools' program to comply with the ACUPCC;

- Institutional Infrastructure:
 - Campus Green Teams
 - Strategic Plan Development:
 - College wide Strategic plan
 - Sustainability-focused strategic plan (attached)
 - College wide Green Survey 2009, 2011 (attached)
 - Sustainability AQIP report in FY2009 (attached)
- Policy & Procedures:
 - Greenhouse gas emissions inventory FY 2009-2010 (attached)
 - Building Design Standards Policy (attached)
 - College Energy Policy (attached)
 - Human Resources Employee Benefits:
 - Employee Telecommuting Options
 - Public Transportation Benefits

2. Staff Volunteer Hours

Completing an emissions inventory within one year;

- GHG Inventory baseline report completed in 2010.
- Follow up reporting will take place in 2012, 2014, 2016, etc.

3. Taking immediate steps to reduce greenhouse gas emissions by implementing at least two of a list of seven tangible actions while the climate action plan is being developed;

- The CMC *Building Design Standards Policy* states that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.
- The college has begun working towards "purchasing or producing at least 15% of our institution's electricity consumption from renewable sources" by using solar PV and ground source heat pumps systems.
- In 2011 two CMC campuses volunteered to participate in the Waste Minimization component of the national RecycleMania competition.

4. Integrating sustainability into the curriculum and making it a part of the educational experience;

- [Approved Bachelors of Arts in Sustainability Studies 2011](#)
 - [CTE degrees and certifications focused on green jobs](#)
 - [Sustainability infused into Student Learning Outcomes](#)
 - Faculty professional development workshops to integrate sustainability into their curriculum.
 - Co-curricular educational programs such as the Common Reader series ("Plenty" by Smith and Mackinnon), Cafeteria composting, Recyclemania program, "Move Out" resident hall recycle/reuse program, public energy use dashboards, local food procurements, recycling, etc.
- ## 5. Making their greenhouse gas inventory, climate action plan, and progress reports publicly available.

- Available on CMC sustainability webpages and ACUPCC reporting webpage www.coloradomtn.edu/sustainability

2010 Greenhouse Gas Inventory Baseline Report:

The ACUPCC commitment requires that the college conduct a GHG emissions inventory within the first year of becoming a signatory. The purpose of this initial GHG inventory for fiscal year 2009-2010 (FY10) was to establish a baseline measurement of all GHG emission generated college wide. The information contained in this report will be used to guide future reduction goals developed in the College's Climate Action Plan (CAP).

Emissions are organized into 3 "Scopes" as defined by Climate Change Committee (CCC) specifications. The Scopes are described as follows:

Scope 1 – Direct Emissions measures all direct emission sources that are owned and completely controlled by the institution such as co-generation sources, campus fleet vehicle miles, refrigerants, fertilizer, and agricultural sources.

Scope 2 – Indirect Emissions measures all indirect emission sources that are not owned or operated by the institution but are directly linked to on-campus energy consumption such as purchased energy.

Scope 3 - Other emissions measured are those that are attributed to your institution such as solid waste generation, commuter miles and subsidized travel.

The emission totals are presented in Metric Ton CO₂ Equivalent (MteCO₂). MteCO₂ is the standard measurement of the amount of CO₂ emissions that are reduced or secluded from our environment. Table 1 describes the amount of emissions by scope.

Figure 1. CMC Emission and Energy Use

Scope (Emission Type)	Emissions (MteCO ₂)
Scope 1 (Direct)	2684.7
Scope 2 (Indirect)	4015.9
Scope 3 (Other)	6961.0
NET TOTAL =	13, 662.3

GHG emissions (by source) are described in Figure 1. Directly financed air travel is the largest source of GHGs at 44 %. Purchased electricity is the second largest emission source at 27%. The third largest emissions source is "on-campus stationary source" that includes natural gas at 14%. Commuter travel data was excluded from Scope 3 due to the lack of availability of sufficient commuting data for the 2009-2010 fiscal years. A method for capturing this data in the future is currently being developed.

Summary

- (1) CMC has developed a process for gathering emissions data, identified areas of data tracking that require development or modification, established a baseline of emissions data, and identified areas that generate high levels of greenhouse gas emission.
- (2) The results of this report will be analyzed and utilized to develop the College's climate action plan (CAP). This baseline data will also function as a benchmarking tool to measure the College's progress for their future GHG emission inventory reports.
- (3) The process of collecting data for this report revealed particular areas within each Scope in which CMC either does not collect data or the data units differed (monetary unit vs. mileage units) from CCC input parameters. By clarifying the required data categories and data units needed to complete the greenhouse gas inventory, then CMC can begin developing more efficient emission data tracking methods for future reports.
- (4) Estimated annual growth for the college is 3 percent. This growth rate will need to be taken into account when calculating future GHG reports.
- (5) The greenhouse gas emissions inventory will be prepared every two years and submitted on even years (2012, 2014, etc.). Future greenhouse gas emissions data will be used as a tracking method to measure the progress of the College's emission reduction goals set in the climate action plan.
- (6) ACUPCC reports can be found at: <http://rs.acupcc.org/>

Process for Reporting and Updating the CAP report:

Reaching carbon neutrality by 2050 is long-term goal for CMC. The college will need to establish short-term targets and benchmark goals which must be examined and reviewed on a regular basis to determine if we are reaching the goal of carbon neutrality. This review will be conducted every two years after the completion of the GHG reporting cycle. In order for the College to successfully make progressive steps towards carbon neutrality a CAP advisory committee will need to examine all CAP data and update target goals, operational strategies, educational programming and financial and technological options. It is recommended that every five years this committee convenes to formally evaluate the progress (or lack of progress) made and prepare a public progress report for the CMC campus community. Communicating clearly the successes and areas to work on throughout this process will be a key element for long-term participation.

Focus Areas:

Energy Efficiency

Before investing in expensive new LEED-certified construction, energy conservation measures or renewable energy systems the college needs to first examine its energy usage and look for ways to reduce its overall energy consumption. In 2009 CMC entered into a performance contract with an energy service company (ESCO) to conduct energy, water and lighting audits on all college-owned facilities. In 2010 the final technical energy audit report was completed. It uncovered many areas of inefficiency and infrastructure concerns such as:

- Aging and/or inefficient heating and cooling equipment
- Mixture of new and outdated inefficient lighting
- Old inefficient windows
- High water usage
- No scheduling or night setbacks in many buildings
- Residence halls that consume large amounts of natural gas for domestic hot water heating

From the audit data, energy conservation measures (ECM) were suggested to reduce utility costs, operational costs, capital equipment replacement needs and to modernize the infrastructure of facilities. Some of the ECM projects implemented were:

- Lighting Retrofits (interior and exterior)
- Occupancy sensors
- High efficiency condensing boilers
- Gas and electric live energy monitoring meters
- Destratification fans
- Point of use hot water heaters
- Replace windows
- Retro commissioning of mechanical systems
- Solar domestic hot water
- Retro-fit of water fixtures for water conservation
- ENERGY STAR rated roof
- College wide Energy Policy developed



Rifle Campus Students Install Solar Panels on the New Castle Library, Garfield County

Investing in these projects will provide the following benefits:

- New, modern and energy efficient HVAC systems
- Improved lighting quality and efficiency
- Improved occupant comfort
- Energy metering systems for all buildings
- Live energy monitoring system
- Use of renewable energy sources
- Reduced water consumption

All projects will be financed through capital provided by the College. After an investment of \$3,584,395 the first year savings total will be \$473,273. An expected annual utility cost saving of over \$96,843 equates to approximately a 15% reduction in utility costs annually.

CMC has an expected annual growth rate of 3%. It can be difficult to stay on track with reduction targets when new emission sources are being added annually. However, CMC has developed two college wide policies to support the implementation ECM and building design standards to help counterbalance potential growth on campus. The Facilities Department generated the *Building Design Standards Policy* in 2010. This policy incorporates LEED Silver standard or equivalent into new facility construction and also “*incorporate as many ENERGY STAR rated products so that the college can save in operating expenses, save energy and prevent carbon emissions*” into all remodels and building additions. **(Appendix A)** In 2011 a college wide *Sustainable Energy Conservation Policy* was approved. This policy “*is expected to reduce energy consumption, and optimize utility and operation cost savings with minimal additional capital investment while providing a framework that supports sustainability.*” **(Appendix B)**

Another opportunity to focus on energy conservation is through the Information Technology (IT) department. As the college plans to further develop its virtual campus and to become more dependent upon technology energy conservation efforts and behavior norms should be a part of the strategic plan. The IT department is already conscious of their energy impact and has implemented the follow ECM strategies that are listed in the *Sustainable Energy Conservation Policy: Section 3.02*:

Computers and Other Electronics:

Faculty and staff are to adjust power settings on computers and other electronic office equipment to maximize energy savings. For detailed instructions on how to activate power settings on your computer please contact the IT service desk. Standard power settings for computers:

- CPUs set to enter systems stand-by mode after 15 minutes of inactivity.
- Monitors and systems are to enter hibernate mode after 60 minutes of inactivity.
- Exceptions to this policy are servers and infrastructure devices plus other monitored devices identified by IT to be necessary and running at all times.
- Utilizes a remote server system to store files.

Efficiency Plan:

1. Develop accurate database of utility data and establish a consistent energy tracking process to monitor data throughout the CMC district.
2. Raise awareness about energy consumption on campus by installing energy dashboards (Energy Navigator) in all buildings to share real-time energy data. Providing real-time energy data will be instrumental to students, staff and faculty in promoting energy smart behavior changes. This will also provide excellent place-based learning opportunities.
3. Each campus will be responsible for and/or be provided by the Facilities staff the tracking utility and billing data so that they are aware of their consumption levels, their peak hours of use and financial costs. Encouraging each campus to assess their energy consumption levels, to focus on their “energy hog(s)” buildings and to work with Facilities and Sustainability staff to design energy conservation programs will encourage energy conservation, reduce carbon emissions and enhance energy awareness.
4. Look for ways to utilize the building more efficiently. (I.e. schedule classes in blocks to utilize HVAC zoning, schedule class during off-peak hours, schedule HVAC systems to shut down if rooms/zones are not in use.)
5. Amend the purchasing of ENERGY STAR products, when feasible, into the *Sustainable Energy Conservation Policy* to further support energy efficiency.
6. Incorporate sustainable design principles into *Building Design Standards Policy* and campus master plans to help lower energy consumption.
7. Collaborate with IT Department to develop strategies to promote energy efficiency behavior in IT and with computer users that will help reduce energy usage and costs.
8. Creating educational campaigns that establish smart energy use behavior norms for building occupants.

9. Work with Marketing Department to develop a college wide communication strategy for CAP energy reduction goals and the collegewide Energy Policy. Develop informational training materials about CAP goals/actions for:
 - RA's - Energy saving prompts in dorm rooms
 - Student Eco-Reps
 - Infuse into student orientation
 - Add information into new employee packets
10. Develop campus co-curricular programs and educational campaigns.
 - Campus interpretive signs and prompts to promote energy efficient behavior
 - Eco-Rep Program in residential halls
 - Green Living Guide for students
 - Student Green Warrior competition
 - Orientation activities to raise awareness, assess knowledge and behavior
 - Pre-move in packet information for residential hall students
 - Green Cup Energy Challenge Competition (by residence hall floors/by campus)
11. Examine campus master plans and look for future opportunities/new construction projects to apply energy conservation measures.
12. Amend ENERGY STAR Appliances and ENERGY STAR Computer settings to the current CMC Energy Policy.
13. Obtain ENERGY STAR ratings through Schooldude and share ratings with campuses.
14. Perform energy, water and lighting audits and implement necessary ECMs for all new and future buildings purchased.

Renewable Energy

CMC is dedicated to producing or purchasing at least 15% of the College's electricity consumption from renewable sources. Over the past three years CMC has installed several solar photovoltaic and ground source heat pump systems. The high costs of renewable energy systems will demand that CMC become more creative in their funding mechanisms for future renewable energy projects. Some of the CMC local communities are developing innovative strategies to make renewable energy options affordable. It will be essential for CMC to collaborate with these community organizations on future projects.

Current Initiatives:

- On-site Solar Photovoltaic Systems
 - Aspen and Breckenridge Campuses each have a 10kW solar installation.
 - Rifle Campus has a 103 kW solar installation which provides 15% of its building's electricity. (Funded by a power purchasing agreement)
 - Leadville Campus has a 103 kW solar installation that provides 15% of this building's electricity. (Funded by a power purchasing agreement)
- On-site ground source heat pump system (GSHP) at the Spring Valley Campus & Steamboat Springs
 - GSHP system at Spring Valley is connected to the Quigley Library, Student Center and Sopris Resident Hall.
 - The new building in Steamboat Springs is connected to a GSHP system. The energy savings for the new building will reduce the cost of heating and cooling by 30%.

Renewable Energy Plan:

1. Update campus master plans to incorporate renewable energy sources.
 - Add on-site renewable energy systems at each campus which may include solar, wind, ground source heat pumps, etc. (System must be appropriate for that area/region.)
 - Install solar thermal hot water systems at residential campuses.
2. Examine the Clean Energy Collective community solar options. (Breckenridge, and other CMC locations)
3. Investigate the development of a revolving loan fund to help finance renewable energy (and conservation) projects.
4. Update *Facilities Design Standards* policy to commit to a specific percentage of renewable energy for new construction.
5. Create a utility provider resource portfolio documenting all utility companies that CMC contracts with for services.
6. Work with utility companies to purchase other renewable energy sources such as wind.
7. Purchase renewable energy credits from local utility companies. (Leadville)
8. Have 100% of purchase electricity & natural gas (methane, biogas) from carbon neutral sources.

9. Purchasing certified carbon offsets when all other emission reduction strategies have been examined and administrative policy supports such a purchase.
10. Collaborate with Clean Energy Collective, Garfield Clean Energy and the Governor's Energy Office on renewable energy policy and innovation.

Transportation

The College's largest contributor to CMC's greenhouse gas inventory is Scope 3. This section includes transportation emissions from commuting and air travel mileage. Unfortunately, accurate transportation data is the most challenging data to gather, track and mitigate. Many CMC students and employees travel to more than one campus for classes, meetings or work related projects. Also, there are few alternative transportation or mass transit options in the rural areas of CMC. This factor alone will make transportation the most challenging section to address. However, transportation is an area that has the greatest potential for innovative solutions to occur within the CMC district communities.

Current Initiatives:

- Facilities: Current college vehicle fleet
 - Fuel efficient college vehicles
 - Biodiesel snow plows in Steamboat Springs
- Human Resource benefits:
 - Employee bus pass benefit
 - Telecommuting options available for employees
- Distance learning provides travel-free options for students
- Conducted commuting survey to track commuting miles of CMC employees and students
- Employee Bicycle Program at Central Services
- Public bus service offered in most all CMC districts. However, no bus service is available for the Spring Valley site. Recently, a grant was awarded to study the possibility of bus service being provided to the Spring Valley site.

Transportation Plan:

1. Design programs to raise awareness about the current transportation alternatives options that each campus district has to offer.
2. Promote employee HR benefits to lower emissions from daily commuting.

- Bus passes
 - Increase telecommuting & distance learning
 - Allow for compressed work weeks
3. Create incentive program to encourage the use of public transportation by students and CMC employees.
 - Bus pass benefit & incentive program
 - Work with regional transit service to add public transit routes
 - Improve bus scheduling and routes
 4. Hold focus groups to research what viable commuting options people are interested in engaging in at each campus.
 5. Create bicycle-friendly campuses at appropriate sites.
 - Establish a bicycling incentive program
 - Install secure and weather-protected bike racks
 - Create an on-campus bike repair shop
 - Provide showers & informal dress codes to accommodate bicycling commuters
 - Bike racks at all campuses
 6. Create incentive programs to encourage the use of carpooling by students and CMC employees.
 - Priority parking
 - Cash back program
 - Establish a safe rideshare program –Commuter Connect and Zimride programs
 - Collaborate with community partners (CLEER, RFTA, GEO, other) to develop sustainable programs.
 7. Buying the most fuel efficient, biodiesel electric or compressed natural gas vehicles to replace older fleet vehicles whenever possible.
 8. Collaborate with Garfield Clean Energy on compressed natural gas vehicles and gas stations possibilities for Garfield County corridor campuses.
 9. Improve methods for measuring transportation emissions such as commuting miles, air travel miles, fleet vehicle miles, etc. for easier GHG data collection, monitoring and reporting.

10. Implement a no-idling policy on campus.
11. Consider parking passes & parking fees on campus to encourage carpooling, alternative transportation usage and to generate funding for alternative transportation programs.
12. Work with CMC district transit authorities to expand bus routes and improve scheduling.
13. Work with Denver and Washington DC lobbyists to improve rural transportation funding.

Solid Waste Reduction

Solid waste removal is an energy, budgetary and people intensive process. The college has been actively engaged in recycling for many years committing funding at each location to support this initiative. The Facilities Department, faculty, staff and students have been involved in making the recycling process work at each location. We are now combining our efforts of recycling and waste reduction to focus on our overall goal of reducing our carbon emissions. It simply makes sense for the college to focus on both areas of recycling and waste reduction. However, as we have implemented these programs, we have been faced with the reality of utilizing five different landfills, in five different counties, all of which have different processing requirements and procedures. These types of situations often have made it more complicated in addressing the issue of solid waste reduction.

Current Initiatives:

- Pilot composting programs started at Spring Valley, Steamboat, and Leadville.
- Easy accessible recycling bins in the hallways & classrooms.
- Pilot RecycleMania Waste Reduction Program – Rifle and Steamboat Springs.
- Paper Wise confidential recycling service.
- Virtual library provides students access to electronic media. This reduces the emission impacts from transportation and natural resource extraction and disposal.
- Student run “Move Out & Reuse Program” at Spring Valley and Steamboat Springs.
- Trayless cafeterias at the residential campuses decreases the amount of food waste in the cafeterias.

Solid Waste Reduction Plan:

1. Campus Recycling Programs
 - Expand programs (more classroom bins, work study to help with pickup/measurement, etc.)
2. Food waste reduction Programs

- Composting - Expand programs to all residential campuses (Sodexo)
 - Encourage less food waste in food production/kitchen
 - Energy efficient kitchen
 - Offer more vegetable options
 - Food share program
3. Green Events & Meetings
 - Events food catering – no waste policy
 - Purchase compostable utensils/cups for events
 - No individual, one-time use plastic water bottles (policy)
 4. Waste Reduction Program
 - Develop campaign for overall waste reduction to support recycling programs
 - E-waste program for cellphones, computers, etc.
 - Residential hall room recycling – eco-rep program
 5. Establish Move- In Day Recycling Program (volunteers)
 6. Move Out Program – expand to other campuses
 7. Printing labs reduction program – Work with IT on this
 8. Implement purchasing policies that discourage waste and wasteful purchasing
 - Contract vendors that are environmentally conscious (see Office Depot attachment)
 - Buy products made of green materials or products that contain recycled content
 - Buy local products when possible
 - Buy carbon neutral products
 9. Work with Waste Management to improve landfill practices in rural Colorado
 10. Develop a Recycling & Waste Management Policy

Purchasing & Procurements

Colorado Mountain College is publicly supported college and recognizes its obligation to the taxpayers. As a member of the National Association of Educational Buyers (NAEB), CMC's Purchasing Department abides by and promotes the NAEB Code of Ethics. The College also recognizes its:

- Charge to maintain an effective and economical program for the acquisition of goods and services.

- Responsibility to create a competitive environment through fair opportunity and equitable treatment of all vendors.
- Accountability for the purchase of needed equipment, materials, supplies, and services at favorable prices in keeping with standards of suitability, appropriate quality, and reliable vendor performance.

Current Initiatives:

- Vendor selection criteria includes “Leadership in sustainability”
- Promotes “best purchasing practices” in its training sessions and reference manual
- Green cleaning products used by Facilities staff
- Supports the purchase, in bulk, of 30% recycled paper at the campuses

Purchasing Plan:

1. Educate the CMC community about the benefits of “triple bottom line” business strategies and responsible purchasing practices.
2. Improve Ellucian/Colleague procurement tracking capabilities per campus, especially for recycled paper, in order to promote transparency, the efficient utilization of resources, and the ability to collect data on specific resource consumption for required reporting processes, educational purposes and program development.
3. Product ROI and lifecycle analysis should be taken equally into consideration in order to:
 - *“Strive to obtain the maximum value for each dollar of expenditure”*
 - Promote “triple bottom line” business practices
 - Purchase longer lasting products that will lower solid waste removal emissions
4. Support more local vendors and businesses, when possible.
5. Work with food vendors to encourage more local food procurements
6. Chart emissions from Food Services: <http://www.cleanair-coolplanet.org/chefs.php>
7. Sign the Real Food Campus Commitment and *“pledge to buy 20% real food by 2020.”*
<http://realfoodchallenge.org/commitment>

Land Use and Grounds Management

Our seven Colorado Mountain College campuses are located in the north-central Rockies of Colorado. The College service area covers 12,000 square miles, three national forests, six wilderness areas and most of Colorado's major ski resorts. CMC campuses environments are very diverse ecosystems that range from high alpine, situated at an elevation of 10152 feet, to high desert, situated at an elevation of 5348 feet.

Current Initiatives:

- Water audit completed at all campuses
- Landscape using native plants species
- Xeriscaping at specific campuses to lower water consumption
- Grounds watering schedules for evening to encourage maximum absorption

Landscaping and Grounds Management Plan:

- Utilize cafeteria compost on grounds if properly prepared.
- Purchase organic fertilizer to lower nitrate emissions, when possible.
- Establish a green buffer zone to improve stream habitat, reduce bank erosion, restore floodplain forest, provide a corridor for movements of animals and plants, reduce overland flow of non-point source pollution from agricultural fields and other land uses, protect scenic and recreation values, and provide field sites for courses at the college.
- Incorporate sustainable design principles into campus land-use, transportation, and building plans.
- Create a campus planning commission that includes students, faculty, alumni, environmental architects and design experts, and community members to make recommendations for land-use, transportation, and building policies.

Education

Education is the key to successfully meeting the requirements of the ACUPCC and CMC's biggest lever when it comes to inspiring change within individuals and the local community. CMC has made great strides in developing both sustainability-focused and related academic, career and technical training, continuing education courses and co-curricular programs.

Current Initiatives:

- BA in Sustainability Studies approved 2011
- CTE programs that provide green job training
- Sustainability-related and focused continuing education classes
- Co-curricular campus programs (waste reduction, energy efficiency, etc.) that promote student learning outside of the classroom.
- Educational publications & interpretive campus signs
- Faculty/Staff workshops & trainings
- Community outreach and events

Education Plan:

1. Design a concrete, strategic plan on how to develop the campus environment into “learning laboratories” so that students are provided experiential learning opportunities about outside the classroom. (Example: Utilize interpretive signage to inform students about renewable energy sources, green building attributes, energy and water conservation programs and waste reduction programs. Display real-time energy data and hold energy conservation contests between campus resident halls.)
2. Support campus green teams in developing more co-curricular programs & educational events at the campus.
3. Provide campus Green Teams with more funding and release time for faculty and staff members.
4. Encourage more student groups to start up sustainability-related clubs that focus on social and environmental justice and green business (Net Impact Club).
5. Develop a college wide support system to establish student internships programs with the plan to hire an internship coordinator.
6. Provide faculty real-time data (energy, GHG emissions data, solid waste, etc.) that can enhance academic, place-based educational opportunities on campus.
7. Have faculty and students work together (through an academic class or course elective) to conduct an GHG audit or STARS assessment for their campus.
8. Provide faculty formal workshops and follow-up trainings for infusing sustainability across the curriculum.

9. Offer sustainability graduation requirements.
10. Develop student eco-reps programs.
11. Collaborate with various departments to educate staff how sustainability methods can be utilized to reach strategic goals.
12. Establish sustainability leadership awards to acknowledge and celebrate “good work”.
13. Engage Instructional Chairs, Faculty Senate, Administration, Student Affairs, Facilities and other academic leaders to help infuse sustainability activities and knowledge.

Financing the Climate Action Plan:

In the past the College has self- financed a majority of the retro-commissioning projects and energy conservation measures recommended by the EScO. The Xcel solar farms have been financed through a power purchasing agreement. Due to statewide budget cuts and the introduction of the zero-based budgeting system, traditional financing is going to be more difficult to secure for future sustainability projects. The College commits to prioritizing CAP initiatives based upon need, ROI and lifecycle analysis and then examines for alternative ways to fund sustainability projects that can meet the needs of several campuses or departments in multiple ways.

CMC should consider developing financing mechanisms that can sustain college wide sustainability initiatives and create budgetary processes that can incentivize energy efficiency and carbon neutrality measures at the campus level. The follow is a list of financing methods used by college and universities nationwide:

- A revolving loan that can capture financial savings from energy conservation measures and be set aside directly for re-investment into sustainability initiatives.
- A sustainability fund that can collect revenue generated by donations of local businesses, alumni, and individual donors.
- A student green fee fund can help generate financing for student co-curricular programs, activities and clubs.
- Utility company rebate programs
- Third-party financing
- Local, state and national grants for long-term program development

For a list of all available utility rebates and local, state, and federal grants, visit the Interstate Renewable Energy Council (IREC) DESIRE program website at <http://www.dsireusa.org>

Tracking Progress and Next Steps:

The college cannot manage what it cannot measure so it is important that CMC develops a variety of metrics to gauge the effectiveness of all sustainability projects and programs. These metrics will allow the college to collect accurate quantitative and qualitative data about its greenhouse gas emissions and its sustainability efforts, provide accurate return on investment statistics and allow for transparency regarding daily business practices of the college. The college sustainability staff already uses a variety of standardized metric tools, recommended by AASHE, to collect data including the Clean Air Cool Planet GHG calculator and the STARS self-assessment tool as well as the college's Ellucian/Colleague (software) system. This data can be utilized for academic research, grants and to enhance student learning. It is important for data and reports to be shared with stakeholder and to be made public. Clear communications regarding CAP goals, interim targets, and accomplishments can help educate the campus and community-at-large about the principles of sustainability. It is recommended that sustainability staff be specifically hired to coordinate and oversee college wide program development, data collection, data analysis, public reporting and communications.

As each campus begins to design specific co-curricular programs it will be highly recommended that a metrics system be establish to measure the effectiveness of each program. Most sustainability projects should start as a pilot that engage campus and community stakeholders and have measureable outcomes that benefit the triple bottom line. This data will directly help programs successfully grow, provide student-learning experiences, supply feedback about the programs strengths and weaknesses, and produce data that can be submitted for future funding.

Conclusion:

Measuring greenhouse gas emissions should be the cornerstone of CMC's sustainability initiative. By establishing an initial CAP framework the College can begin working more effectively and efficiently towards carbon neutrality. This document is a living document that will grow and change as the new technologies, policies and partnerships develop over the years. Collaboration will play a vital role in the advancement of the College's sustainability efforts. It will require effort from every employee and student at CMC as well as the coordination of efforts and the development of new legislation and programs by state government, local municipalities and community groups. By meeting the requirements of the ACUPCC, Colorado Mountain College will be leading the charge for institutions of higher education in Western Colorado by creating a healthier and more resilient future for our students and our communities.

Appendix:

2009-2010 Greenhouse Gas Emissions Inventory Report

2009-2011 Sustainability Strategic Plan

Sustainable Energy Conservation Policy

Building Policy

AQIP sustainability 2009 Report

Green Survey Results 2009

Office Depot Global Environment Strategy

Acknowledgements:

A hearty thank you to all the CMC staff that worked on this plan and are passionate about the environment: Lynne Cassidy, Nancy Genova, Brad Tyndall, Linda English, Pete Waller, Steve Boyd, Meeta Goel and Paige Polson.



Rifle Campus Solar Thermal Classes 2009-2010

Colorado Mountain College 2010-2011 Sustainability

Priority 1. College leadership commits to supporting college wide sustainability efforts.

#	Goals
1a	Develop rationale for creating an Office of Sustainability that employs full time staff members.
1b	Develop a budget to support the Office of Sustainability and campus sustainability initiatives.
1c	Create a revolving loan fund to capture and reinvest energy savings.
1d	Provide the necessary support to campus Green Teams in order to advance their sustainability efforts.
1e	Generate outside financial resources (grants, fundraising, green fund, etc.) to support sustainability efforts.

Priority 2. Collect data to accurately measure, monitor and lower the College's carbon

#	Goals
2a	Gather baseline data on college operations and examine energy audits for greenhouse gas inventory report.
2b	Improve accounting process in order to capture detailed data on facility utility bills, purchasing and transportation operations.
2c	Establish baseline and set waste reduction goals for energy and water consumption.
2d	Establish baseline and set waste reduction goals for paper consumption.
2e	Initiate and implement the Recyclemanina program. (ACUPCC requirement)
2f	Assess college wide "areas of need" relating to sustainability efforts by annually surveying college leadership, employees and students.

Priority 3. Educate the CMC community on sustainability principles and practices.

#	Goals
3a	Provide educational opportunities and professional development training to all CMC employees in order to enhance college wide sustainability efforts.
3b	Establish new academic degrees and certifications that prepare students for transfer and the twenty-first century work force.
3c	Develop a three-year plan to embed sustainability throughout current curriculum.
3d	Develop and implement sustainability learning outcomes.
3e	Develop a plan to implement latent curricula (co-curricular programs) that fosters sustainable practices and actions outside of the classroom.
3f	Develop and implement an accountability system for the assessment of student learning and success relating to sustainability learning outcomes.

Priority 4. Provide transparent results about CMC's sustainability efforts.

A photograph of a person's hand holding a small evergreen tree with its root ball and soil. The background is a soft, out-of-focus green. The text 'AQIP Sustainability Team' is overlaid on the right side of the image.

AQIP Sustainability Team

Spring 2009

Colorado Mountain College AQIP Sustainability Team

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AQIP Sustainability Team

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Nancy Genova—for her guidance and support

Meeta Goel—for her guidance and support

College wide Support

Better Energy/Sustainability Team (BEST)—for its efforts in *support of sustainability*

All CMC Locations—for implementing & sharing their current sustainability practices

Supervisors of our Team Members for their *Commitment & Support of Our Team*—

Alexandra Yajko, Terry Miller, Linda English & Meeta Goel

Other Contributors

Sandi Anderson—for reserving rooms and handling our calls and IVS questions

Kim Arnold—for her assistance in creating the Power Point presentation

Lynne Cassidy—for her broad, external, current view of the world of sustainability beyond CMC

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Dennis Diaz—for his information about sustainability at the Central Services building

Linda English—for answering our financial questions

Anne Marie Holder—for giving us CMC Energy Audit information

Barbara Johnson—for creating IE's "Go Green" flyer and for her tech support

Sam Skramstad—for information about CMC facilities—current/planned sustainability activities

Wendy Turner—for reserving rooms and handling our calls and IVS questions

Daryl Yarrow—for his groundbreaking work in support of sustainability and his tech assistance

Team Members

Team Sponsors:

Nancy Genova	Executive Vice President-Initiatives & Innovations	x 8534
Meeta Goel	Vice President, Institutional Effectiveness	x 8353

Team Leader:

Alison Limoges	Annual Fund & Donor Research, CMC Foundation	x 8380
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Scribe:

Penny Kenealy	Accounts Payable, Tech I, Business Office	x 8510
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Technical Support:

Bart Weller	Research Associate, Institutional Effectiveness	x 8516
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Power Point Presentation:

Linda Crockett	Instructional Chair, Roaring Fork Campus	x 8474
Penny Kenealy		

"We are the makers of our own state and individuals who realize the fact need not, ought not, to wait for collective action."-Mahatma Gandhi, [The Essential Gandhi](#)

Project Rationale

CMC's history with sustainability has been spotty and sketchy at best. For years, isolated pockets of "green" efforts have been led by a few individuals scattered throughout our various locations. Examples are Alpine, Roaring Fork & Aspen Campuses' and Central Services' efforts with "green" classes and conservation of resources (Appendix, page 16). These efforts were voluntary and often accomplished outside normal work hours. In 2006, one such effort was to start a representative group at Central Services that would begin to lead college wide sustainability initiatives. This initial group was mainly comprised of members from a few functional areas such as Distance Education, the Business Office and Institutional Effectiveness and a couple of campus employees from Roaring Fork Campus. In order to have some operating funds for this group a budget request was made for 2007-08, but was declined due to insufficient leadership support. As a result, Institutional Effectiveness funded the group's initial efforts until July 2008. Without college wide buy-in for sustainability efforts, this group tried to gather research on green efforts elsewhere, attended related webinars and local meetings, handed out energy efficient light bulbs, modeled green practices, etc. but was limited in the progress it could make. However, with the advent of our new President, Dr. Jensen, there has been renewed interest in moving forward as a college with sustainability related initiatives.

More recently, the need for this Project has been increasingly supported by our President and other college employees at various college meetings and brainstorming sessions for planning purposes. There has also been support from students, the Board of Trustees and numerous external organizations within our communities. Consequently, during fall 2008, the original college wide sustainability group morphed into the Better Energy/Sustainability Team (BEST) under the leadership of Nancy Genova (with help from Daryl Yarrow & Meeta Goel). This new group began to seek college wide representation and tried to put its arms around what college efforts were already in place, as well as the wealth of information that had been proliferating daily regarding sustainability on the web, other media, conferences, locally, etc. By January 2009, Nancy felt that an Academic Quality Improvement Program (AQIP) team was needed to help develop a plan for improving and embedding best practices for sustainability throughout the College and to help garner leadership support and resources for sustainability.

Project Statement and Definition of Sustainability

The primary purpose of this Sustainability AQIP Team Project is to help:

- 1) Improve understanding of current college wide practices related to sustainability;
- 2) Develop strategies to communicate and promote Best Practices in sustainability practices college wide.

Our Progress will be measured by:

- 1) Surveys/focus groups that assess employee and student knowledge, attitudes & behaviors regarding sustainability
- 2) Decreased consumption of current energy, water, paper usage and decreased mileage costs for meetings (e.g. by determining baselines and the increased use of car pooling, IVS, Eluminate, Blackboard, etc.).

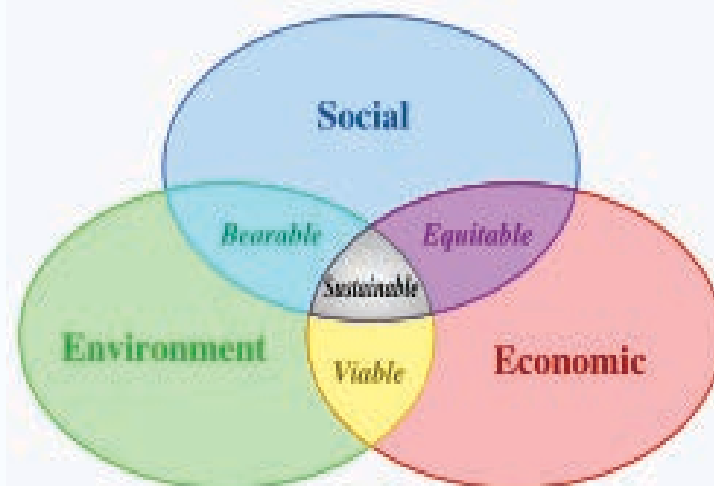
Accomplishing these goals really involves all of the nine AQIP categories. Sustainability is truly important as it impacts all of these categories. Not too many of our actions impact all AQIP categories to such an extent. Our team began by seeking the best definition of sustainability and settled on the internationally recognized Brundtland Declaration of 1987:

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

There are many definitions of sustainability and sustainable development. However, all of the definitions reflect these basic tenets:

- Living within environmental limits
- Understanding the interconnections among economy, society, and environment
- Equitable distribution of resources and opportunities

The “three pillars” of sustainable development generally include the areas depicted below:



These environmental, social and economic dimensions of sustainability are not mutually exclusive and can be mutually reinforcing. We believe it is important to be intentional about including all three areas in our local sustainability efforts.

“It’s not too late at all. You just don’t yet know what you are capable of.”-Mahatma Gandhi, [The Essential Gandhi](#)

Methodology

Relations Diagram to Identify Top Focus Areas

Since BEST and other staff and faculty college wide have been trying to filter and utilize the constant influx of sustainability related information, but with limited success, this AQIP Team used the wealth of information available to them to identify ten of the key areas that could help CMC move forward with sustainability practices. These ten areas became the basis for a relations diagram (see Appendix, p. 11). The key areas identified, in the order of greatest impact, were:

- Understanding/communicating current practices
- Developing sustainability related policies & procedures
- Developing green curriculum
- Moving toward a culture that supports sustainability

Thus, the team’s main focus for this project was to gather data that would provide a greater understanding of current campus and Central Services sustainability practices and to develop a framework for examining these practices, as well as communicating them more effectively.

Force Field Analysis: Possible Impediments to Promoting Sustainability

Before compiling the sustainability actions from campuses and functional areas, and upon learning from our interviewees that changing the culture at CMC would be an issue, we created our Force Field Chart to consider what might help our team promote greater participation in sustainable activities college wide.

These restraining and driving forces for the promotion of sustainability are listed below:

Restraining Forces	Driving Forces
Sustainability costs more.	Costs are reduced if we retrofit, reduce, reuse, and recycle.
I will feel less secure in the dark areas in buildings and on campus.	We can phase in motion sensor lights.
The green products look, feel, and/or smell different.	Experiment with new green products to find the best match.
Sustainability is a bother.	So is Climate Change—and it's permanent.
I'll have to walk further.	It's good exercise.
It's not my job.	Sustaining the earth and preventing Climate Change is everyone's job and moral responsibility.
I'm not interested.	Look for personal incentives—natural, etc.
One person won't make a difference.	Small numbers add up quickly.
I don't understand how to use it.	Read the vocabulary and icons. We all learn from each other.
I'm too busy.	Make time for things that are important.
How will this help me?	More efficient use of earth's resources will save you and CMC money, provide new job skills, and will feel good.
I don't want to be the only one doing this.	Look for and create competitions and team efforts.

Based on past challenges of moving forward as a college with sustainability, it was determined that the key steps in our project would be to:

- 1) Compile and examine current sustainability practices at our campuses and Central Services;
- 2) Develop an adequate framework for understanding, communicating and measuring these practices;
- 3) Recommend how to advance these practices college wide;
- 4) Implement these recommendations during 2009 & 2010;
- 5) Assess the impact of behavioral changes and improvements related to sustainability during spring 2010 and beyond.

"All big things are made up of trifles. My entire life has been built on trifles."-Mahatma Gandhi, [The Essential Gandhi](#)

Data Gathering Process for CMC's Current Practices for Sustainability:

The Relations Diagram brainstorming session to determine what we believed to be the most important sustainability issues at CMC gave us our two primary focus areas: understanding and communicating current practices at CMC and developing policies and procedures related to best practices in sustainability. Based on the internationally recognized Brundtland definition of sustainability, we composed our Project Statement and Rationale and we assigned campuses for team members to contact in order to gather information on college wide current sustainability practices. The data gathered from our locations is presented in the CMC Sustainability Baseline Chart (Appendix, page 16).

We wanted categories for our Baseline Chart that would align both with our activities at CMC and with established best practices at other similar institutions. We discovered that the Sustainability Tracking, Assessment & Rating System (STARS), specifically designed for colleges and universities, seemed most applicable for CMC to measure its sustainability progress. As we gathered our baseline information, we also interviewed Sam Skramstad, Dennis Diaz, and Linda English. We asked for information from Anne Marie Holder as well, to learn more about the Energy and Climate vendors that CMC uses. The college has begun to gather baseline energy usage data for the energy audit, by location, that will be useful in assessing sustainability progress.

Sustainability Tracking, Assessment & Rating System (STARS)

To track current practices and provide a framework for expanding these, we chose the STARS framework (Appendix, page 11), created by the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS is a voluntary, self-reporting framework for gauging relative progress toward sustainability now used by more than 70 colleges and universities. It is more relevant for colleges than Leadership in Energy and Environmental Design (LEED) Certification guidelines as the latter is primarily for buildings. Instead, STARS encompasses a broad range of college programs and services, including buildings and facilities.

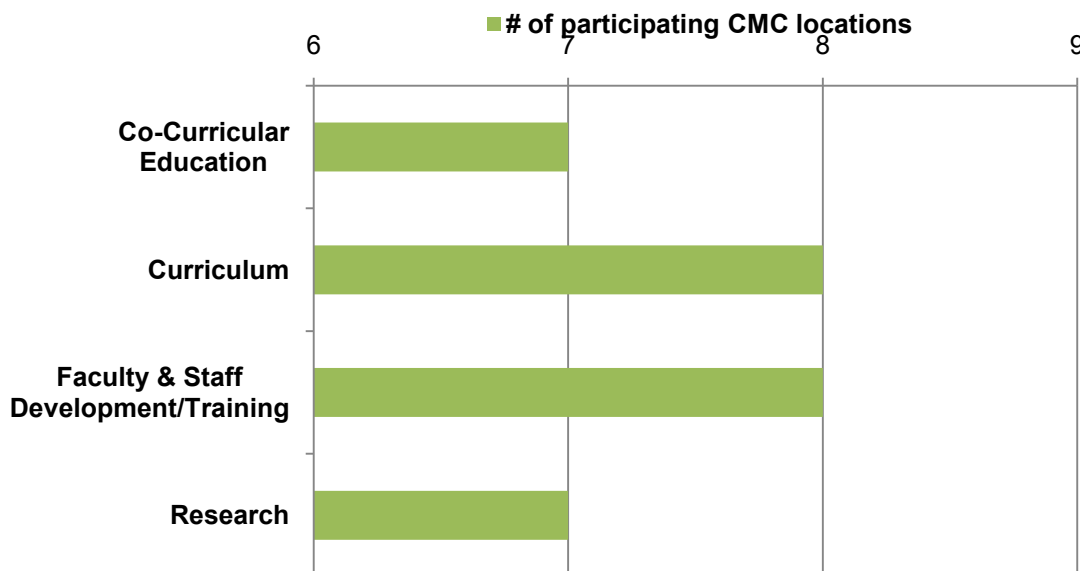
STARS is designed to:

- 1) Provide a guide for advancing sustainability in all sectors of higher education.
- 2) Enable meaningful comparisons over time and across institutions by establishing a common standard of measurement for sustainability in higher education.
- 3) Create incentives for continual improvement toward sustainability.
- 4) Facilitate information sharing about higher education sustainability practices and performance.
- 5) Build a stronger, more diverse campus sustainability community.

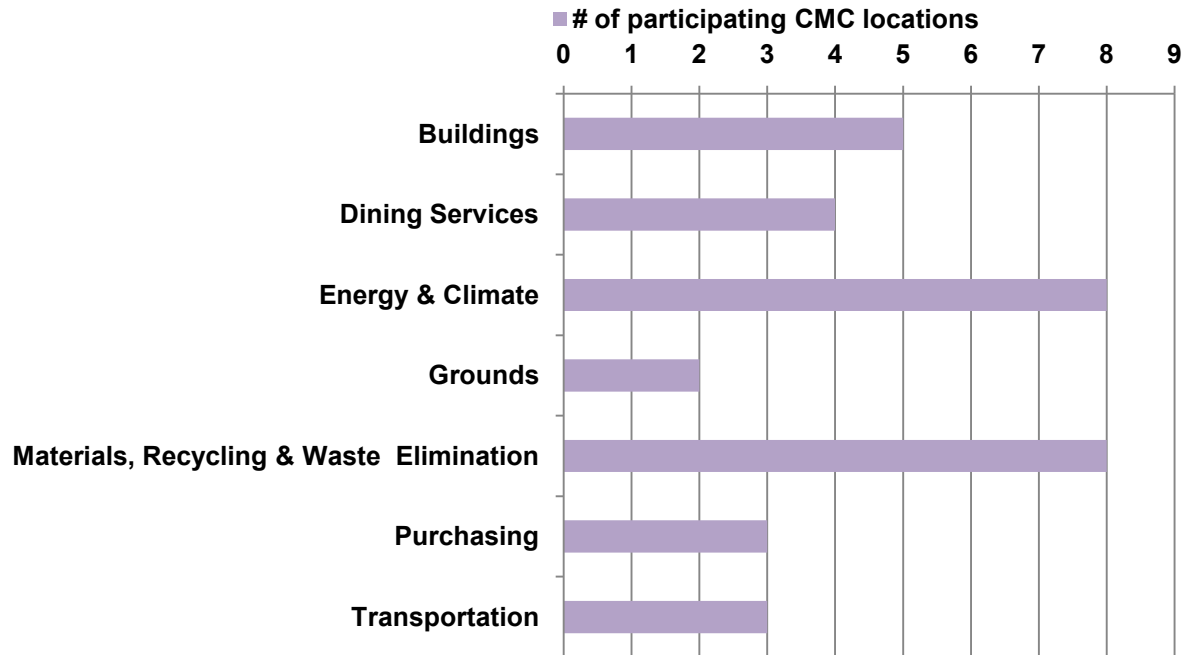
Key Findings

In order to, at least initially, focus on the college wide expansion of sustainability related practices that campuses and Central Services appeared to be most interested in and were already addressing in some manner or another, the team charted the STARS categories by the number of participating CMC locations. Recommendations were developed within the STARS framework if six or more locations had some activity related to a category.

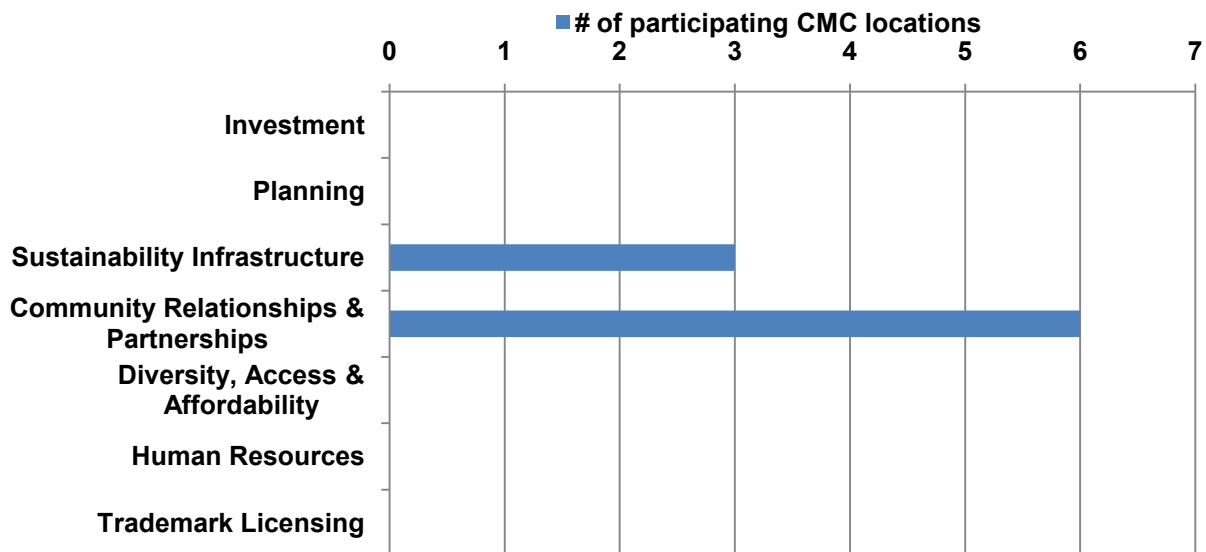
STARS Categories for Education & Research (ER)



STARS Categories for Operations (OP)



STARS Categories for Administration & Finance (AF)



Recommendations

Our team's recommendations, based on the STARS categories, are presented in the "College Leadership Team Feedback" form (Appendix, page 21). This improvement plan is a basic step in the implementation of STARS, which provides a very thorough framework for gauging a college's progress with sustainability practices. CMC is in the initial phase of a fuller implementation which may take several years.

The timeline for engrafting improvements to the sustainability process using the above recommendations is presented in the Gantt Chart below:

Sustainability Process Improvement Gantt Chart:

Sustainability Process Improvement	ID	Start	Finish	Duration	2009												2010					
					May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
Sign President's Climate Commitment	1	4/20/2009	6/30/2009	10.4w																		
Development of campus and Central Services Policy & Procedures manual	2	5/1/2009	12/31/2009	35w																		
Continue to expand college wide facilities waste reduction practices	3	4/20/2009	7/1/2010	62.8w																		
Continue to expand college wide facilities energy conservation practices	4	4/20/2009	7/1/2010	62.8w																		
BEST will continue to lead the college in keeping current with sustainability research	5	4/20/2009	7/1/2010	62.8w																		
College wide sustainability related training for faculty & staff	6	4/20/2009	7/1/2010	62.8w																		
Development of college wide sustainability related curricula	7	6/1/2009	6/30/2010	56.6w																		
Better communication & promotion of sustainability college wide via electronic & other media	8	4/20/2009	7/1/2010	62.8w																		
Examine energy and other usage (e.g. carpooling, mileage, etc.) compared with 2009 baseline	9	4/1/2010	6/30/2010	13w																		
Survey our students, as well as campus & functional area employees regarding sustainability practices	10	4/20/2009	7/1/2009	10.6w																		
Updates to CLT	11	6/1/2009	6/30/2010	56.6w																		
Survey our students, as well as campus & functional area employees regarding sustainability practices and compare with 2009 survey data	12	4/20/2010	6/30/2010	10.4w																		

The project team members will monitor the impact of implementations resulting from the project's recommendations for improvement. They will work in conjunction with BEST and other campus & Central Services personnel: a) Human Resources to incorporate sustainability information into New Employee Orientation b) Institutional Effectiveness/Institutional Research to develop survey questions for measuring sustainability related behavioral change c) Business Office d) campuses and e) other Central Services areas, should funding be needed for sustainability promotional materials.

Relationship of Sustainability to AQIP Categories & CMC Strategic Plan

The nine AQIP Categories reflect interrelationships among systems essential to becoming an effective college and provide a framework that supports improvement within organizations whose mission targets learning. Each of these categories listed below involve key processes:

- 1) Understanding Students' & Other Stakeholders' Needs: how needs are assessed;
- 2) Leading & Communicating: other decisions are made & communicated;
- 3) Planning Continuous Improvement: how strategic planning occurs;
- 4) Measuring Effectiveness: how information is managed for improvement;
- 5) Supporting Organizational Operations: how a thriving learning environment is created;
- 6) Building Collaborative Relationships: how relationships contribute to organizational success;
- 7) Accomplishing Other Distinctive Objectives: how objectives outside of instructional & support services are met;
- 8) Valuing People: how committed the organization is to faculty & staff development;
- 9) Helping Students Learn: how teaching & learning processes are conducted.

As noted previously, all of these AQIP categories would be affected by these recommendations and college wide sustainability efforts, with particular emphasis on “Leading & Communicating” which addresses how the leadership and communication processes, structures, and networks guide the organization in setting directions, making decisions, seeking future opportunities, and how decisions and actions are communicated to internal and external stakeholders. This category, based on AQIP surveys, has shown little improvement over the past four

years, especially when compared with the other categories. In addition, there is a strong alignment between the AQIP & STARS categories and our long-term strategic focus areas of learning, partnerships and leadership.

Return on Investment (ROI) for CMC

Our proposed recommendations do not have a significant cost associated with them aside from staff time. But the impact the college would have on reducing its carbon footprint by conserving our communities' resources would be significant. CMC can expect a return on any investment it makes even if only a few behavioral/organizational sustainability related changes are made. The ROI would be considerable, saving the college money, the exact amount of which will be determined after gathering several years of energy usage data. Most costs associated with implementing sustainability will be more than recouped over time.

***"If we cannot envision the world we would like to live in, we cannot work towards its creation. If we cannot place ourselves in it in our imagination, we will not believe it is possible."*-Chellis Glendinning, author of [My Name is Chellis and I'm in Recovery from Western Civilization](#)**

Closing Thoughts

This project's intent is to begin immediately to improve upon current sustainability practices and continue to monitor the impact of these improvements. Our team limited the number of recommendations for improvement in consideration of college resources and the time needed to fully implement STARS. Our hope is that sustainability will continue to be a CMC priority long after 2010 and that STARS will be fully implemented within three years. Seeking certification through STARS can be an important stepping stone to LEED certification for CMC buildings.

We envision a CMC that follows the model of "transition towns," coming into being worldwide. The first transition town was in Totnes, England and one of the best-known is Kinsale, Ireland. In Kinsale, the citizens are making a transition from wasteful, high energy consumption to low energy usage. They created a clear timetable for achieving the goal. The community took practical steps to address environmental, economic and social aspects; including food, energy, tourism, education and health. This transition town concept is a voluntary movement increasingly being adopted and applied in many countries, including towns in the United States.

As CMC creates and models a culture that supports sustainability, it will not only reduce its carbon footprint, saving money and other resources, but it will also become a more self-supporting institution. The college would then be more resilient to detrimental external economic, environmental and social influences while continuing to lead with our community partners.

***"When people can see a vision and simultaneously recognize what can be done step by step in a concrete way to achieve it, they will begin to feel encouragement and enthusiasm instead of fright."*-Erich Fromm, [To Have or To Be?](#)**

AQIP Sustainability Team

Resources

AASHE (Association for the Advancement of Sustainability in Higher Education): www.aashe.org

AQIP (Academic Quality Improvement Program): www.AQIP.org

CLEER (Clean Energy Economy for the Region): <http://www.cleanenergyeconomy.net/>

CMC's eNews: <http://enews.coloradomtn.edu/>

CMC's wiki site: <http://sites.google.com/site/greenercmc/best-practices>

GEO (Governor's Energy Office): <http://www.colorado.gov/energy/>

Kinsale 2021 Energy Descent Action Plan: <http://www.eatthesuburbs.org/2006/08/kinsale-timetable-overview/>

President's Climate Commitment: <http://www.presidentsclimatecommitment.org/>

Rocky Mountain Sustainability Summit 2009:
<http://ecenter.colorado.edu/files/251c3b78e087525f39b193b58c1dd9d88f36cb36.pdf>

SCUP (Society of Colleges & Universities) sustainability webinars: <http://www.scup.org>

Stan Jensen's web page: www.DrStanJensen.com

STARS (Sustainable Tracking Assessment Report): www.aashe.org/documents/stars/STARS

Strategic Horizon Sustainability Conference 2009: <http://sites.google.com/site/cfccdorg/Home/strategic-horizon-network/colloquia/2009-february-colloquium>

USGBC (US Green Building Council), LEED certifications: <http://www.usgbc.org/>

Appendix

STARS Summary Scorecard

Category 1: Education and Research (ER)

Credit Number	Credit Title	Possible Points	Y	?	N
Co-Curricular Education					
<i>ER Credit 1</i>	Student Sustainability Outreach Program	1			
<i>ER Credit 2</i>	Sustainability-Related Competition	1			
<i>ER Credit 3</i>	Sustainability in New Student Orientation	1			
Curriculum					
<i>ER Credit 4</i>	Sustainability Course Identification	1			
<i>ER Credit 5</i>	Sustainability-Focused Academic Courses	6			
<i>ER Credit 6</i>	Sustainability-Related Academic Courses	6			
<i>ER Credit 7</i>	Sustainability Courses by Academic Department	3			
<i>ER Credit 8</i>	Academic Sustainability Courses by Student Credit Hours	6			
<i>ER Credit 9</i>	Sustainability-Focused Undergraduate Academic Program	2			
<i>ER Credit 10</i>	Sustainability Graduation Requirement	5			
<i>ER Credit 11</i>	Sustainability-Focused Graduate Academic Program*	2			
<i>ER Credit 12</i>	Sustainability Study Abroad Program*	1			
<i>ER Credit 13</i>	Non-Credit Sustainability Courses*	3			
<i>ER Credit 14</i>	Sustainability-Focused Non-Academic Certificate Program*	2			
<i>ER Credit 15</i>	Curricular Engagement	1			
<i>ER Credit 16</i>	Sustainability Literacy Assessment	2			
Faculty and Staff Development and Training					
<i>ER Credit 17</i>	Incentives for Developing Sustainability Courses	1			
<i>ER Credit 18</i>	Sustainability in New Employee Orientation	1			
<i>ER Credit 19</i>	Employee Sustainability Outreach Program	1			
Research					
<i>ER Credit 20</i>	Research Inventory*	1			
<i>ER Credit 21</i>	Research Incentives*	1			
<i>ER Credit 22</i>	Faculty Involved in Sustainability Research*	3			
<i>ER Credit 23</i>	Departments Involved in Sustainability Research*	5			
<i>ER Credit 24</i>	Internal Research Expenditures*	5			
<i>ER Credit 25</i>	External Research Expenditures*	4			
<i>ER Credit 26</i>	Interdisciplinary Research*	1			
Total possible points		66			

Category 2: Operations (OP)

Credit Number	Credit Title	Possible Points	Y	?	N
<i>Prerequisite 1</i>	Recycling Program	0			
Buildings					
<i>OP Credit 1</i>	New Construction, Renovations, and Commercial Interiors*	4			
<i>OP Credit 2</i>	Building Operations and Maintenance	5			
<i>OP Credit 3</i>	Potable Non-Irrigation Water Consumption Reduction	3			
<i>OP Credit 4</i>	Green Cleaning Service	1			
Dining Services					
<i>OP Credit 5</i>	Local Food*	3			
<i>OP Credit 6</i>	Food Alliance and Organic Certified Food*	3			
<i>OP Credit 7</i>	Fair Trade Coffee*	1			
Energy and Climate					
<i>OP Credit 8</i>	Energy Intensity Trend	3			
<i>OP Credit 9</i>	Renewable Electricity	5			
<i>OP Credit 10</i>	On-Site Combustion with Renewable Fuel	3			
<i>OP Credit 11</i>	Greenhouse Gas Emissions Reductions	5			
Grounds					
<i>OP Credit 12</i>	Organic Campus*	1			
<i>OP Credit 13</i>	Irrigation Water Consumption*	2			
Materials, Recycling, and Waste Minimization					
<i>OP Credit 14</i>	Waste Minimization	1			
<i>OP Credit 15</i>	Waste Diversion	3			
<i>OP Credit 16</i>	Construction and Demolition Waste Diversion	1			
<i>OP Credit 17</i>	Electronic Waste Recycling Program	1			
<i>OP Credit 18</i>	Hazardous Waste Minimization	1			
Purchasing					
<i>OP Credit 19</i>	ENERGY STAR Purchasing	1			
<i>OP Credit 20</i>	EPEAT Purchasing	1			
<i>OP Credit 21</i>	Purchasing Green Cleaning Products	1			
<i>OP Credit 22</i>	Environmentally Preferable Paper Purchasing	1			
<i>OP Credit 23</i>	Environmentally Preferable Furniture Purchasing	1			
<i>OP Credit 24</i>	Vendor Code of Conduct	1			
Transportation					
<i>OP Credit 25</i>	Fleet Greenhouse Gas Emissions	2			
<i>OP Credit 26</i>	Commute Modal Split	3			
<i>OP Credit 27</i>	Commuter Options	1			
<i>OP Credit 28</i>	Air Travel	1			
Total Possible Points		61			

Category 3: Administration and Finance (AF)

Credit Number	Credit	Possible Points	Y	?	N
<i>Prerequisite 1</i>	Sustainability Committee	0			
Investment					
<i>AF Credit 1</i>	Investment Transparency*	1			
<i>AF Credit 2</i>	Committee on Investor Responsibility*	1			
<i>AF Credit 3</i>	Screening for Negative Investments*	1			
<i>AF Credit 4</i>	Positive Sustainability Investments*	4			
<i>AF Credit 5</i>	Shareholder Engagement*	1			
Planning					
<i>AF Credit 6</i>	Strategic Plan	1			
<i>AF Credit 7</i>	Master Plan	1			
<i>AF Credit 8</i>	Sustainability Plan	1			
<i>AF Credit 9</i>	Climate Plan	1			
Sustainability Infrastructure					
<i>AF Credit 10</i>	Sustainability Officer	3			
<i>AF Credit 11</i>	Sustainability Recognition Program	1			
<i>AF Credit 12</i>	Inter-Campus Collaboration on Sustainability	1			
Community Relations and Partnerships					
<i>AF Credit 13</i>	Community Service Infrastructure	1			
<i>AF Credit 14</i>	Student Participation in Community Service	3			
<i>AF Credit 15</i>	Student Hours Contributed in Community Service	3			
<i>AF Credit 16</i>	Financial Incentives for Public Service Careers*	3			
<i>AF Credit 17</i>	Outreach & Partnerships Carnegie Designation	1			
<i>AF Credit 18</i>	Public Policy Engagement	1			
Diversity, Access, and Affordability					
<i>AF Credit 19</i>	Diversity Committee	1			
<i>AF Credit 20</i>	Diversity Officer	1			
<i>AF Credit 21</i>	Non-Discrimination Policy	1			
<i>AF Credit 22</i>	Diversity Plan	1			
<i>AF Credit 23</i>	Recruiting for Student Diversity	1			
<i>AF Credit 24</i>	Support Programs for Under-represented Groups	1			
<i>AF Credit 25</i>	Support Programs for Under-represented Ph.D. Candidates	1			
<i>AF Credit 26</i>	Affordability and Access Programs	1			

Human Resources

<i>AF Credit 27</i>	Sustainable Compensation for Faculty and Staff	1
<i>AF Credit 28</i>	Faculty and Staff Benefits*	3
<i>AF Credit 29</i>	Graduate Student Employee Benefits*	2
<i>AF Credit 30</i>	Parental Leave*	1
<i>AF Credit 31</i>	Domestic Partner Benefits*	1
<i>AF Credit 32</i>	Employee Satisfaction Survey	1

Trademark Licensing

<i>AF Credit 33</i>	Independent Monitoring of Logo Apparel*	3
<i>AF Credit 34</i>	Designated Suppliers Program*	1

Total Possible Points	50
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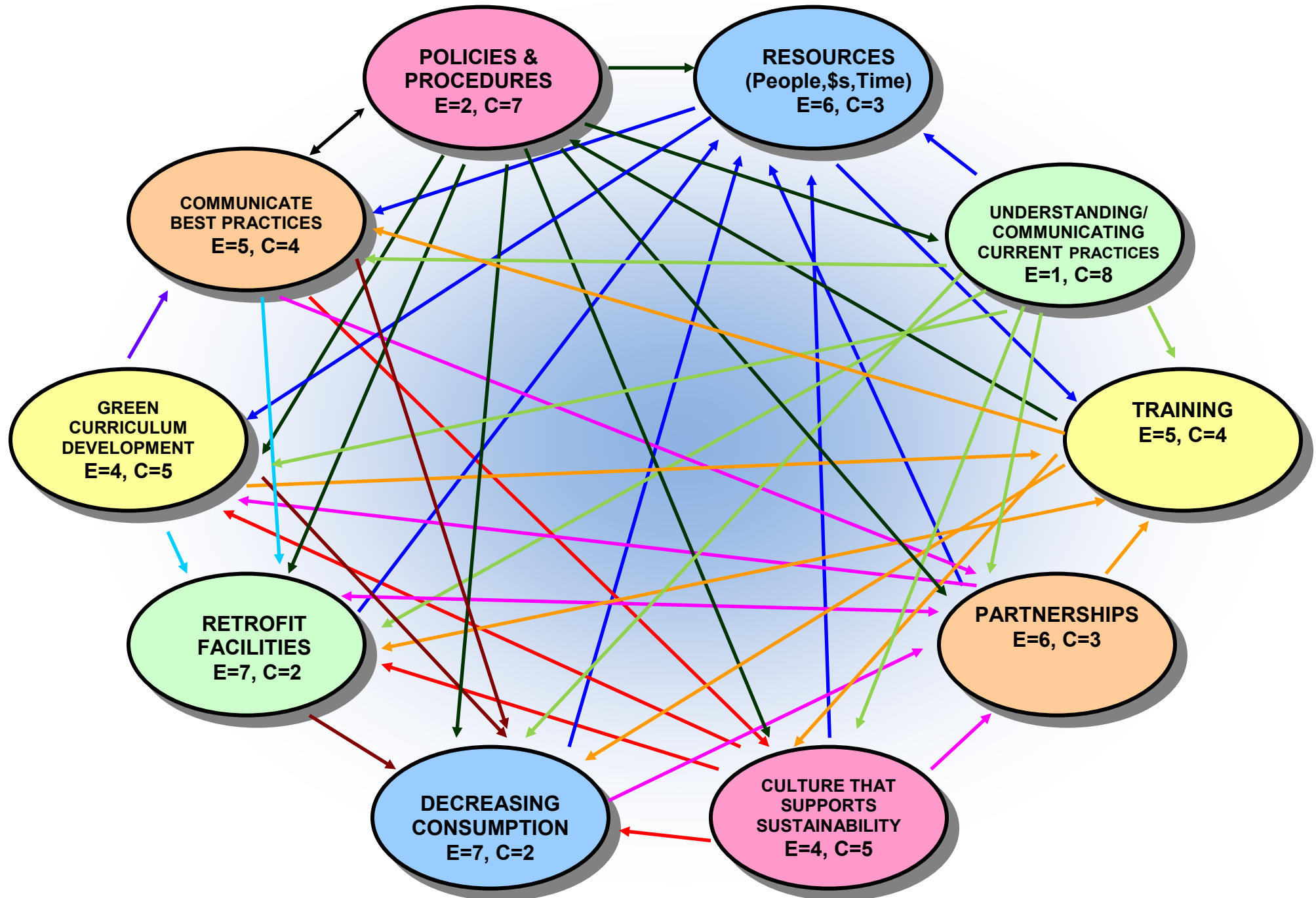
**Credit includes an applicability standard*

Summary Table

Category	Possible Points
Education and Research	66
Operations	61
Administration and Finance	50

Total Possible Points = 177

KEY AREAS FOR HELPING SUSTAINABILITY PROGRESS COLLEGE WIDE AT CMC RELATIONS DIAGRAM



CMC Sustainability Baseline Chart -- By Location

April 9, 2009

(Items with links appear with [blue underline](#) text)

STARS Categories (Sustainability Tracking and Rating System)	Central Services Campus	Alpine Campus	Aspen Campus	Roaring Fork Campus (Spring Valley, Carbondale, Glenwood Center)	Summit Campus (Breckenridge, Dillon)	Timberline Campus (Leadville, Chaffee)	Vail-Eagle Valley Campus	West Garfield Campus	Virtual Campus
Location Contacts	Sam Skramstad, Nancy Genova, Meeta Goel	Terry Hunter, Jeff Troeger	Rick Johnson, Joe Maestas	Johann Aberger	Alton Scales, Nicole Fazande	Alan Cohn, Mike Simon	Peggy Curry, Sara Gregg	Teri Kinkade	Daryl Yarrow
Do they have a Sustainability Committee?	Yes: BEST (Better Energy / Sustainability Team)	Yes: Chair is Terry Hunter	No	Yes: Chair is Johann Aberger	No	No	No	No	No
BEST Representation-- college-wide	Nancy Genova, Meeta Goel, Sam Skramstad, Bart Weller, Barbara Johnson, Alice Bedard-Voorhees, Alison Limoges, Suzie Romig, Jonathan Hansen, Curtis Cook	Jeff Troeger	Coddy Berons	Johann Aberger	No	Brett Miller	No	Kathleen Rust	Daryl Yarrow
EDUCATION & RESEARCH (ER)									
Co-Curricular Education	Outside of curriculum--Sustainability in: Outreach Programs; Competitions; New Student Orientation								
	"Plenty" Big Read book on sustainability	Goal: Student / faculty education programs to include education on how and why to conserve energy (turn off lights, TVs, etc.)		Clubs, discussion groups, Service Learning Opportunities; Focus on the Nation	Summit Campus voted to become a tobacco- free zone 2/18/09.	Smokers allowed in only 2 locations	Common reader -"Plenty"-- book's authors presented	Common reader - "Plenty"--book's authors presented	
	Presentation by USGBC to CLT			"Community Breaks" -- e.g., organic gardening			Canvas shopping bags given out during Earth week		
	Wiki site established for all campuses to share information			Common reader -"Plenty"-- book's authors presented					
	SCUPS "Sustainability"			Organic local food purchased for activities					
				Earth Week					
Curriculum	Sustainability in: Course Identification; Sustainability Focused and Related Academic Courses; By Academic Dept.; By Student Credit Hours; Undergrad Academic Program; Graduation Requirement; Study Abroad Program; Non-credit classes; Certificate Program; Curricular Engagement; Literacy Assessment								
	Development of Solar Energy Certificate & Degree Program	Developing "Eco-focused courses that explore connections between various disciplines and the natural environment	Discussing offering workforce courses with business partners in Building Performance Institute (BPI) energy analyst and green building programs for contractors.	Offering non-credit classes -- Sustainable Living Series -- Photovoltaics course	None currently, but are looking into adding renewable energy courses in wind & PVC.	Biomass & geothermal courses being investigated	Credit course in Alternative Energy Technologies, offered as an elective under the Process Techno-logy Program.	Alternative Energies Class offered as an elective for Process Tech	
	Investigating geothermal / biomass, wind & water certificate & degree programs.	Eco-Focused courses are flagged with a green flag in each semester's class schedule. (Click this link to see example syllabus.)	Possible National Assoc. of Home Builders (NAHB) green building professional certification program.	Class projects, field trips, RFC new program development for environmental studies, AA/AAS; pursuing ENV101 as guaranteed transfer course		Solar courses		2 Solar classes summer 09	

STARS Categories (Sustainability Tracking and Rating System)	Central Services Campus	Alpine Campus	Aspen Campus	Roaring Fork Campus (Spring Valley, Carbondale, Glenwood Center)	Summit Campus (Breckenridge, Dillon)	Timberline Campus (Leadville, Chaffee)	Vail-Eagle Valley Campus	West Garfield Campus	Virtual Campus
	Non-credit programs -- retraining in energy efficiency courses; Energy Star	See the attached documents on the Alpine page under Campus Actions on the GreenerCMC wiki site for more details.	Possible USGBC LEED certification program.	Environmental class for developmental education		Home builder courses		Series of green NC energy efficiency classes planned for summer '09	
	LEED courses--USGBC	Colorado School of Mines-- Geothermal	Partnering with City of Aspen on developing the above programs	Ecology Class--FA 08				Possible Energy Star training in April 09-- certificate/degree	
	Green Building with Home Builders Association, Building Performance Institute (BPI)--Energy Audits, CLEER, Insulation & weatherization		SU 09 will offer classes in: Integrative Sustainable Design and Development; Intro to Sustainability and Green Studies					Possible program in solar and/or Energy Technology Fall 09	
Faculty & Staff Devel & Training	Incentives for Developing sustainability Courses; Sustainability in New Employee Orientation; Employee Sustainability Outreach Program								
	BEST team is constantly building and adding to the GreenerCMC wiki site	Goal: Increase knowledge base and participation of faculty and students in sustainability and environmentally-friendly initiatives and curriculum on campus and at home.		Communicate through bathroom stall newsletters					
	Sustainability conference Strategic Horizon	Sustainability conference Strategic Horizon	Sustainability conference Strategic Horizon	Sustainability conference Strategic Horizon		Sustainability conference Strategic Horizon	Sustainability conference Strategic Horizon	Sustainability conference Strategic Horizon	Sustainability conference Strategic Horizon
	Rocky Mountain Sustainability Summit in Boulder			Host speakers with environ theme					
				Promote special events & climate awareness					
				Non-credit courses-- weatherization & insulation					
Research	Research in: Inventory, Incentives; Faculty involved in Sustainability, Research; Depts. Involved in Sustainability, Research; Internal Research Expenditures; External Research Expenditures; Interdisciplinary Research								
	New Programs	New Programs	New Programs	New Programs		New Programs		New Programs	New Programs
	IR and IE Facilities Energy Audit								
OPERATIONS (OP)									
Buildings	New Construction, Renovations & Commercial Interiors; Building Operations & Maintenance; Potable non-irrigation water consumption reduction; Green cleaning services								
	Currently recommending green cleaning products (such as enzyme or protein- based); these will be mandatory after reorganization	Goal: Improve weather stripping/building insulation enhancements where feasible	Use green cleaning products		Soon moving to new Breckenridge campus, pursuing LEED Silver	Remodel of College Center summer 09 to replace and update HVAC			
	All architects that we are currently using are LEED- certified		Solar panels installed		Solar panels being installed at new building	Replacing old garage doors			
	Using an Energy Services Company (ESCO) to perform an energy audit and capture energy savings					New library has heavy insulation & energy-efficient windows.			

STARS Categories (Sustainability Tracking and Rating System)	Central Services Campus	Alpine Campus	Aspen Campus	Roaring Fork Campus (Spring Valley, Carbondale, Glenwood Center)	Summit Campus (Breckenridge, Dillon)	Timberline Campus (Leadville, Chaffee)	Vail-Eagle Valley Campus	West Garfield Campus	Virtual Campus
Dining Services	Local food; Food Alliance & Organic Certified Food; Fair Trade Coffee								
	Sodexo (food contractor for the three dining halls) is working on ways to increase use local suppliers for beef and veggies	Dining Hall has eliminated meal trays, cutting hot water use & food waste		Dining Hall has eliminated meal trays, cutting hot water use & food waste		Dining Hall has eliminated meal trays, cutting hot water use & food waste			
Energy & Climate	Energy Intensity Trend; Renewable Electricity; On-site combustion with renewable fuel; Greenhouse gas emission reductions								
	Sam is mandating conversion of incandescents to CFL's college-wide, wherever they can be used.	First Year GOAL – reduce electricity and gas usage by 20%	Installed solar panels	turn off computers when gone	10 kW solar PVC system at new Breckenridge campus will provide 1/5 - 1/4 of max load	Parking lot lights put on timers	Using Motion Sensor lights	removed 120 light bulbs from building	
	T-12 fluorescent fixtures are being replaced with T-8 fixtures as the ballasts burn out.	Goal: Computers, copiers should be set for sleep mode when not in use. Power strips are encouraged.	Retrofitting restrooms with energy saving lights & water fixtures	close shades at night and weekend to keep in heat	New Breckenridge building has Opening windows for ventilation, reducing AC costs in the summer.	Allow smoking only in 2 rooms on campus		set room temps at 68	
	Green reminders on light switches	Goal: Change incandescent bulbs to more efficient CFLs or LEDs		replacing light bulbs with incandescent	Replacing incandescents with CFL's			Excel conducted an Energy audit; they are waiting on results	
	Green trips in bathroom newsletter	A biodiesel plant is operating on campus using cafeteria grease to make fuel used in bobcats and trucks (in the summer) and to aid in education. 400 gallons were produced in 2008		Passive solar building	New Breckenridge campus has a 100' wind gauge monitor under a joint project with Colorado State University Engineer-Engineering Dept. to determine the site's potential for wind energy.				
	Replacing old appliances with energy efficient ones								
	When not in use: turn off lights, unplug chargers; use "smart strips" to automatically turn off electronics when not in use; "print green" reminders								
Grounds	Organic campus; Irrigation water consumption								
				creating a greenhouse proposal for campus to grow organic food for cafeteria use		working to eliminate beetle kill			
						use wood chips from their 250 acre managed forest in landscaping			
						programmable sprinkler system, some xeriscaping to use less water			

STARS Categories (Sustainability Tracking and Rating System)	Central Services Campus	Alpine Campus	Aspen Campus	Roaring Fork Campus (Spring Valley, Carbondale, Glenwood Center)	Summit Campus (Breckenridge, Dillon)	Timberline Campus (Leadville, Chaffee)	Vail-Eagle Valley Campus	West Garfield Campus	Virtual Campus
	New HVAC					State-of-the-art HVAC with energy management systems			
	Memorandum Of Understanding with Governor's Energy Office (GOE)					Replaced fluorescent fixtures with T-8 fixtures. Replacing incandescents with CFL's. This will continue over next 2 years.			
	Insulation of Central Services building					Many exit doors alarmed to prevent energy loss from being propped open.			
						Materials from Storm King building were recycled when it was demolished.			
						Smoking allowed in only two smoking shelters on-campus.			

STARS Categories (Sustainability Tracking and Rating System)	Central Services Campus	Alpine Campus	Aspen Campus	Roaring Fork Campus (Spring Valley, Carbondale, Glenwood Center)	Summit Campus (Breckenridge, Dillon)	Timberline Campus (Leadville, Chaffee)	Vail-Eagle Valley Campus	West Garfield Campus	Virtual Campus
						abandoned old athletic field to reduce gas use, watering and to allow indigenous grasses back to increase CO2 removal from air			

STARS Categories (Sustainability Tracking and Rating System)	Central Services Campus	Alpine Campus	Aspen Campus	Roaring Fork Campus (Spring Valley, Carbondale, Glenwood Center)	Summit Campus (Breckenridge, Dillon)	Timberline Campus (Leadville, Chaffee)	Vail-Eagle Valley Campus	West Garfield Campus	Virtual Campus
Materials & Recycling & Waste minimization	Waste minimization; Waste diversion; Construction & demolition waste diversion; Electronic waste recycling program; Hazardous waste minimization								
	Future catalogs will be online only. Some hardcopy will be printed as necessary for counselors, accreditation documents, etc.	Goal: Increase type and amount of recycling output.		Duplex printing will be the default on all duplex-capable printers	New facility will have waterless urinals; also have windows to capture sunlight	shower heads in every Res hall will be replaced with low flow heads --summer 09	"Green Star" certificate of Sustainability	added more recycling to facility	added more recycling to facility
	Recycling: cardboard, newspaper, office paper, aluminum, glass, plastic	Reduce overall waste output from the office, amenity building, residential units, and operations.		Recycling: cardboard, newspaper, office paper, aluminum, glass		collect sort haul cardboard, glass, plastic, metal, paper, newspapers--up to 25 hrs/wk		Partnered with Community Corrections to have inmates pick up recyclables and transport to Glenwood.	
	Paper Wise used for collection of shredded paper	Goal: Reduce amount of water used wherever possible		encourage less printer usage		Recycled the materials from demoished old Storm King building			
		Goal: Reduce the amount of energy (electricity & gas) utilized. Reduce the amount of energy / emissions relative to work-related travel.		Wasted disposal of hazardous chemicals in science labs		See note on dining hall above--fryer oil recycle			
		See note on dining hall above		Recycling poster promoting recycling					
Purchasing	ENERGY STAR purchasing; EPEAT purchasing; Purchasing green cleaning products; Environmentally preferable paper; Environmentally preferable furniture; Vendor code of conduct								
	Duplex printers are now standard purchasing policy.	Goal: Purchase recycled materials with highest possible post-consumer content, and environmentally-friendly materials whenever possible. Influence suppliers and sub- contractors to adopt the principles of sustainability through their product offerings.				Trying to buy locally			
Transportation	Fleet greenhouse gas emissions; Commute Modal Split; Commuter options; Air travel								
	All future vehicle purchases (including pickups) will be hybrids wherever possible.	Car pooling, consolidating- dating trips, increased biking have all been implemented within the past year and significant savings in vehicle miles traveled have resulted. Additionally, an interactive video system is in place and used frequently to connect to other campuses and reduce trips.		courses reduce, monitor travel needs to reduce gas consumption		motor pool well maintained-- work towards optimum fuel efficiency			Promoting carpooling, IVS and Eliminate.
	Promoting carpooling, IVS and Eliminate.	Carpooling by faculty to meetings in Eagle is now required				Vanpooling sign up sheet available			
		An Outlook page for faculty and administrative employees is available to share rides to meetings.							

STARS Categories (Sustainability Tracking and Rating System)	Central Services Campus	Alpine Campus	Aspen Campus	Roaring Fork Campus (Spring Valley, Carbondale, Glenwood Center)	Summit Campus (Breckenridge, Dillon)	Timberline Campus (Leadville, Chaffee)	Vail-Eagle Valley Campus	West Garfield Campus	Virtual Campus
		A SST bus is now on-call to minimize unnecessary trips							
ADMINISTRATION & FINANCE (AF)									
Investment	Investment transparency; Committee on investor responsibility; Screening for negative investments; Positive sustainability investments; Shareholder engagement								
Planning	Strategic Plan; Master Plan; Sustainability Plan; Climate Plan								
Sustainability Infrastructure	Sustainability Officer; Sustainability Recognition Program; Inter-Campus Collaboration on Sustainability								
		Gold Award	2 Green Awards--from City of Aspen				"Green Star Award"		
							Certificate for Sustainability		
Community Relations & Partnerships	Community Service Infrastructure; Student Participation in Community Service; Student Hours Contributed in Community Service; Financial Incentives for Public Service Careers; Outreach & Partnerships Carnegie Designation; Public Policy Engagement								
	City of Aspen, Green Sprouts, USGBC, HBA, BPI, CLEER, GEO	Goal: Increase participation with local organizations for the purpose of generating broader sustainability initiatives.	BPI (Building Performance Inst., NAHB - Nat. Assoc of Home Builders. USGBC-- LEED, Governor's Energy Office (GEO), CLEER	CLEER, USGBC		The CMC Buena Vista campus hosted a Sustainability Showcase & Celebration on October 6, 2008. See the linked eNews article for more details.		partnered with Community Corrections to pick up recyclables and deliver to GS	
		Manpa Valley Sustainability Council, Steamboat Chamber Sustainability Business	City of Aspen					CLEER, GEO, USGC	
Diversity, Access & Affordability	Diversity Committee; Diversity Officer; Non-Discrimination Policy; Diversity Plan; Recruiting for Student Diversity; Support Programs for Under-Represented Groups; Affordability & Access Programs								
Human Resources	Sustainable Compensation for Faculty & Staff; Faculty & Staff Benefits; Graduate Student Employee Benefits; Parental Leave; Domestic Partner Benefits; Employee Satisfaction Survey								
Trademark Licensing	Independent Monitoring of Logo Apparel; Designated Suppliers Program								

College Leadership Team Feedback

Team Name: Sustainability

Date: April 16th, 2009

Sponsors: Nancy Genova & Meeta Goel

Ideas for Improvement:

Support

(College Wide progress will be measured via focus groups/surveys, comparison with baseline data & ROI)

1. Education & Research (ER)-Co-Curricular Education:

Our team will work with Marketing to create readily recognizable, educational promotional materials that will facilitate college and community wide regular, consistent, easy to understand communication regarding sustainability e.g. eNews, Wiki, BEST Committee, common areas and emails to promote the embedding of green practices into every day operations

2. Education & Research (ER)-Curriculum:

College Wide development of sustainability related degrees & certificates via the New Program Development Committee and encourage the embedding of green activities throughout the Curricula college wide

3. Education & Research (ER)-Faculty and Staff Development & Training:

College Wide formal training for faculty & staff e.g. Strategic Horizons, sustainability resources, new employee orientation

4. Education & Research (ER)-Research:

BEST will continue to lead the college in keeping current with sustainability research

5. Operations (OP)-Energy & Climate:

Continue to expand college wide facilities energy conservation practices

6. Operations (OP)-Materials and Recycling & Waste Minimization:

Continue to expand college wide facilities waste reduction practices

7. Administration & Finance (AF)-Community Relations & Partnerships:

a) Ask our President to sign AASHE's *President's Climate Commitment*

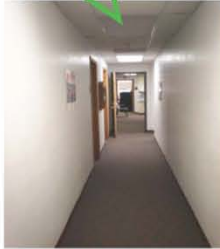
b) Ask BEST representatives each campus, including Central Services, to develop a rudimentary Policy and Procedure manual regarding sustainability practices for their respective location

Team Feedback Meeting Date: 4/16/2009

Leader: Alison Limoges

Turned OFF unnecessary lights

Along with cooperation from the Public Information Office, Institutional Effectiveness has turned off unnecessary hallway lighting on the third floor of the Alpine building.



Savings:

8 x 40 watt bulbs	320
12 x 34 watt bulbs	408
4 x 32 watt bulbs	128

Savings = 856 watts



Offered "Green Reminders" for computer monitors.



Institutional Effectiveness has offered to everyone on the third floor "green reminders" to turn off unnecessary lights and "green reminders" for individual computer monitors to prompt users to question whether they *need* to print. Green educational information was offered by hallway light switches and in the bathrooms. These were just a few easy changes as a way to promote green practices in the building and more are in the works.



Colorado Mountain College



IE Goes Green



Put "Green Reminders" on light switches.

To begin Earth Day celebrations, Institutional Effectiveness (IE) which includes the departments of Institutional Research and Marketing, has decided to promote and implement green practices on the third floor of the Alpine building.

Now displaying "Green Tips" on our office Bathroom Break.





Easy Ways To Go Green



FREE

These actions cost nothing and take only a few seconds or minutes to do



It's easy to forget but easy to change and save. Remember to turn off lights and electronics when not in use.



Kill your vampires! Chargers from laptops, cell phones, iPods, Gameboys "suck" electricity from electrical outlets even if there's nothing plugged into them.



Sleep is good. Set your computer and monitor to go into energy-saving sleep mode when they sit idle.



Screensavers don't save energy, they use it. Turn off your computer and monitor if you're not using them for more than a few hours.

Tips borrowed from CU and the City of Boulder
For more green tips please visit:

http://ecenter.colorado.edu/in_the_news/update/11_07/index.html

<http://www.beclimatesmart.com/whatCanIDo/>

For educational information regarding Climate change:
http://climate.noaa.gov/index.jsp?pg=/education/edu_index.jsp&edu=literacy

INEXPENSIVE

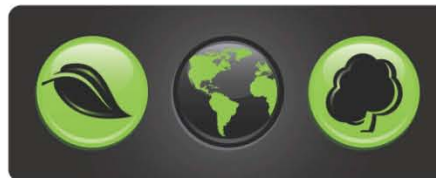
These actions cost very little and install in minutes



Smart Strips. Many of us utilize power strips in our office space. Smart strips will automatically turn things off when you are not using them.



Smart Bulbs. Compact fluorescent light bulbs use 75% less energy and last up to 8 years. You can now find CFLs that make the same warm light as regular incandescent bulbs.



A FUTURE GOAL

Smart Food: Eat local, organic food whenever possible A hybrid car saves 1 ton of CO₂ per year ~ a vegan diet saves 1.5 tons per year!



SAY GOODBYE! SOME THINGS JUST NEED TO GO

The Annex building departments are saying good bye to their old refrigerator. If you are sad about this, here are some things to keep in mind:

A refrigerator from the 1990's emits 5.7 tons of CO₂ over a 5 yr period
A newer Energy Star refrigerator emits 2.2 tons over the same period.
Switching will save tons of CO₂ from being emitted.



A BRIGHT IDEA!

An incandescent bulb emits 1,485 lbs of CO₂ over a 5 yr period
A new compact fluorescent emits 371 lbs over the same period.

Switching will save 1,114 lbs of CO₂ from being emitted.



In Colorado, coal-fired power plants, by far the most toxic and polluting form of energy generation, provide 75% of our electricity needs. Colorado's electricity generation creates more than 35.6 million metric tons of greenhouse gases, 56,451 tons of SO₂, and 60,934 tons of NO_x each year. Reducing your electricity consumption can have a big impact on air quality and greenhouse gas emissions as well as your utility bill.



Colorado Mountain College

Facilities Design Standards

February 22, 2010

Prepared By:

Johnson Carter Architects, PC
136 East 3rd Street; Ste B
Rifle, Colorado 81650
(970) 625-0580

Colorado Mountain College Facility Design Standards

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Colorado Mountain College Facility Design Standards

Section 1 – Administrative Standards

The purpose of these standards is to inform and assist the design team in the process of designing new facilities, and remodel of existing facilities, on the campuses of Colorado Mountain College.

The intentions of these standards are not to restrict the design team in their process and specifications of materials or products, but to aid the design team by providing boundaries and parameters in their design. Colorado Mountain College encourages design teams to recommend alternate methods, products and materials that may not be included in these design standards.

Any fluctuations in these standards need to be reviewed by the facilities director at Colorado Mountain College. Please provide a written description to Colorado Mountain College of any proposed deviations to these design standards.

The design team is responsible for compiling a set of code compliant (local, state, international...) construction documents and specifications that were developed by using these standards.

Colorado Mountain College Facility Design Standards

Section 2 – Building Performance

LEED Certification

LEED (Leadership in Energy and Environmental Design) certification is the recognized standard for measuring building sustainability. It is a nationally accepted organization for design, operation and construction of high performance green buildings. This program confirms that the buildings are designed so that they are environmentally compatible and provide a healthy work environment and are profitable.

The LEED rating system offers four certification levels for new construction -- Certified, Silver, Gold and Platinum -- that correspond to the number of credits accrued in five green design categories: sustainable sites, water efficiency, energy and atmosphere, materials and resources and indoor environmental quality.

Colorado Mountain College would like all new facilities to be designed at a minimum level of Leeds silver (not including building remodels). CMC is not looking to commission any building with a LEEDs certification, only to design and build to this level. Depending on the size and complexity of any building addition, these will also need to be designed to meet the requirements of a LEEDs silver rating – this will be determined on an individual case-by-case basis by Colorado Mountain College.

Energy Star

Energy Star is an international standard for energy efficient consumer products. Devices carrying the Energy Star logo, such as computer products and peripherals, kitchen appliances, buildings and other products, generally use 20%–30% less energy than required by federal standards.

Colorado Mountain College would like for all remodels and building additions that are not required to be LEED silver certified (to be determined by CMC on a case-by-case basis) to be designed with Energy Star rated products (including but not limited to roofing, windows/doors, insulation, lighting, HVAC, plumbing...). CMC is not looking to achieve an Energy Star rating, but instead looking at incorporating as many Energy Star rated products so that the college can save in operating expenses, save energy and prevent carbon emissions from entering into the atmosphere.

Colorado Mountain College Facility Design Standards

Section 3 – General Building Design Requirements

Storage

Spaces for storage of materials are to be incorporated in all designs. Areas such as specialty classrooms, science classrooms, fitness spaces, art rooms... are to have dedicated storage rooms directly connected to each of these spaces. All of these storage areas will be of different sizes, the size of the storage area should be based on the amount of items that will be stored.

When student occupied programmed spaces are deemed a higher priority than storage spaces, the design team is to incorporate a secondary cold storage building adjacent to the main educational facility being designed. The size of this cold storage building is to be determined by CMC; to be based on the amount of storage space needed.

All office areas (spaces with multiple offices) should have a minimum of one dedicated storage spaces for supplies.

All janitors' closets should be large enough to store restroom products for each of the restrooms located on that floor (paper towel, toilet paper, soap...).

Trash Enclosures

A trash enclosure for each new building should be incorporated into all designs. The design of the trash enclosure should carry over from the design of the facility to which it is serving (use similar building/finish materials).

The size of the trash enclosure should be large enough to store two six-yard dumpsters and 3 recycling containers in it. It is the responsibility of the design team to coordinate the physical size of this space with the required standards of the trash company in-charge of hauling away the garbage. Location of the trash enclosure is also to be per standards and recommendations of the garbage company in-charge of hauling away the garbage. Wherever the location of the trash enclosure ends up, there is to be a direct route from the building to the enclosure by means of a paved sidewalk/parking area.

Exterior Finishes

All building facades are to have a minimum of two different finish materials. Colorado Mountain College encourages all design teams to ground the buildings with a heavy masonry/stone base (height of base can vary around the building). All buildings must fit-in to their surrounding areas by adhering to local design guidelines.

Acceptable exterior materials are masonry (brick, stone, stained block – smooth/split faced), stucco, architectural metals, exposed steel. Because of maintenance issues, no exposed wood products, cementitious products or plastic products are acceptable.

All exterior finish colors to be earth tones.

If the design team desires to include exterior finish materials not listed above, please provide a written request to Colorado Mountain College, including product information and where this material would be located.

Phil Factor: PCF/PCF

All HVAC maintenance spaces and openings to be designed in accordance to the stringent guideline known as the "Phil Factor: PCF/PCF". The basic premise of the Phil Factor PCF/PCF is as follows: "If Phil Can't Fit, Phil Can't Fix". The success of any project will be based on how well the design team conforms to this guideline.

Colorado Mountain College Facility Design Standards

Floor Drains

All wet area such as restrooms, janitor closets, laundry rooms, mechanical rooms, kitchens... are to have floor drains. All floors to be sloped so towards the floor drains.

Ceiling Types

All classroom and office spaces are to have lay-in ceiling grids. Refer to the ceiling grid section (section 09510) for acceptable sizes.

All restrooms and entry vestibules are to have hard (drywall) ceilings.

Door Entry Location

All doors entering into classroom spaces are to be located in the rear of the space (away from the front of the room).

The design team is to avoid placing the main building entry, and secondary building entries, on the north side of any facility (due to winter conditions).

Flooring Materials

Offices and general instruction classrooms are to have carpet flooring. No carpet pads are allowed.

Restrooms/showers to have a tile floor finish.

High traffic areas such as building entries, corridors, kitchens and dining areas are to have a hard maintainable flooring surface such as tile, VCT, stained concrete...

Janitor closets and mechanical rooms are to have a sealed concrete floor finish.

Wet classrooms such as art and science are to have a hard maintainable surface such as tile, VCT, stained concrete...

For acceptable floor finishes, refer to specific sections in division 09600.

Finish Product Selection

The design team is to keep in mind product maintenance, durability and longevity when specifying finish materials. It is not acceptable to specify materials that require an above normal amount of maintenance to keep the product from failing or deteriorating. Easily repairable or maintainable materials such as carpet squares or wall tiles are encouraged through-out the design of all projects.

Locations of other things such as lighting, mechanical systems, access panels... should not be located in areas that require scaffolding to access.

Attic Stock

Designs teams are to specify 3% attic stock (ceiling tiles, floor/wall tiles, carpet...) for all finish materials except paint. For paint, specify only 2 gallons of attic stock per color used in the building.

Renewable Energy

Prior to approval, from CMC, for the use of renewable energy design components, the design team is to investigate and show the rate of return for such items.

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 1 (General Requirements)**

01780 Closeout Submittals

Upon completion of the project, the design team is to provide CMC with a set of as-built drawings. CMC will require one hard set of drawings as well as a digital copy in pdf format. The general contractor will review the as-built set to verify the accuracy of the drawing set.

As-built conditions are to be documented and recorded on the record set of drawings by the general contractor. As part of the general contractors monthly draw request, the general contractor will need to provide proof that these record documents are being updated in accordance to what is being built in the field.

The total volume of the liquid in the boiler system is to be documented on the as-built drawing set.

For smaller basic scopes of work, if a drawing set is not required, the design team/architect/engineer is required to provide CMC with a written description of work done.

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 2 (Site Construction)**

02810 Irrigation Systems

Drip irrigation systems to extend to all trees and shrubs. All grass/turf areas to have an underground irrigation system. All irrigation systems to be connected to a time clock which is to be located in the building mechanical room.

02870 Bike Racks

All new buildings are to have bike racks included in the design. The number of bike racks is to be determined by the size of each building. The bike racks are to be located on a concrete pad off to the side of the front entry of the building. The size of the concrete pad is to be determined by the size of the bike rack(s) plus the area needed to store the bikes as well as maneuvering space for the bike to get in and out. Under sizing of this space can lead to damage of adjacent landscape area.

02900 Landscaping

Landscape design is to maximize low water consuming trees and shrubs while minimizing grass/turf areas that require high volumes of water to maintain. Small grass/turf areas for the use of outdoor classrooms and/or learning environments are encouraged in every design.

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 3 (Concrete)**

03120 Cast-in-Place Concrete

All sidewalks around the new facilities and parking areas to be a minimum of 5' in width.

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 4 (Masonry)**

04200 Masonry Units

Concrete block and brick veneers are acceptable exterior finishes. Standard gray concrete block finish is not acceptable; all block to be either colored or stained. Colors to be earth tones.

04400 Stone

Stone veneers are also an acceptable exterior finish. Block type and color to be approved by CMC.

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 5 (Metal)**

None

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 6 (Woods and Plastics)**

06066 Plastic Laminates

Plastic laminated countertops are not permitted in wet areas such as restrooms/bathrooms, kitchen.

Plastic laminated countertops are allowed at work surfaces in offices, reception areas or general instruction classrooms.

06415 Countertops

Solid surface countertops are to be used at all wet locations such as restrooms/bathrooms and kitchens.

Specialty countertops found in science classrooms are permitted (such as epoxy or phenolic resin).

**Colorado Mountain College
Facility Design Standards**

Design Standards per Division

Division 7 (Thermal and Moisture Protection)

07210 Building Insulation

Interior perimeter walls of all offices, classroom, restrooms... spaces to be filled with sound batt insulation (R-11 minimum) to minimize the transfer of sound between spaces.

07211 Foam In-Place Building Insulation

Foam insulation that contains CFC's is prohibited from use.

07411 Metal Roof Panels

All sloped roofs are to be finished with a mechanically fastened standing seam roof.

07412 Metal Wall Panels

Architectural metal panels are encouraged for use as an accent finish material.

07464 Vinyl Siding

Prohibited from use on all buildings

07466 Fiber Cement Siding

Prohibited from use on all buildings

07469 Wood Siding

Prohibited from use on all buildings

07533 Adhered EPDM Roofing System

Allowed at flat roof locations (60 mil glue down) where there is **no** mechanical/service equipment located.

No ballasted EPDM roofs are allowed. No roof pavers allowed.

07545 Adhered TPO Roofing System

Allowed at flat roof locations (60 mil glue down) where there is **no** mechanical/service equipment located.

No ballasted TPO roofs are allowed. No roof pavers allowed.

07550 Modified Bituminous Membrane Roofing

To be used at all flat roofs where there is mechanical/service equipment located.

Allowable types:

Hot asphalt

Odorless cold adhesive (Green Loc 100% VOC free)

Cold applied (lower odor asphalt)

Coal tar (hot or cold applied)

Energy Star Ratings (top cap sheet white)

Flood and gravel surfacing

Vegetative (flowers, grasses...)

07710 Manufactured Roof Specialties

All sloped roofs are to have gutters and downspouts designed to take water away from the building. All downspouts are to be connected to underground storm sewer lines or be connected to underground pipes that daylight away from the building. All gutters and downspouts to be lined with heat tape to a distance no less than four feet underground.

**Colorado Mountain College
Facility Design Standards**

07720 Roof Accessories

Snow guards/fences to be used at all sloped roofs above building entries or public sidewalks.

07724 Roof Hatches

Minimum size of 36" x 36" to be used.

At the top of steel wall mounted ladders extending up to the roof hatch, specify a retractable Ladder-Up safety post system (or equal).

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 8 (Doors and Windows)**

08110 Steel Doors

All exterior utility room doors to be insulated metal or aluminum.
Door size to be a minimum of 3'-0" wide x 7'0" tall and 1 ¾" thick.
All exterior hollow metal door frames are to be grouted solid.

08210 Wood Doors

All interior classroom, office, restroom... doors to be solid wood with a Red Oak veneer.
Door size to be a minimum of 3'-0" wide x 7'0" tall and 1 ¾" thick.
All office and classroom doors to have a vision kit, no sidelights allowed.

08400 Entrances and Storefronts

All main entry doors to be an aluminum storefront entry systems.
All colors for entry door frames and storefront system frames are encouraged to be either white or natural aluminum (silver) color. Dark colors are discouraged.

08600 Skylights

Skylights are not allowed on any CMC buildings.

08710 Door Hardware

For acceptable door hardware types refer to the 'Door Hardware Specification Guideline' provided by Colorado Mountain College (not included in this design standards manual).

All sets of double doors must have rim cylinder exit devices with a removable steel or aluminum mullion.

Astragals are not allowed.

All exit devices to be rim type.

All locksets to accept Best 7-pin patented cores.

Mortise type locks are not permitted.

Concealed and surface mounted rods are not permitted

During construction, all doors to be secured with construction cores and keys. After completion of construction, CMC will provide cores and keys.

08520 Aluminum Windows

Non-operable aluminum windows are the preferred type. Specify with double-paned glazing, low-e thermal coating, as well as a thermal break.

08550 Wood Windows

Wood windows are not allowed on any CMC buildings.

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 9 (Finishes)**

09250 Gypsum Board

5/8" thick drywall to be used through-out all facilities.

Moisture resistant gypsum to be used in all wet areas (restrooms, janitor closets, mechanical rooms...)

Cementitious backer-board to be used at all wall tile locations.

All drywall finishes to be level 4 with a light orange peel texture.

At drywall installation, stagger all panels in a horizontal direction.

09300 Tile

All wall tile locations to have grouted joints (no dry stack look).

All tile to have a minimum thickness of 1/4".

All perimeter restroom/bathroom walls to have a wainscot level tile finish.

09510 Acoustical Ceilings

All ceiling tiles to be 24"x24" squares (no 48"x24" with a score line permitted).

Suspended acoustic ceilings are not permitted for use in restrooms/bathrooms, janitor closets, mechanical spaces and entry vestibules.

09600 Flooring

Recommended flooring types per programmed spaces:

2'x2' glue down carpet tile at high traffic use areas and offices.

Glue down carpet at general classroom spaces.

12"x12" VCT flooring at high traffic areas and wet spaces.

Ceramic tile at restrooms/bathrooms and kitchens.

Vinyl flooring at high traffic areas such as cafeteria spaces.

Polished concrete at high traffic corridor/circulation spaces.

Sealed concrete at storage, mechanical and garage spaces.

Carpet is not allowed at building entries or stairs treads.

Carpet pad is not allowed.

09653 Resilient Base and Accessories

Use vinyl wall base with UV protection.

Preferred type is Johnsonite Wall Art Decorative Wall Base.

09910 Paint

There is a maximum allowable use of three paint colors (for interior walls) in any building. All colors choices to be picked from an earth tone color pallet. Colors for trim work, such as hollow metal door frames, can be chosen in addition to the allowable three colors.

Low VOC paints only.

Paint finish types (in order of preference)

Semi gloss

Satin

Egg Shell

**Colorado Mountain College
Facility Design Standards**

Paint schedule:

Drywall applications

1. Finish tape and mud
2. Primer
3. Texture
4. 2 finish coats of paint

Metal applications

1. DTM finish primer
2. DTM finish paint

Wood applications

1. Sand lightly
2. Sand sealer 1st coat
3. Sand lightly
4. Finish product (varnish, urethane...)

Raw wood applications

1. A100 Exterior primer
2. A100 Exterior satin finish paint

Masonry applications

1. Block filler primer
2. Finish paint

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 10 (Specialties)**

10155 Toilet Compartments

Solid phenolic, ceiling braced toilet partitions to be used through-out. All urinal privacy partitions to also be solid phenolic and ceiling braced.

10262 Wall Guards

Wall guards/chair rails to be installed around the perimeter of general instruction classrooms at a height of 30" above finished floor (30" to center of guard/rail). Guard/rail vertical height to be a minimum of 4".

10263 Corner Guards

48" tall with 2" exposed corners are to be used at all outside corners to high traffic areas such as corridors/hallways.

10307 Gas Fire Places

CMC to evaluate the use of gas fireplaces on a case-by-case basis.

10350 Flagpoles

Two flag poles are to be included in the design of all new facilities. Flagpole #1 (taller of the two) is to be used for the United States of America flag, flagpole #2 (shorter of the two) is to be used for the State of Colorado.

10430 Exterior Signage

The design team is to coordinate all signage with the CMC Marketing staff.

10440 Interior Signage

The design team is to coordinate all signage with the CMC Marketing staff.

Evacuation maps shall be placed through-out all buildings. Maps are to be self illuminating in the event of a power outage (glow in the dark is acceptable).

10650 Operable Partitions

All partitions to have a minimum STC rating of 49.

Specify both sides of the wall to have a marker board surface with eraser pockets.

10520 Fire Protection Specialties

All fire extinguisher cabinets to be either fully recessed or semi recessed and be mounted at heights that comply with ADA standards.

10800 Toilet, Bath and Laundry Accessories

Acceptable manufacturers:

1. Bobrick
2. Bradley
3. A&J Washroom Accessories

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 11 (Equipment)**

11130 Audio Visual Equipment

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 12 (Furnishings)**

12490 Window Treatments

Architect to specify window treatment only at spaces where smart technology is used (areas that require natural light to be blocked out in order to view video presentations).

12600 Multiple Seating

All fixed seating at auditorium/theater spaces to be of the same size – no size variations allowed in fixed seating.

For fixed seating at auditoriums/theaters, between 20% and 50% of these seats to have a flip-up tablet arm.

All fixed seating (tablet and non-tablet) to be sized for adult occupancy.

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 13 (Special Construction)**

13600 Solar and Wind Energy Equipment

All systems/equipment to be compatible with Fat Spaniel Technologies software.

13700 Security Access and Surveillance

All security and surveillance systems to be compatible with existing CMC software.

13851 Fire Alarm Systems

Fire alarm systems to be addressable

Alarm systems to be consistent/compatible with existing systems on campus for which the facility is being designed to ensure uniformity with testing and service.

**Colorado Mountain College
Facility Design Standards**

**Design Standards per Division
Division 14 (Conveying Systems)**

No lifts are allowed, only elevators to be used.

Colorado Mountain College Facility Design Standards

Design Standards per Division Division 15 (Mechanical)

General Mechanical Guidelines

Factory start-up, by the manufacturer's representative, is required on all pieces of HVAC equipment. A CMC representative as well as the general contractor is to be present at start-up.

For balancing of mechanical equipment, Tab Balancers is contracted by Colorado Mountain College.

Acceptable Building Automation Systems manufacturers are ALC and Alerton.

The supply and return shall be protected with temporary seal-offs at all inlets and outlets required by SMACA level 3 and shall remain in place until the system is ready for start-up.

Motorized fire and smoke dampers are required to have end switches.

In the rooftop mechanical room doghouse, a beam (for an owner supplied hoist) is to be located directly above the roof hatch opening.

All main pieces of equipment are to be labeled to what area it serves.

For all chillers, add a tee for possible addition of a future dry cooler.

Gas and water meters will be capable of being attached to the BAS.

New Mechanical Units

Condensing boilers with air cooled chiller and an ERV for minimum outside air and economizer.

System will be designed to use the lower boiler temperature available in condensing boilers.

The design team is to include in their specifications that a factory authorized service representative is to train CMC maintenance personnel.

Temporary Heat

The use of the building permanent heating system will not be allowed for temporary heat without approval by owner and the engineer.

If the use of the permanent system is allowed (for temporary heat) the building must be enclosed with final materials or barriers acceptable to owner and the engineer. System must be under control and in a safe condition. Mechanical contractor is responsible for the safe operation of system. Before the permanent units are put into final operation all ducts and fans have to be cleaned to owner's satisfaction.

If permanent heat is used as temporary heating during construction, any warranties on the units that began at start up will have to be extended at General Contractor's expense so that the owner has a full warranty period when he accepts the building.

Server Rooms

All server rooms to be cooled on dedicated stand-alone systems (do not use the building's main cooling system to condition this space).

**Colorado Mountain College
Facility Design Standards**

15060 Hangers and Supports

Acceptable roof top pipe support systems:

1. CX-VALUE - Base Only
2. CXM-MINI-PORT - Base Only
3. C-SERIES - Base with 14ga Galvanized Channel
4. C6-SERIES - Base with 14ga Galvanized Channel
5. CE-EXTENSION - CXP Rubber Base with 2 Threaded Rod Risers
6. CES-SUPPORT - Medium Load
7. CESH-SERIES - Heavy Load
8. CB-BRIDGE - Two Bases Bridged with Galvanized Channel
9. CS-VARI-ANGLE - Bases with Galvanized Channel and Adapter Leg
10. DSA-DUCT - Duct Support Series
11. AIR-PORT - Utility Pads
12. CR-ROLLER - Series for Support of Gas or Refrigeration Piping
13. CP-PLATFORM - Series "Mr. Slim"
14. CZ-SEISMIC - Series for Support of Gas or Refrigeration Piping

15110 Valves

Acceptable valve manufacturers (substitutions are allowed with CMC's approval):

1. Siemens
2. Belimo

15130 Pumps

Acceptable pump manufacturers:

1. B&G
2. Taco

15410 Plumbing Fixtures

Acceptable faucet and shower manufacturers:

1. Delta
2. Moen
3. Price Pfister
4. Newport Brass
5. Kohler

Acceptable toilet manufacturers:

1. Briggs
2. Sterling
3. American Standard
4. Gerber
5. Kohler

Acceptable flush valves manufacturers:

1. Zurn
2. Sloan
3. Kohler

Colorado Mountain College Facility Design Standards

Acceptable sink manufacturers:

1. Briggs
2. Sterling
3. American Standard
4. Gerber
5. Kohler

Acceptable 1/8th flush urinal manufacturers:

1. Kohler
2. Sloan

15500 Heat Generating Equipment

Cabinet heaters shall have zone control capability either in the BAS system or manual thermostat (energy conservation).

15510 Heating Boilers and Accessories

Acceptable boiler manufacturers (substitutions are allowed with CMC's approval):

1. Budarus (with Reilo burners)
2. Paterson Kelly
3. Hydrotherm
4. Weil McClain

15720 Air Handling Units

Acceptable HVAC manufacturers (substitutions are allowed with CMC's approval):

1. McQuay
2. Carrier
3. York
4. Engineered Air
5. Aaon Unit
6. Reznor (make-up air)
7. Sterling (make-up air)
8. Innovent (ERV)
9. Annexair (ERV)

15830 Fans

Acceptable manufacturers (substitutions are allowed with CMC's approval):

1. Cook

15855 Diffusers, Registers and Grills

Acceptable manufacturers:

1. Kruger PLQ's or comparable

**Colorado Mountain College
Facility Design Standards**

Design Standards per Division

Division 16 (Electrical)

General Electrical Guidelines:

No electrical floor boxes allowed.

Always exceed the code minimum required wall outlets (power).

Offices to have power and data outlets located on each wall system.

Classrooms to have 50% more power outlets than what is required by code.

Classrooms to have data outlets located on each wall system.

Located at the front of each classroom (under the smart board) are to be a 4 gang boxes and a data outlet.

LED lighting systems are only allowed if they are proven to perform.

At the beam located in the mechanical doghouse directly above the roof hatch, provide power for a future owner provided hoist.

Electric meters will be capable of being attached to the BAS.

Interior and exterior lighting, as well as occupancy sensors to be tied into the BAS system.

Provide color coding for all boxes and identification on the cover:

1. 120 volts – white
2. 277 volts – orange
3. 480 volts – yellow
4. Fire – red
5. Control wiring – fluorescent green

Identification on cover plate of boxes:

1. Voltage, panel number and breaker number

16071 Rooftop Conduit Supports

Refer to section 15060 for acceptable conduit supports.

16140 Data Wiring

Offices: Allow for two data ports on all walls.

Classrooms: Allow for one data port, mounted at 45" AFF, at entry door for phone system.

Smart Classrooms: Allow for data ports at the front of the room for the smart cart as well as two additional data ports for additional equipment.

Cable that is used for fax machines, analog phones... is to be white cat 5e plenum rated with white jacks. All other cabling to be blue cat 6 plenum rated with blue jacks.

16225 Motors

All electric motors to be high efficiency types.

16500 Lighting

Do not over illuminate spaces.

Provide either dimmers or banking of the lighting systems at all classroom and office spaces.

Occupancy sensors to be installed at all classrooms, offices, restrooms...

Occupancy sensors at restrooms to be extended time sensors.

Colorado Mountain College 2010-2011 Sustainability

#	<u>Goals</u>
4a	Communicate all sustainability-related data and reports to the CMC community.
4b	Utilize data results to educate CMC community and to cultivate behavioral and systematic changes.
4c	Work with Marketing Department and the Public Information Office to develop better communication strategies to convey data, news, educational information and celebrate meaningful progress on measurable targets and goals etc.
4d	Develop and maintain sustainability webpages, wiki, etc. with the most current data on sustainability efforts.
Priority 5. Establish a system of accountability for sustainable action.	
#	<u>Goals</u>
5a	Submit ACUPCC reports.
5b	Collaborate with campus CEOs on how to best implement this sustainability strategic plan at their campus.
5c	Incorporate sustainable practices into college-wide policy and procedures.
5d	Collect data for STARS 1.0 report and submit report for college sustainability rating.
5e	Implement AASHE'S STARS 1.0 tracking and assessment program.

Legend:

AASHE: Association of the Advancement of Sustainability for Higher Education

ACUPCC: American College and University Presidents' Climate Commitment

STARS: Sustainability Tracking, Assessment, and Rating System

CAP: Climate Action Plan

Updated by L. Cassidy 2/3/2012



Sustainability Survey Results 2009

Sustainability

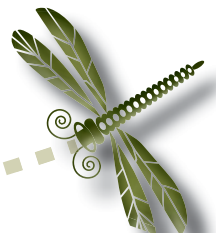
This year Colorado Mountain College conducted a sustainability survey consisting of seven questions with the purpose of collecting baseline data for opinions and attitudes concerning campus sustainability efforts. The new survey sought the opinions of students, faculty and staff in specific areas of educational items, campus facilities, and administration practices as they relate to sustainability. In addition, respondents were asked their overall opinion of the importance of sustainability. This report describes the results.

In recent years, sustainability has become a topic of concern for higher education. Governmental administration, higher education associations and even student demand have made sustainability a high priority. As of this writing, 659 colleges and universities have signed the American College and University Presidents' Climate Commitment.¹ Over 500 schools have reported some type of institution wide sustainability committee, and over 300 campuses have conducted sustainability assessments.²

Colorado Mountain College (CMC) is in the process of conducting a college wide energy audit, has had a sustainability committee since 2006 and in October of 2009 signed the American College and University Presidents' Climate Commitment (October 2009). Moreover, CMC has made sustainability a focus area in its strategic plan.

CMC's 2009-2011 strategic plan incorporates sustainable topics in the area of curricula/degrees and has a goal dedicated to increase sustainable efforts college wide. The college's goal is to enculturate role-model conservation, to educate students, faculty and staff about sustainability and to share best practices.

With this survey, CMC has taken a proactive step to identify areas the college could work to improve.



1 <http://www.presidentsclimatecommitment.org/>

2 EDUCAUSE Review, vol. 44, no. 6 (November/December 2009): 108-109; <http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume44/HigherEducationandtheCleanEner/185407>

The Participants

The survey was administered utilizing web-based technology and respondents were solicited through e-mail to participate. Nine hundred fifty-two students, faculty and staff members self selected to participate (figure 1).

The respondents were asked whether in their opinion sustainability was important. Nine hundred forty-eight participants responded to this question with the majority stating that sustainability was at least somewhat important (92%). Five percent indicated, in their opinion, sustainability was somewhat unimportant to not at all important and two percent stated sustainability was neither important nor unimportant (table 2).

Figure 1: Are You a Student, Faculty or Staff Member?



Table 1: In your opinion, sustainability is:

	Table 1: In your opinion, sustainability is:							
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	4	17	11	19	85	263	239	638
Faculty	0	3	1	3	8	46	47	108
Staff	1	7	6	1	16	80	82	193
No answer	0	0	0	0	2	3	4	9
Total	5	27	18	23	111	392	372	948

Respondents were then asked their opinion on a series of items in the areas of education (e.g. green classes, green degrees), facilities (e.g. green buildings, green purchasing practices), and administration practices (e.g. sustainability being a college priority, financial support of sustainable practices).



Students can now select schools by how "green" they are and there are more places for students to find "green" information to compare schools. One place is the Sustainable Endowments Institute's College Sustainability Report Card which is a report "designed to identify colleges and universities that are leading by example on sustainability."¹ Their focus is on school policies and practices in areas ranging from administration to transportation.

¹ <http://www.greenreportcard.org/>

Sustainability Education

The respondents were asked in their opinion how important they thought it was for CMC to offer “green” classes covering such topics as solar energy, “green” degrees, and faculty and staff training. Below are the results in Tables 2, 3, & 4.

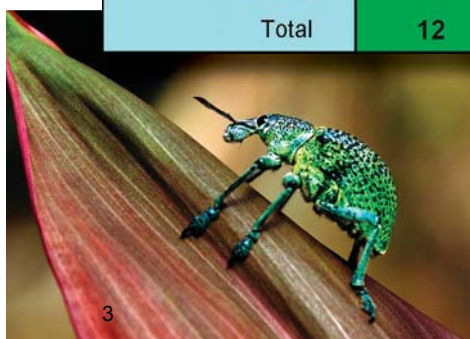


In your opinion, how important are the following sustainability education items?

		Table 2: Green classes (e.g. solar, wind, geothermal technologies, etc.)							
		Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you:	Student	8	14	20	30	135	232	197	636
	Faculty	0	0	2	5	18	44	39	108
	Staff	0	6	5	7	31	69	74	192
	No answer	0	0	0	0	3	2	4	9
	Total	8	20	27	42	187	347	314	945

		Table 3: Green degrees and certificates							
		Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you:	Student	12	14	24	41	141	223	173	628
	Faculty	0	1	4	8	31	29	35	108
	Staff	1	6	10	8	38	66	65	194
	No answer	0	1	0	1	1	3	3	9
	Total	13	22	38	58	211	321	276	939

		Table 4: Faculty and staff training							
		Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you:	Student	10	18	17	34	130	226	198	633
	Faculty	0	1	2	8	24	40	33	108
	Staff	2	5	4	7	43	61	72	194
	No answer	0	0	0	1	0	5	3	9
	Total	12	24	23	50	197	332	306	944



Sustainable Operations

The respondents were asked how important they thought it was for CMC to have green buildings, green food choices, green transportation, green purchasing practices and for CMC to conserve energy. In addition, participants indicated in their opinion how important it was for CMC to reuse, reduce waste and have recycling available college wide. The results are in Tables 5 - 10.

In your opinion, how important are the following sustainability operations?

		Table 5: Green buildings							
		Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you:	Student	3	16	16	27	115	226	233	636
	Faculty	0	0	0	3	22	44	38	107
	Staff	1	5	5	2	35	71	74	193
	No answer	0	0	0	0	1	6	2	9
	Total	4	21	21	32	173	347	347	945

		Table 6: Green food choices (e.g. locally grown food, organic, etc.)							
		Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you:	Student	8	15	24	50	133	193	211	634
	Faculty	2	2	1	12	20	33	37	107
	Staff	1	4	8	13	54	56	58	194
	No answer	1	0	0	0	2	2	4	9
	Total	12	21	33	75	209	284	310	944

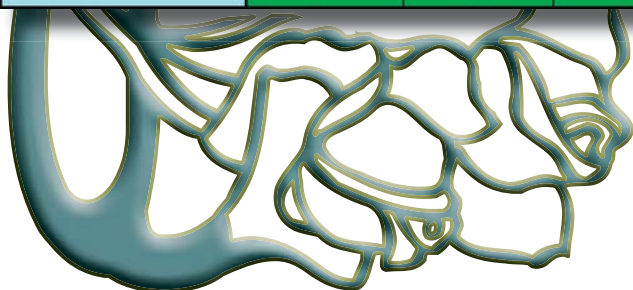
	Table 7: Conserving energy (e.g. solar panels, CFLs, energy audits, etc.)							
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	2	19	10	17	66	219	303	636
Faculty	0	1	0	3	6	33	64	107
Staff	0	3	2	3	21	71	93	193
No answer	0	1	0	0	0	3	5	9
Total	2	24	12	23	93	326	465	945

In your opinion, how important are the following sustainability operations?

Table 8: Reuse, reduce waste or recycling available college wide								
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	1	14	8	14	53	195	349	634
Faculty	0	0	2	1	6	34	64	107
Staff	1	3	1	6	21	50	111	193
No answer	0	0	0	0	0	4	5	9
Total	2	17	11	21	80	283	529	943

Table 9: Green purchasing practices (e.g. purchase recycle paper products, green cleaning supplies, bookstore merchandise)								
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	5	14	11	33	102	204	265	634
Faculty	1	1	0	4	16	42	44	108
Staff	1	3	6	12	29	59	84	194
No answer	0	0	0	0	1	5	3	9
Total	7	18	17	49	148	310	396	945

Table 10: Green transportation practices (e.g. carpool, bus, bike, walk, hybrid vehicle purchase policy)								
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	7	13	15	37	120	196	247	635
Faculty	0	0	1	5	20	40	42	108
Staff	0	5	4	12	26	67	79	193
No answer	0	0	0	1	1	4	3	9
Total	7	18	20	55	167	307	371	945



Sustainable Administration Practices

The respondents were asked how important they thought it was for CMC to have sustainable administration practices in the areas of financial support, volunteerism, and partnering with local communities/businesses to further sustainability objectives. In addition, respondents were asked how important they thought it was for CMC to make sustainability a college priority. The results are in Tables 11 - 14.

In your opinion, how important are the following sustainability administration practices?

	Table 11: Financial support for sustainable practices							
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	12	17	17	43	118	246	182	635
Faculty	2	2	2	4	20	42	36	108
Staff	0	7	6	8	39	75	59	194
No answer	0	1	0	0	1	2	5	9
Total	14	27	25	55	178	365	282	946

	Table 12: Volunteerism (e.g. trail cleaning, adopt a highway section, etc.)							
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	4	16	14	49	173	196	177	629
Faculty	0	1	4	8	27	41	27	108
Staff	0	6	7	14	62	56	49	194
No answer	0	0	0	1	3	3	1	8
Total	4	23	25	72	265	296	254	939

	Table 13: Partnering with local communities/businesses for the purpose of generating broader sustainability initiatives							
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	8	16	12	37	121	234	201	629
Faculty	0	2	2	9	14	39	41	107
Staff	1	6	6	9	52	59	60	193
No answer	0	0	0	0	3	1	5	9
Total	9	24	20	55	190	333	307	938

In your opinion, how important are the following sustainability administration practices?

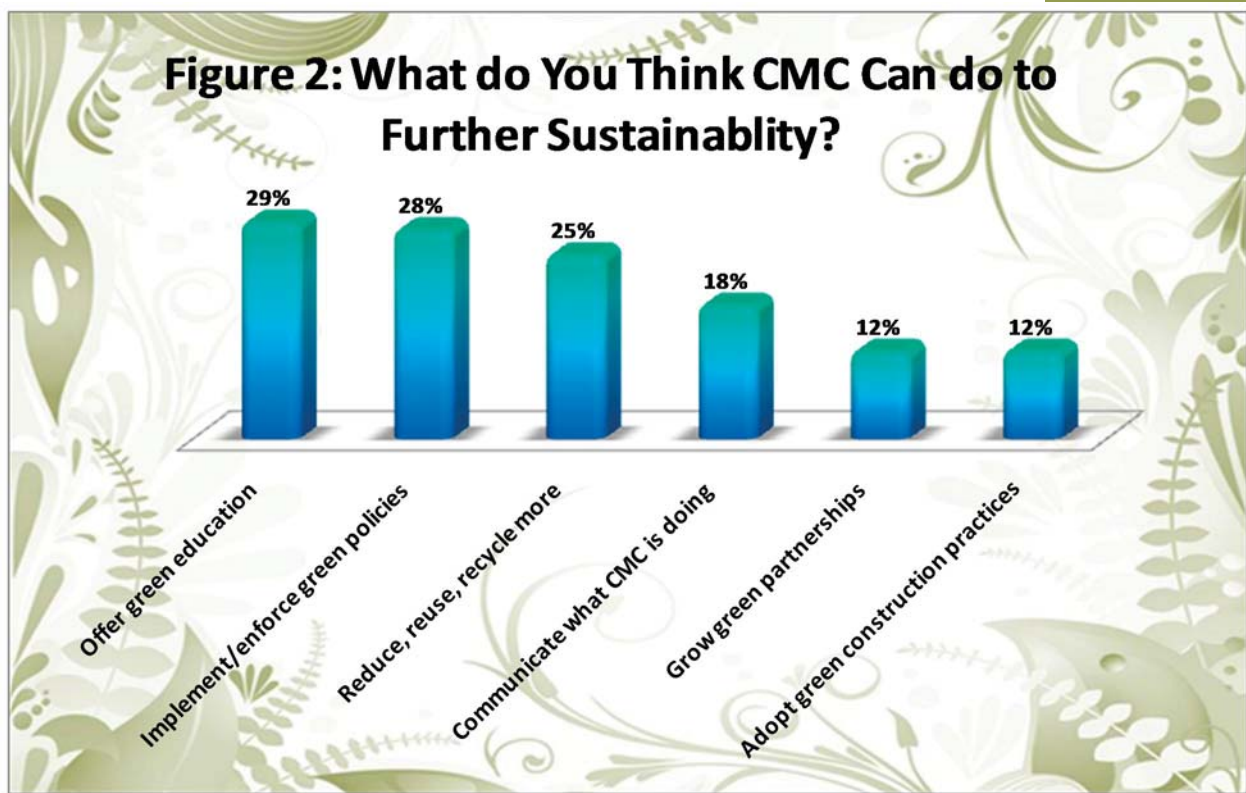
	Table 14: Sustainability is a college priority							
	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important	Total
Are you: Student	10	17	26	39	156	219	166	633
Faculty	2	1	1	8	21	36	39	108
Staff	1	5	5	12	38	61	71	193
No answer	0	0	0	1	1	4	3	9
Total	13	23	32	60	216	320	279	943

Colorado
Mountain
College

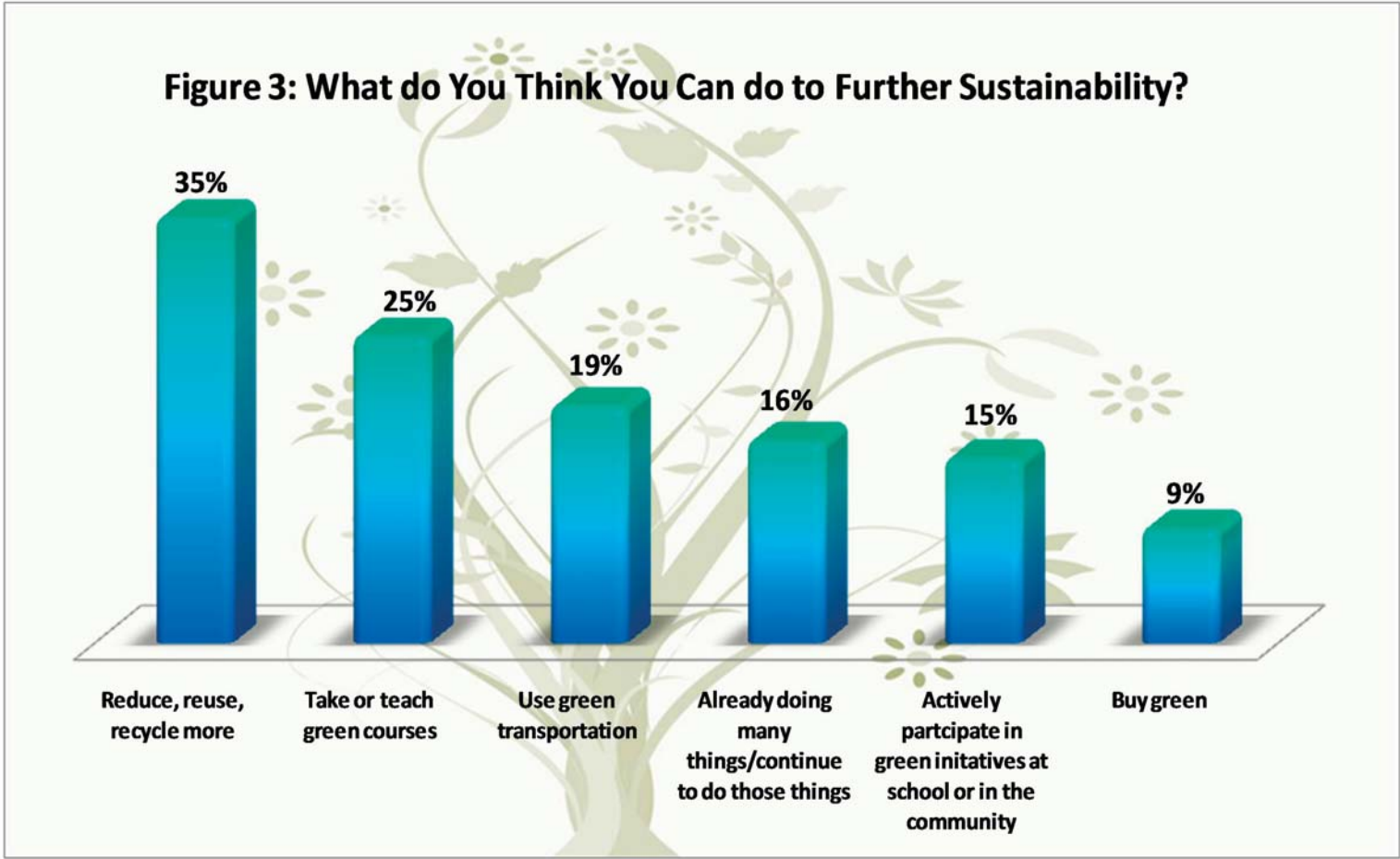


Participants' Thoughts

The respondents were asked what they thought CMC could do to further their sustainable efforts. Many participants made suggestions and several made suggestions of more than one area where improvements could be made. Almost thirty percent suggested that CMC offer more green classes and programs. Many would like CMC to create policy that supports green initiatives and enforce the policy or would like CMC to increase their efforts to “reduce, reuse or recycle.” When it came to recycling the area mentioned most frequently was cutting back on student printing in campus computer labs. Several respondents pointed out that CMC could do a better job of communicating what was already accomplished college wide as they weren’t aware of all that had been done. Other participants suggested partnering with our local communities to further sustainable efforts and some specifically mentioned CMC could do more to implement green construction in their buildings and adopt greener methods of supplying power to those buildings; mainly grow in their use of solar panels and look into utilizing wind turbines. Major themes are graphed below (see Figure 2) and all comments are listed in the appendix.



Finally, respondents were asked what they thought they themselves could do to further sustainability. Many participants listed several areas where improvements in their personal lives could be made. Of those that elected to answer the question, over thirty percent stated they would like to reduce, reuse or recycle more. One quarter stated they would like to take or teach green courses. Many would like to bike, walk or take public transportation to work more often. Others stated they were already doing many things and would like to continue to commit to doing those things. Participants also suggested they wanted to be actively involved with what CMC was doing or with green initiatives happening within their communities. Several stated they would like to buy more green products in the future. Major themes are graphed below (see Figure 3) and all comments are listed in the appendix.



Conclusions

Respondents were solicited through e-mail and self-selected to participate and thus the sampling procedures were not purely random. However, a usable contingency of participants were effectively solicited to provide feedback on the survey and thus increasing the representativeness of the data. The data provides Colorado Mountain College with feedback from students, faculty and staff concerning the college’s sustainable efforts and what the college community perceives as areas the college could make improvements and where they would like to see the college move forward. The present study has yielded useful data for sustainable strategic planning at both the campus and college wide level.

APPENDIX

What do you think CMC can do to further sustainability?

By educating students about the simple things in everyday life that can be used to the fullest .i.e. grass clippings to mulch. Recycling glass, plastic, paper, etc. using water wisely.

CMC is well already, they have great teachers and at the front desk the people is very helpful.

I think that more employee training is required. There are still people who refuse to recycle. Even if they don't feel it is important, they may be more willing to cooperate if they know that it is a CMC priority.

Make it a policy to use recycled products - i.e. office paper when economically feasible. Have and use, on all levels, recycling bins. Install screens on windows so that classrooms can be opened (free air conditioning, weather permitting) to cool breeze instead of using fans etc.

I was surprised that there wasn't a separate recycling bin in each classroom next to the trash bin for paper/plastic bottles/cans so that these items don't end up with general trash.

-offering affordable green classes -working with the community on green initiatives -set an example & involved students in setting an example as well -provide access to training on how each of us can do our jobs in a greener way -composting receptacle for staff/faculty/students

* Create more efficient pedestrian corridors to/from and around campus. * Make recycling containers more visible. * Work with the City of Steamboat Springs to promote and efficiently schedule the bus system to and from campus on a regular basis.

1-require contractors doing business w/CMC to recycle. 2-require all cardboard boxes to be recycled. This includes computer boxes, ups/FedEx, and physical plant (HVACs, etc). There was a lot of waste in this regard when the HVACs system was upgraded at spring valley last year. Not sure what computer techs are doing with boxes now. What is DO doing in this regard?

1) Create NEW COURSES for an Environmental Studies program (AA), Environmental Science program (AS) and various vocational programs (AAS) including solar energy, sustainable development, green building, recycling business, etc. Please note that creating such programs using existing courses is not enough, for the simple fact that the required courses do not yet exist. 2) Inviting experts in sustainability & alternative energy into our classrooms, both as visitors and as instructors; 3) Start charging students to print on campus computers; 4) Host community viewings of films related to global environmental sustainability.

100% recycled paper in all printers and copies. Recycle 100%. Make sure all new buildings are LED certified at the platinum level. Eliminate the use of copies and printers.

A quick, easy way to reduce the amazing amount of paper waste, is to provide cards (ID badges) loaded with a per semester (or other designated time frame) stipend to make copies. After exceeding the stipend, the user must pay for any additional copies. Also, email all receipts and move towards online registration.

Additional training and awareness on how to conserve and use energy wisely

Adopt and ENFORCE policies requiring staff to turn off lights and radios, and to fully shut down computers every night. Motion sensing light switches shouldn't be necessary but probably are. Kudos to the recyclers, but unless we take the next step, all is fluff anyway.

all new CMC buildings should be completely 'green' buildings

All new construction should be as "green" as possible as to set an example for the valley.

All of the above - solar & other renewable energy, green building designs, sustainable development programs, green house & food production programs, renewable technology programs, green transportation, reuse & recycled products, etc.

All of the above.

Allow recycling bins in the dorms.

Although this is a high priority, our list is long we need to focus on our students & prioritize on what will most

directly impact them first

an aggressive campaign just as good as the anti smoking

Anything would be an improvement over the lack of much happening now.

Are you? How about other, as just a tax payer????????!!!!!!

As far as I've seen CMC has already done an impressive amount of green engineering. All I would suggest would be to continue to look for innovative new ways to be even more environmentally friendly.

As much as possible encourage staff, faculty and students to avoid wasting printer paper. Also unnecessary lighting should be turned off, especially at the end of the day. Installation of automatic toilet flushers could cut down on water usage.

As students we have been talking about the new building in Leadville, and why it isn't Green, and we are not happy about that. It is felt it is hypocritical to have an "outdoor" building that is not Green.

As the key educational institution in Summit County, CMC is poised to help further sustainability through its educational programs (i.e. offering courses and degrees that provide relevant environmental and technical knowledge) and by demonstrating a strong commitment to sustainability to its students. Because of its strong voice and presence in the community, CMC can also further sustainability by showcasing its accomplishments to the community at large, and by partnering with local governments and businesses within the community to help further more comprehensive sustainability initiatives. Examples of some potential sustainability initiatives to be pursued through such partnerships include large scale renewable energy projects, and improvements to regional public transit that would increase alternative transportation infrastructure and options.

As vehicles are retired, replace with hybrid/fuel-efficient vehicles. Change purchasing practices. Retrofit existing buildings. Educate our communities.

Assistance with transportation at various sites.

Assure that the teaching staff that teaches classes on alternative sources of energy other sustainability practices have degrees and experience in actual content of their courses. You need to stop using non-renewable energy (gas & oil) people for such classes. These people come from a whole different approach to energy and laugh at the concept of renewable energy and claim there is no such thing as non-renewable energy. Your whole program loses credibility by insisting on using such people in these positions.

At the beginning of this semester at the post office was a very large pile of course catalogs in the garbage. Do we really need a course catalog for every post office box in town? I collected the wasted paper and took it back to the campus. Stop printing so many catalogs. Too much waste!

Be a leader as well as a teacher in this practice. Be an example.

be a model for the community, educate students about the importance of sustainability

Be a partner with community efforts and make sure we are doing our best internally to improve.

Be an example and a model of how we can ALL be sustainable in our living every day.

Be better at explaining the financial support you offer

Be careful to make choices that consider all options, not just selected ones. Purchasing the cheapest may not be the greenest. Changing from a piece of paper to an electronic document might ultimately cost more or produce more waste.

Be sure to make as easy as possible for students, office staff and faculty.

Become more involved with the community as a whole; including bringing in guests speakers and involving the student body as a requirement with their curriculum for classes or as an extra credit incentive. Education is key!

Become sustainable in our cafeterias on the residential campuses with emphasis on locally produced foods - get rid of our corporate food provider! No more lawns, this waste water, need lots of fertilizer to even grow in mountain areas and are completely inappropriate for our campuses. Work with our communities for mass transit, bike paths, etc. so that we at CMC do not need to drive to work at all! No more "pageants" such as the Inauguration: we need to set a good, humble, environmentally aware example to our communities, not be bastions of consumptive elitism! no more plastic cups, flatware, plates anywhere on our campuses we generally have lots of space on our campuses; lets install a few greenhouses to grow our own veggies

Better educate staff as to recycling opportunities; have local buildings under local control as to temperature.

Better recycling programs--we should be recycling everything plastic, cardboard, shiny paper, etc... Stuff we can't recycle now. Have campuses located in more sustainable places (Spring Valley) forcing everyone to drive up a hill to nowhere is crazy. Not use throw away products when events are catered. Insist on catering that washes and reuses everything.

Better recycling trash areas, more frequent dumping of them. Purchase more recycling items, less plastic.

Buildings use the greatest amount of energy. Making buildings and practices more efficient will have the most impact.

Build a community greenhouse for produce!

Build a greenhouse solar power to make electricity gray water systems (still illegal in Colorado?) tankless water heaters

Build a greenhouse and provide the college with some of its own food, as opposed to shipping in food from hundreds of miles away. You could have the students earn work credit to work in it and offer classes on growing your garden (part of a green degree that I would love to find a way to obtain).

Build campuses buildings in town so that students will not have to travel so far to campus. West Garfield campus and Spring Valley are examples of poor sustainability.

Build green buildings.

Buy greener vehicles. Convert the dorms to smart rooms. Lights are automated.

Classes and any community awareness possible.

Classes for construction trades to learn and/or be certified in certain green practices. (solar panel installation, wind turbine installation, geothermal, certifications to make an existing building energy efficient) That would be beneficial, since we have so many people in the construction industry here, who are currently looking for a new direction, since the market is down. This would benefit our citizens by both teaching people new trades, and creating a new level of sustainability in new homes.

Close the Dillon Campus and use the Breck campus to the maximum. The Breck campus should have been outfitted with the maximum solar panels to limit the carbon foot print. There seems to be enough space on the roof and around the campus to have installed more panels.

CMC can address the issue of the plethora of whiteboard markers that litter the classrooms, and create an obvious contradiction in our message. Students take notice of all of the dead markers in the room, and it flies in the face of our message of environmental concern.

CMC can be always the center of knowledge

CMC can provide more places that take recyclables. I noticed there are two locations which may not be enough.

CMC could offer carpooling or walking or bicycling rewards for students and staff.

CMC has already been participating in several Green Practices.

CMC has done a rotten job from what I've seen at the campus I am at...little or no recycling is adhered to, yet the signs everywhere tout how green the school is. It is embarrassing.

CMC needs to be a leader in providing quick and responsive educational opportunities to our communities. In addition, we also need to "set the pace" with our efforts so that we further demonstrate our beliefs.

CMC should address a rather glaring hypocrisy that our students notice every day--- the use of whiteboards generates an unbelievable quantity of 'dead markers' that wind up in a landfill. It is not uncommon to walk into a classroom and see a mound of forty or fifty such markers waiting to be thrown away, and (given our 'green' interest) this is deplorable.

CMC should incorporate green building approaches for new structures and convert existing structures to be more energy efficient.

CMC should pursue the practices listed above.

CMC should teach us how to use ecological practices in our daily lives. Things that can be very feasible and practical, so everybody can do...also, it would be recommendable if we, as students, could know the positive

impact when putting into practice sustainable advices.

CMC still has issues with heating and cooling waste at Roaring Fork campus, such as: excessive heat in Lappala Women's restroom downstairs even year round in the heat of summer! Paper & printing waste: Datatel forces desk staff to print every student out as they are entered on a separate sheet of paper instead of having an option to not print until all are entered and a full roster can be printed...

Collaborate and communicate as one community instead of acting as individual sites.

Collaborate with current initiatives in the community.

Communication with staff and students.

Compost site, more recycling, solar & wind power

composting would be a cool addition

Composting...

Continue along the same path, demonstrating and showing how green = financially responsible Train people in green jobs - and track the types and numbers of jobs they actually find because of our training

continue being innovative and research opportunities

Continue on the path your on!

Continue this process.

Continue to be aware and to make others aware.

Continue to create and expand sustainability-related policies, courses, and programs.

Continue to offer the Energy Savings classes, i.e. solar

Continue to support telecommuting and flexible work hour weeks. Move forward with ideas in a timely manner - we'll miss the boat on offering programs and certificates if it doesn't come together soon. Also move forward in a timely manner in taking advantage of tax credits and all the other incentives for converting power source for facilities to photovoltaic (or whatever that word is for solar panels) before offers expire. Crazy to not start saving now.

Continue to support the Executive Vice President and the AQIP Team recommendations on sustainability.

Control paper use

Coordinate and partner with other local existing organizations, doubly important in a time of limited resources. Don't reinvent things that are already being done within the community. Provide additional opportunities to do recycling -- it's pretty hard when the disposal bins for recyclable goods are overflowing.

Create a business/local government/CMC (including student involvement-interns) organization that would work on local/regional efforts and needs.

Create excitement about it to garner more interest.

Create more partnerships within community to generate sustainability initiatives. Offer opportunities/times employees to volunteer in their communities.

Create new organizational structure for a Sustainable College.

Create on campus supply stores, as well as deli so students don't have to use vehicles to travel to purchase supplies, and or food beverage options that are out of a vending machine. implement a paper shredding / recycle for old student paperwork utilize alternative energies for heating / cooling of campus (not sure if you do that already, and if so educate the community about your practices) create green scholarships, for students who actively help CMC to reduce their sustainability

create recycle friendly receptacles on all campuses, not just trash cans, offer more environmental classes that focus on energy, recycling, and environmental technologies. By providing food, supplies, etc. from local businesses and growers. By creating more ways for students to travel ECO- friendly, like creating a bus transportation system.

Customized Business Services offers online sustainability courses. These courses should receive publicity!

Cut the paper waste!

Define Sustainability for the College so the survey is easier to answer. What is the true definition in terms of "green," "renewable," etc? Is nuclear power part of this equation/discussion?

Determine whether it is appropriate for CMC to promote a philosophy and value system of how people should live and make personal choices. Environmentalism as an academic discipline is fine; but as a parochial value system promoted at all levels of the college, I'm not so sure.

Each campus needs to work with their own local community for the needs of their specific area.

Educate on HOW we can help! This should be connected in any way possible by current events and such in any type of class that can integrate green philosophy, which means teachers should stay at least somewhat updated, depending on the course or personal interest to educate in plenty of different aspects. It would be extremely helpful if teachers researched what types of jobs are available in the field they are teaching that contribute to green life, because every subject connects to green in some way. We need green people in every field we can possibly reach. We have two choices. Save the Earth, or Destroy it. That's all. It's on us. Good job on the survey! That's one step closer!

Educate on the issue of sustainability. Pros/Cons, future/past, future job opportunities within the college or outside.

Educate people and offer classes and information.

Educate students, faculty, and staff on what is recyclable so the recycle bins are not just used as another trash can. put up wind turbines

Education is the key RAFTA Bus Line to Spring Valley

Encourage biking via: bike lanes to campuses, & bike racks. Practice green-building on future campus projects.

Encourage recycling and green practices among the students

encourage recycling and make it easy for students, energy efficiency

Encourage the use of less paper whenever possible.

Encourage volunteerism among students and organize activities supporting this initiative.

Evaluate landscaping-there is a large amount of grass and mowing. More recycling on campus-containers easily available. emphasis on local foods in cafeteria education for students on benefits of recycling, food practices solar

Everyone certainly talks about sustainability which is creating awareness. People/ businesses are starting to act on implementing sustainable practices. Obama is pumping billions of dollars into green technologies to create green jobs. Offering degrees and certificates in sustainable industries would attract students who want to pursue careers in those fields, benefitting CMC and the surrounding communities through possible increase enrollment.

EVERYONE GO GREEN

Expand green course offerings. Allow capital expenditures to be made with local businesses.

Expand Recycling bins in all campuses.

Figure out how to get people to take the bus to the Aspen campus!!

Follow the philosophy of the American Indians -- waste nothing, and consider how our actions might impact the next seven generations.

Food: It's understandable that you all are working with a limited budget but the food served in the cafeteria is unacceptable more than half of the time. Transportation: at first it will cost some money to spring for a bus that runs up and down the hill but it would be a convenience for those who don't have their own transportation. Also, if there is public transportation then the amount of gas purchased for each individual car used would decrease. Lights in the dorms: I have noticed that the hallway lights of Sopris Residence hall stay on 24/7. I'm guessing it is a safety policy but it would save school a lot of money if they were turned off for perhaps 2 or 3 hours at night. I cannot even imagine what the energy bill for this place is. Do some research on the recycling methods used in Europe, especially in Germany. They have the recycling business pretty much down to a science.

For any remodeling projects, I think CMC should more seriously consider green materials, even if it is more expensive.

From what I have seen as a student I have nothing but high praise for the college. You have started something that is so impressive. You are so professional in all that you do.

Get more people to refuse plastic bags, take their green bags shopping. More recycle containers at CMC. The Cafeteria still has some Styrofoam. Get rid of it Faculty are guilty of one driver cars.

Get the recycling center to not be so picky with what it recycles.

go as paperless as possible, do a "green" audit of CMC and the largest companies it does business with and/or orders from

Google the common sense re-generation project. They are a local non-profit that could help with this transition and teach some classes and courses at CMC.

Green campuses are a must.

Have a 'green' week every semester with a kick-off event featuring an invited speaker; provide faculty with discipline-related exercises that could be incorporated into lessons; establish art, writing, etc. contests thematically tied to the 'Greening o CMC'; have information and/or a discussion board incorporated into our web site; and hmmm... I'm sure I could think up some more given a few weeks to mull it over.

Have a shuttle service between the CMC turnoff on Hwy 82 and campus. I would then be able to take the bus from Glenwood to the turnoff (or ride my bike) and then take a shuttle to campus. I hate that I have to drive up their everyday.

Have a standard temperature that buildings are set at. For example, temperatures in all buildings college wide are not to exceed a temperature of 68 degrees.

Have better food in the cafeteria that is healthier.

Have recycle bins in all the buildings.

Have recycling bins set next to the trash cans in every room. (Some of the things mentioned above are either not realistic or practical for some areas. Example: locally grown food in Summit County?) Please educate teachers and office staff about copying double sided. Perhaps it could be programmed into your copiers that all copies are to be double sided for multiple pages unless otherwise requested, or office staff could make that their policy? For many classes the teachers could tell the students to buy text books one or 2 editions old, thus reducing the need for printing more of the latest greatest edition on more paper, the energy needed to produce them, and reducing students text book costs. Schools could look for sponsors for the buying of vending machines, then after operating and stocking costs are covered, the proceeds could be used towards funding things like purchasing solar panels and wind energy turbines to supply the school buildings and campus with energy.

Have RMI come to the campuses and make suggestions. There are a lot of energy leaks (lights left on, heat left on). There could be more recycling of paper and newspapers, composting as a project/class etc. There is a brain trust in this Valley to tap into.

Help educate ourselves and our community regarding the importance of sustainability and how to achieve the dream.

Help people see that we should see less and less recycled materials in our bins as that would mean they would be making better choices and not choosing those materials as often or re-using.... Otherwise it is just some feel-good "green-wash" Please make sure the Datatel system doesn't waste so much paper..... every time there is any transaction or registration or even checking a student's reg, Datatel spits out paper.... that's all day long and college wide... oh yeah we can recycle that paper, but fix the oversight in the system.

Help the community in recycling. Maybe have recycling bins that we maintain.

Help to increase awareness. It's not all going to start happening right away. The fact you even have a survey about sustainability is a good sign.

Hire some new professors who know all about environment and environmental sciences. I suggest that ya'll hire somebody from Uni. of Quebec at Montreal. They have good teachers there.

Hold a Roaring Fork Valley Sustainability Consortium. Inviting local ranchers and farmers, as well as, town and community leaders, and local residents to discuss valley-wide recycling efforts, growing and producing products locally, and energy conservation/green alternatives available for residential and farms.

Honestly not my area of expertise, though I feel it is absolutely necessary for everyone's future.

How about the bike racks!!!!???????

I do not know the capacity of which CMC practices sustainable methods, but I can tell you that it is integral to accept change in this manner. Offering classes in sustainable practices, even if it is in preserving freshly harvested foods from the leftover at the local supermarkets, or more advanced practices in alternative energies, horticulture in mountain environments, land and water management, and green building would be an innovative and lucrative step to furthering awareness and applications of sustainable practices. Not only could these practices benefit the populous, but they can be taught hands on, by renovating the college's campuses with solar, wind, and other applicable energy saving technologies. Besides these classes, community outreach programs, including small workshops on household practices, or introducing speakers knowledgeable on specific sustainable techniques would also be a step in the right direction. Please Check Out Transition Colorado, an organization supporting sustainable techniques for more info on small workshops. You can find them online at transitioncolorado.ning.com.

I don't have a personal opinion about it.

I don't know how feasible this is or if it is in the plans already, but maybe agriculture, culinary, or other students could begin growing organic foods hydroponically or in some type of greenhouse that is fueled by earth friendly methods. Then these local foods could be used by culinary students. Perhaps the new Breck bldg. could be powered by a wind turbine. I applaud the solar panels I saw on the bldg. Perhaps besides offering recycling in the school bldgs, you could also offer composting and this could go toward the gardens I mentioned above.

I don't know the policies now so I can't comment. I do want to say I was very impressed with the toilets and the tissues to open the door within light of the viruses.

I don't know what CMC. Does now sustainably. But in general, recycle, reduce use of energy and materials, promote sustainable practices both in the school and in everyone home. Offer classes that lead to green jobs, partner with local sustainability groups.

I don't know, because I don't know what CMC already does. I've seen Recycling around which I think it's very nice.

I don't know, haven't been at CMC yet. On your question about financial support for sustainable practices: I think Any & All Sustainable Practices should be able to sustain themselves or they are unsustainable from within. E.G.: E85/Ethanol from corn. So MO it is extremely important that in your general expression "Sustainability" financial sustainability from within is included (if you would like I can expand on the subject). On your question on volunteerism: Sure, volunteerism is great, but I think public awareness against littering would work more preventive: I'm thinking things like Minimum \$10K fine & 3 years in jail [& publicize widely in media] for littering would put an end to littering pretty quick, so your volunteers wouldn't be needed to clean up and can go volunteer elsewhere.

I believe the USA's involvement in future green jobs is will be either paramount in government funding for those jobs creation or fade out it's too early to tell. Getting involved with that program would help my future job choices as govt says well right now.

I feel that they are doing very well with it as of now.

I have been a student a short time and am not very familiar with CMC practices. I think a good place to start is public education and information and a group/club that implements environmental activities that they care about. Maybe a counsel.

I haven't informed myself well enough yet as to what CMC is already doing in order to make comments.

I know some of the professors are doing this already, but encourage more use of blackboard, and paperless assignments. I'd like to see zero waste receptacles... meaning composting for students who may eat on campus, but mostly I suppose for the culinary dept. How about large scale vermicomposting? If any food service is brought in (I noticed an empty space - looks like a lunch counter or something) make sure they use compostable containers. Grey water capture for landscape watering

I only am doing one night class at this time, though I have taught the interior design classes. Last week at our class we were all freezing because the air-conditioning was set too high. I would strongly suggest better monitoring of this expensive resource.

I question the amount of "remodeling" CMC tends to do. Much of it seems unnecessary to me and just grows the landfills.

I see so many kids leave their lights on when they leave the dorms. It's wasteful and can be easily corrected with proper education.

I think CMC need to work with student and the community to make a green space

I think "thinking green" is overblown as to the overall good of the world. We are but a small portion of the world and what we do is not going to affect the universe to any great degree. About all this has done, as far as I am concerned, is contribute to the wealth of Al Gore and made it possible for him to stay in the limelight.

I think CMC can try to make students aware of what is happening and how they can help.

I think CMC does just fine "being green".

I think CMC has very green ideals but doesn't do very much to act on those. I feel like we just have to go green in every way we can think of from food to how the grass is cut to the energy we use. We just have to go for it already so we're not hypocrites or teaching green but not being green.

I think CMC needs dishwashers in the staff kitchens at the commuter colleges. This would enable us to eliminate paper products at meetings, as well as improve the general hygiene of our kitchen areas. It's a good idea for going green as well as preventing the spread of germs and the flu.

I think CMC needs to address transportation issues for students. There's a lot of traffic shuttling up and down the Spring Valley Road, for instance. A chair lift - perhaps? Electric buses?

I think CMC should get better food (organic/natural)... like the vending machine at the Breckenridge rec center! There is nothing in the vending machine that is good for you, which makes it hard for me to eat any of it throughout my 10 hr. school day. I try to bring my own snacks, but it would be nice if I could just get it there.

I think CMC should provide more recycling bins for a wider range of recyclables.

I think it is important to encourage the college community to make greener choices. If the college can work with the bus transit system to make a more effective and efficient transportation system that would be helpful. Encouraging, recycling and limited use of paper products or recyclable paper are positive steps towards a greener campus.

I think sustainability administration practices would be the best way to further sustainability

I think that any action taken should be analyzed completely to determine the cost-reward factor. The reward must exceed the cost by a factor of 2. The price of a green automobile can take years to recoup and then by that time, the car is ready to be discarded! A Mercedes green car takes 102 years to recoup the additional cost. Again, the reward must outweigh the cost!

I think that CMC. need to train career advisers better.(Green Jobs)

I think that it's doing good for what I have seen. All over the college there are recycle bins.

I think that the idea of making our school as green as possible is the best thing we can do! By having recycling bins by all trash cans and setting up programs to educate people on going green would be awesome!

I think that this is a rather strange survey. Of course, we're all for sustainability but how realistically could some of these ideas be implemented in this economy? This seems to be a generic questionnaire and not Summit County specific. More courses could be offered at the Dillon campus.

I think that using more green products on campus as well as locally sustainable food sources. Another big issue is energy sources, perhaps solar or wind energy to help offset the schools energy consumption would be beneficial.

I think the best thing would be developing green technology education programs.

I think the most important part about a college is the learning system and that should be the number one priority. It's good to keep up with technology and helping the planet by going green, but a student's education and academics should always be number one when it comes the credentials and reputation of the school. In the end people are going to pick a college by its reputation.

I think they are doing pretty good right now, maybe work towards using more sustainable energy, e.g. wind energy, solar energy, etc.

I think they could provide courses regarding sustainability that were a must for every student (as a credit prerequisite) at least one course - so that we can all have in mind such an important matter. There is a web page that I love, and that I always send with my students in Mexico that I believe should be analyzed by every student at college also as a prerequisite to study at CMC. storyofstuff.com

I think we are doing a lot already. I also think there is a point in which one can go overboard and actually be defeating the purpose through other means when too wrapped up in it.

I think we are on target - and adopt and/or adapt to all new policies, practices, and technologies rapidly. Keep up the good work CMC

I think we need to purchase a couple of vans for transportation between Glenwood and Spring Valley.

I think we need to walk the walk before we start marketing ourselves as "green". We need to seriously look at food service and using green building in any new building project. Also, it seems there is always an issue with money and we often times go for the cheapest way instead of the more sustainable way (this is true with food, purchasing practices etc.). Also Physical Plant needs to embrace this and take on more responsibility if the college is truly going this way, as their area is directly impacted and they often times seem the least willing to move more towards sustainable practice.

I think we should be smart and strategic about which programs and initiatives to promote. Much "green" talk is hype and salesmanship and I hope we can avoid that. Let's make a real difference in our programming and our future.

I think you've covered it with the items in your questionnaire

I was at CMC a few weeks ago, and I watched a semi-truck pull in to deliver commercial grade cleaning supplies. On the side of the truck were the words "it is easy being green" and I first thought to myself, "that truck gets like 8 miles to the gallon, maybe 12 if it's a diesel," then I realized what a non-litigable statement. The point is, if you're going to "go green," don't just say you're going to go green, do it and do it right. James Lovelock, the man who coined the term "global warming" said it best. "Green is nothing more than a profit off disaster," then he followed it by stating "green's the color of mold and corruption." He's right! If CMC wants to be "green," do it right, prove Lovelock wrong. Don't just change the color of the text on the screen. Question: Why isn't volunteerism already a part of the college's initiative? What does CMC mean by "partnering with local communities/businesses for the purpose of generating broader sustainability initiatives? Are you going to offer more solar classes (like at Rifle) train these students, then partner with business to install systems at a lower cost to the community like SEI(Solar Energy International)does? What exactly are you going to partner with businesses to do? Print stickers? What do you mean by "Green Buildings?" Do any of the CMC's even have south facing roofs in order to do solar or thermal without needing pole mount systems? Would that not be "green?" What about faculty and staff training? Are you going to train them to be green? Are you going to somehow make them more sustainable by providing training instead of benefits or full time employment? Is that sustainable, being part time, as 90% of the staff appears to be? Does that help them help us? Make an investment in the future. Make an investment in the community. Do it right, or don't do it at all.

I would be interested in classes that showed how to install and use solar and wind power. Off the grid living and being self reliant is an important skill!!!!

I would hope the students will find a way to have ownership in all our policies and practices - this has been the biggest challenge at Alpine I think. It seems the young folks think this will all be done for them. There are also some problems with faculty at times - turning off lights and equipment in classrooms, offices, etc. We strive to recycle everything possible via single stream bins - but don't always seem to take the initiative to see that this is done properly and keep rubbish out of the ins. It doesn't take much to corrupt a whole load for the recycle facilities and thus have the load rejected straight to the landfill. We would like to also see that faculty and staff would not try to use space saver heaters in their offices. Those 1000 - 100 Watt heaters consume an enormous amount of electricity.

I would like to see all of the above with regards to more green classes, green degrees, and the training of faculty to implement green classes. I think the new Breckenridge campus made a good start with using some green technology in the building. But I might have been useful to also explore other forms of alternative energy like geothermal.

I would like to see CMC install IVS classrooms at all campuses. To my knowledge Carbondale and the Glenwood Center locally are not included in the IVS system so therefore I have to drive to Spring Valley when I could walk from work or home when from either direction is only 3 blocks at most.

I would like to see more education on recycling in the classroom. I noticed, just today, that most people still throw cans and bottles into the trash on campus.

I'm new to CMC, only on my third week of classes, and I'm just there for one, so I don't even know what you're doing already. The fact that you're even doing this survey seems wonderful and encouraging to me.

If after a certain time at night i.e. 2am half of the lights in the res hall's hallways were turned off, every other light, there would be enough visibility for anyone to see; you could also turn half of them (or all of them) off during the day when there's natural light. There is also a lot of unused roof space prime for photovoltaic and hot water solar panels and it gets fairly windy at Spring Valley and wind turbines look nicer than telephone poles. Quads are nice and look pretty but consume loads of water, electricity for pumps, fertilizer that could be used for gardening, and man power; turn the quad into a garden. Get electric maintenance vehicles instead of gas, you could even set up solar charge stations. Have seminars informing students about sustainable practices, such as turning off the light when you leave the room, or about phantom loads.

I'm not entirely sure. oh but make sure when your janitors find a ticket laying on a table he doesn't just announce "hey does anyone want a free ticket?!" instead of turn it in or something... it was a pain in the ass to ask all over the dorms to find out who he gave my ticket to. Just so you know.....

Implement a public transportation system for students to and from the college.

Implement practices in survey.

Implement some of the above-mentioned policies.

Implement the above programs and continue to educate and practice; reduce, reuse, recycle.

In my opinion the 2 most important green choices anyone can make are in transportation and food purchasing. CMC could contribute more to make sure that mass transit (Summit Stage) is supported. Also making sure that food is purchased from local producer is a huge way to be more sustainable (the transportation of food contributes to the majority of fuel consumption and pollution).

In this economic climate I think CMC should be fiscally responsible and not act like our gov't, in the end this will enable CMC. To become "greener".

Incorporate some statement regarding sustainability into our official mission/vision/goals. Developing classes and majors related to social, ecological, and economic sustainability.

Increase and expand current efforts, with strong commitment, in the extremely important areas above. Change the CMC culture so that sustainability becomes a way of life and the way of thinking about all aspects of college functioning.

Increase on and off campus awareness, improve sustainability of input/output systems, create or improve partnerships with communities and sustainable businesses, support sustainable projects.

Increase the number of programs/classes for the sustainable industry. Be it solar, wind or geothermal technologies. Let it become a type of thought that is widespread and more people will join in.

Information to public

Inherent in sustainability are the tenets of ecology -- we live in an inter-connected world. We do can more to offer curriculum that enhances these connections through eco-focused courses or other interdisciplinary approaches. Fostering sustainable lifestyles in our students means they will need to understand these connections; otherwise, they will not have a real sense of why they are asked to change behavior (beyond "it's good for the environment), which is ultimately not sustainable. Each campus should have a sustainability club for students -- ways for them to get involved and put in to practice what they are learning in the classroom. Each campus should have a sustainability coordinator that can help support hands-on campus initiatives. A kind of events coordinator for sustainability. It would be a great part-time position for a recent graduate of environmental studies or a related degree -- someone with a lot of energy and innovation that can help with the practical details of putting on programming or planning field trips to raise awareness.

Install motion detector air dryers for drying hands and eliminate paper towels. Ban the use of Styrofoam at every campus. Purchase only recycled paper products in the campus kitchens or for campus events. Do more required meetings IVS, especially routine meetings like CFI.

It is great to see recycling taking place and sustainability classes/projects.

It speaks highly for CMC to sponsor this survey. Partnering with green organizations, events and activities throughout the community would demonstrate your commitment to such a worthy need and cause. Thank you for getting on board to practice and preach the obvious advantages of taking care of our earth before we lose it.

Join w/ community sustainability initiatives (i.e. GNECI) to develop a long-term, community-based sustainability program.

Just keep improving, I think CMC is doing a really good job, but we always can do better!

keep going the way it's going

Keep it in our thought processes. Continue to look for new ways to meet needs in a greener way. Keep it out there in front of people to serve as a reminder.

Keep up the education and recycling! I educate teachers and PreK-HS students but I find many in Summit County coming from other places that still have not embraced recycling even. I do a lot of trash can diving to retrieve recyclable materials.

Keep up the good work. Keep striving for better and better and being a leader in this area.

Keep up the good Work...Public awareness on the unimportance of energy efficient homes and how testing and remediation if achieved.

Learn from one another. If one campus finds way(s) and or means to adopt sustainability practices, they should be reviewed and brought to all CMC campuses. Perhaps provide incentives for noteworthy suggestions or implementations. A college wide sustainability overview. Reviewing and incorporating sustainability issues with one another. Possibly use our own computer technology to communicate information. A college wide budget overview in general operating areas: i.e., office supplies, misc operating expenses, determining a set level in every area. Rewarding campus(es) for money savings. Developing & using college wide vendors and suppliers to provide lower pricing at higher volume purchases. Incorporate sustainability practices along with zero based budgeting, run as incentive(s) for establishing new budget practices. Include direction, support and guidance from district level.

Less driving to meetings, esp. when it is a long distance to drive. Bus passes and carpool incentives for staff. Lower the heat and wear sweatshirts. Turn off lights and computers; combine meetings as much as possible. Example, have multiple meetings in Edwards. They could be scheduled in blocks throughout the day. The scheduled meetings may have to be very efficiently run and monitored to get the most out of the time. We would have to limit and screen who would be allowed to hold the meeting and who would be allowed to present.

Less travel to meetings. Use technology.

Let students know about the advantages of locally grown food. If we get a positive response from the majority, include locally grown foods in cafeteria.

Look beyond Green and take in consideration that sustainability is economic and social justice too. I think we get stuck on just green.

Make a bus go up to Spring Valley.

Make disposal/trash receptacles easily available for paper-glass-cans

Make it easier to take notes via laptop instead of on paper (e.g. power ports at each desk space). Increase the visibility and EXPECTATION of recycling/saving energy. Automate lights, heat, etc in ALL buildings (even if retrofits are needed).

Make it more accessible through public transportation.

Make proper sustainability practices part of AAA that every new student must take anyway. Talk about the proposed building and offer the ideas on a student forum. Provide links on your website to clean energy and sustainability sites to get students interested in these practices, usually the more people learn about these practices, the more excited they become. The main problem is that most people know little to nothing about clean energy, the more they know the more involved they will want to become.

Make recycling a clear campus priority ~ easily identifiable separation of recyclable products ~ post flyers explaining the concept and broadcasting the campus commitment to sustainability practices and why ~ establish a green team on each campus to devise and monitor best practices ~ evaluating campus landscape water usage ~ ban the sale of plastic water bottles on campus and ban supplying water bottles at all CMC meetings!

Mandate green practices for all & have management levels set examples. Sad to say but we have a supervisor who does not believe that this is real or important & regularly throws boxes in trash. Multiple recycling stations at all facilities. Green award to best campus, rotate award to campuses with most improvements. Document & publish on CMC web site the monetary/ecological/man power savings. Offer staff & faculty development training on all aspects of work/home/world practices. Acknowledge students for recycling- Offer local health snacks & drinks at a table at the end of a semester during finals week. Post a sign that states the amount of cans recycled & "You make a difference every day. 100,000 cans recycled & \$-- saved. Keep up the outstanding work!"

Many, many things. All our building improvements should be green. Low flow toilets, e star appliances and electronics. We should research geothermal energy as well as wind and solar. We need to use more recycled products.

Maybe buy some old used bikes, paint them blue and white, and let students use them for a week at a time or something, then bring them back for different students to use. If they are obviously CMC bikes and used/inexpensive, the chances of theft are reduced and students without the funds to buy a bike will have a good way to get around that's green.

Maybe choose a day of the week and raise awareness. This could be Green Fridays, or something to that effect where you could put different sustainability facts/tips on the lunch tables on that day. Also I believe the local Farmers Markets should be promoted more or even a section of the cafeteria food one day that is only local food.

Maybe start some clubs focusing on being green.

More drinking fountains.

more green subject classes

More places to recycle on campus and posters about recycling. It is hard to find them in Dillon.

more recycling bins

more recycling for students

more solar panels on the breck campus

More training would be helpful. Clarifying Central Service's goals and objectives beyond an e-mail would be beneficial.

More True Online Courses, this will reduce the need for the following; 1. To Drive - no waste in fuel or emissions, both for staff and student. 2. More time productive for your customers learning instead of commuting. 3. Less waste in building operations, Electric, Water, Gas and Bldg Maintenance. 4. Being internet based less waste with paper products. (Everything via Email) 5. No need for large quantities of Bldg's now, only a corporate location to deal with the online issues (servers, programming and service), accounting and payroll, etc.

Move back to the old building... new location sucks!!! everyone has to drive

Move into a cave.

n/a

N/a

N/A

New buildings need to be designed and constructed with sustainability in mind - e.g. solar and/or biomass heating. We need to look at the long-term costs rather than being so myopic. We are also an educational institution so being 'green' helps to teach 'green'. Walk the talk. There's more to it than just recycling.

New Buildings should all have a Green focus/priority. More pro-active recycling and composting efforts.

New to campus and still figuring out what they are/are not doing.

Nothing, because CMC is an excellent College. Thanks a lot!

nothing, lower its current sustainability and put some good food in the meal plan

Offer 'green' classes. I think that educating the people on how to help save the environment is a necessity.

Offer a "locally" (Colorado) grown menu at the dormitory cafeteria. Create a zero input of electricity through solar panels and energy efficient appliances and light bulbs. Leads certified buildings, if additions are in the future. Blackboard is good to decrease the amount of print offs. Offer more green building classes and sustainability courses. It's interesting stuff.

Offer accredited courses in green practices, network with local green non- profits... Common Sense Regeneration Project (www.re-generation.us) can work with CMC to build gardens and increase its efficiency as a course CMC offers... just a thought

Offer buses to the college to save on traffic and parking as well as helping the ozone.

Offer classes and degree options concerning renewable energy.

Offer classes for homeowners on basic green alternatives and a certificate or program for young people wishing to start a career.

Offer classes to stimulate young people to think about the importance of sustainability for the future of our planet.

Offer community based seminars teaching & encouraging sustainability in our own lifestyles. Turn down the thermostat in all buildings...super heated entry foyers seem wasteful Less paper waste and use in teaching and communicating with each other and students What is the science behind recycling...does it really make a difference? This should be a class for any interested person. Reduce lawns on campus. More trees and xeriscape landscaping for less water use.

Offer courses and degrees that educate and prepare future generations to work in fields that promote sustainable businesses and practices.

Offer frequent, easy, distinct and fun ways that students, faculty and staff can participate in sustainability activities--during and after school and work.

Offer green classes

Offer green technology degrees.

Offer Incentives for those who take alternate transportation to work other than solo driving.

Offer more classes to educate the public

Offer more course and practice being green. Look closely at your own operations etc. Have an energy audit preformed. Talk to SGM in Glenwood Springs.

Offer more courses about sustainability and degrees because ultimately the changes a student of CMC reflects the changes CMC makes on the world

Offer more products that are green. Support more local businesses. Offer more programs for students to participate in to help support green efforts.

Offer more sustainable classes for buildings and renewable energy sources

Offer sustainability courses, perhaps even certificate programs for professionals.

Offer training in the Parachute area. Transporting to Rifle gets exorbitant, too, for some do not even have transportation. Parachute needs jobs here, also.

Offering "green" degrees will open many opportunities for many people here in the county that we don't have now.

Offering healthier and more organic food in the cafeteria. A known car pool system and more places for bikes. Education on what sustainability is and how as college students we make an impact and what we can do to help.

Oftentimes I see classrooms and other rooms unoccupied and the lights are on. Awareness about these problems would be helpful. I've heard that instructors have fewer handouts for students and place the information on a website or Blackboard. That's fine, but I have also heard that students are printing out the information in the computer labs increasing the amount of paper for used in the computer lab printers. Having the printers set for two sided printing is a good idea and as far as I know, most of not all labs are setup for two sided printing.

Online/web courses help cut down on vehicle miles traveled. CMC could assist in facilitating networks for textbook swapping among students - and also encourage instructors to use textbooks for more than one semester so books can be used by more than one lass.

Organic food options!!! In the cafeteria and maybe future growth options!! Compost!!!!!!!!!!!!!! The amount of outgoing trash from this campus could be cut in half or better by installing a compost option next to trash and recycling! Down the road this "waste" could be used as a dirt fertilization technique and intertwined into agriculture classes!!

Partnering; student projects.

Passive solar could be a good goal. There's certainly plenty of sun. Perhaps we could figure out better use of paper. Printing on both sides, even for 'formal' papers could be an option. Perhaps a part-time gardener/grower could be hired to grow salad greens and maybe a few veggies for the cafeteria. (Because of deer, it would have to be a fenced-in garden.) Perhaps some cold frames for winter. I know a lot of folks would use public transport more if there was a shuttle between the bus stop at Thunder Market & campus.

Pay attention to COSTS assoc. w/ 'sustainably' b/c a blank chk to get there is wrong!

Personally, I would wholeheartedly support any program that would reduce the costs of maintaining college campuses, regardless of "greenness". I would not support "green" programs that cause a college to apply greater funding, as these make it more difficult and expensive to enroll in college courses.

Place a huge emphasis on "being, doing, financing, and implementing green strategies". The culinary school for example should work directly with Colorado ranchers, growers, and waste management to "bring green" into every aspect of their operations. It's education's responsibility to lead the way and help invent new pathways.

Please offer a shuttle from the RFTA stop to Spring Valley Campus! I would love to ride the bus instead of drive, and I would even be glad to pay a shuttle fee to do so. It's hard to fathom putting other sustainability practices into use when students have to drive to reach campus! Perhaps it's already been established that there is not enough interest in a campus shuttle, but I for one would take full advantage of it. Thank you.

Post notes as reminders to turn off appliances. Have sinks in common areas so students can wash dishes rather than throw away plastic. Consider adding cafes to each campus center.

Practice it.

Practice what they preach. CMC has a bad habit of wanting to look politically correct but not following through with things after the PR is over.

Print on both sides of the paper. Use Blackboard.

probably but signs or make one day to spend on sustainability and be able to let others know what it is and

how important it is

Proceed slowly, examining and learning from other institutions that have already adopted changes and learn from their success/bad choices.

Prominent recycling programs, opportunities for students and community to be part of sustainable education as a free service

promote

Promote greater efficiency in building design.

Promote programs.

Promote recycling by practicing recycling.

Provide a clean energy transit system to encourage carpool/vanpool or just having that option available for kids who don't have vehicles. Install solar panels wherever possible to utilize that resource. Teach sustainability in classes.

Provide a good example, suggestions and food for thought to the CMC community.

Provide more classes and funding for sustainability education.

Provide more education from a broader perspective that sustainability is more than only green initiatives.

Provide more items in the book store that are Earth Friendly, Less Cafe waste, give to needy and off campus students for discount, more recycling areas and advertisement, go non-smoking

Provide more resources toward development of renewable energy education, including facilities to deliver training and education

Provide other food opportunities within the building besides a vending machine. Possibly a fruit basket or something of that nature. I also think it would be nice if the new campus had a small garden outside of the building where gardening classes could be taught. I think many people in the community would take a class on organic food/gardening/nutrition and this would promote many people to eat in a more sustainable way.

Push and support Sustainable classes

Put recycling bins next to EVERY trash can! As students don't seem to recycle when they don't have that option. I have picked more soda cans from the trash bin in my classrooms then I care to share! Students seem to be lazy and unable to hold on to said soda can and find a recycling bin so please, please put them everywhere so I don't dig thru the trash!

Realize that this is flavor of the month stuff!

REALLY commit to it. Right now it's mostly symbolic acts and PR announcements. We need a change in culture (and this has to come from the very top).

Recycle everything that can be recycled even if it means that employees take home recycling that can't be done at their location. Somehow get Datatel to give us the option of printing or not. Why waste reams of paper daily and then on top of that we pay or shredding it. Dial down the heat in the winter. We all don't have to wear shorts in January (including students) do everything we can to encourage busing, carpooling, biking.

Recycle old bulletins. We always have tons of copies left over. Motion sensor lights in bathrooms. Provide quality local foods when possible. Have a community garden. Plant native plants on our property that don't require extra watering.

Recycle paper, inform people, and perhaps use alternative energy

Recycle system wide.

recycle, solar, wind

Recycling bins at all sites.

Recycling bins or bags in the classrooms.

Recycling, purchasing wind credits

Recycling. Carpool board or information center. Friendly bicycle and walking access. Secure bicycle parking. Work with city/county in favor of public transportation. Use recycled paper products and green, non-allergenic cleaning supplies. Any new construction should include passive solar design.

Reduce mailings; use online resources for informational purposes. Make informational copies only if requested. Online surveys.

Reduce use of paper. Give each student a laptop with true high-speed connection.

reevaluate lighting in buildings

Reminding everyone what GREEN means for our children's future!!

Remove the amount of green lawn: replace with a ground cover requiring less water, less maintenance, less fertilizer and chemicals being introduced to the water shed. By saving on the current maintenance of lawns as installed, the funds would replace said lawns with a more environmental friendly media both in cost and man hours as now noted.

Replace carpet using recycled products. (esp. Central Services) Be sensitive to building air quality control during facilities building improvements that affect working environment.

research, practice and education

Review data, design, & implement activities when economically feasible and there is an appropriate pay out.

Rifle CMC the "all purpose room" where the exercise classes take place is very unsustainable. No windows open for air circulation. The ceilings are too low to jump rope. The central air cools or heats the building according to those who are sitting and standing and does not take into account the people who are exercising in the "all purpose room". So we have to use more electricity with fans or just be uncomfortable. Should have had its own climate control. Would have used fewer resources.

Said it all above.

Select several of the above as annual employee/student goals and work together to achieve them.

Should not be at any cost

Since it is a tax supported institution, CMC should get buy in from the community stake-holders.

solar power

Solar power, a way to promote car pooling

Solar Power, Wind power, Hydro Power! Efficient electronics, appliances, vehicles educational green programs volunteer opportunities

Solar power?

Solar powered school systems

Some days there are recycling bins located outside of Hill hall and other days there are not... I would like to see those all the time.

Somehow get text books more universal so people could pass them around if they wanted.

Some teachers like to use lots of paper and I think it would better the schools sustainability level if more teachers became accustomed with blackboard. If all students had homework on blackboard versus paper assignments it would actually make things a lot easier on us as well because right now it's just sort of half n half. Also PowerPoint's should not be printed off like they are in my biology class. No one uses them and if a student needs to write notes they should just write them in their own notebook. We must go through 2,000 pieces of paper each week just for these PowerPoint lectures and most of the students don't even use them they just pile up in our desks.

start a 90% reduction of trash ...works for me make pollution as bad of an habit as smoking

Start a student cleanup crew, there is a ton of trash coming up the mountain and we need to keep our community clean. Also recycle more of everything; if possible think about putting water reducers and the showers at CMC. Would it be possible to have a CC community garden? Or chicken coup to grow local food? Composting would also be a great idea.

Start by living up to its claims of being green - something I have not seen over the years in regards to recycling, etc.

Stop building new facilities that use up valley space for structures and parking. Use older, existing buildings - even if it means parceling out classes.

Stop purchasing water in bottles for meetings.

Stop using Plastic as in ONE CARDS

Support and promote oil and gas exploration so we can stop being dependent on foreign sources for energy when we have plenty in our own country. Green energy is somewhat important but there is no current green energy source that can replace energy from coal or oil in an effective, efficient, or profitable way without harming our nation's industries and our people. Wind and solar energy sources are not the answer today and they never will be the answer. Until such time as there is an actual effective green energy source that can support our nation's energy needs much like coal and oil, we need to continue to explore our own coal and oil in this country.

Support carpooling systems for students and faculty. Be sure the energy you're getting can be clean.

Support daily education initiatives and practices amongst students, faculty and staff. Determine the primary stakeholders and issues, work together to identify issues, and then create a PLAN to support, resolve and improve the CURRENT conditions on campus which hinder our sustainability efforts. Recognize and create a community of employees that understand it is more important to change the behavior of the people within the building, than to change or construct a new building.

Support Green as we go forward but not get crazy until there is a clearer path for green.

Support it more verbally, by modeling and resources. It's being done by pockets of employees right now-very inconsistently.

Support local companies that are focusing on green initiatives. Focus on what students can do to help sustainability, and to have green courses.

Support local farms.

sustainability can only help; the environment, the ecology of nature and over all the world

Sustainability is one of those concepts that easily turns into meaningless exercises of making you feel better without really internalizing the movement - especially in terms of institutional involvement. Therefore, it is of utmost importance that the institution buys in fully and makes significant financial and administrative commitment to the concept of sustainability. By not making this seem like the-cause-of-the-day, more employees will make personal commitments and then a cultural change will manifest.

Sustainability needs to come from the heart, not because someone else tells you that you must do it. Sometimes it does not make much sense because people do not equate their time, i.e. they will go out of their way to save a piece of paper while burning lot of time to do so. One of my competitors in ground transportation uses bio fuel vehicles that ran on veggie oil. He missed some trips last year because either he broke down on the side of the road or his vehicle was in the shop because the veggie vehicle coagulated and would not start. I prefer to be able to start my vehicle in the morning as opposed to not being able to pick up my customers. I think that every person needs to conserve energy as they choose. Don't expect any great revelations from Obama because he wants to tax venture capitalists and other investors so much that it won't be worth it for them to invest in alternative energy. It will be a very slow process or oil will need to go up high again to get the ball truly rolling. Just don't let sustainability consume your time to the point that you're spinning your wheels.

Switch to CFL bulbs if we haven't already. Organize volunteer days to make the campus greener. Start green classes to educate about the importance of going green and sustainability.

Take an action on all this matters.

Teach more classes, and apply green practices to your own facility.

Teach photovoltaic classes and solar construction. Actually I don't know if you already teach these or not, but they should be available.

Tell all network computer users to TURN OFF THEIR MONITOR AND COMPUTERS EVERY NIGHT. Huge savings there, plus it is what they agreed when hired, and it's the ITS policy. Electricity costs money and creates pollution; air, water, noise, etc.

the 3 r's

The Aspen campus does not recycle cardboard--it's too much extra work. When CMC says publically what they believe in and then not routinely recycle cardboard is unconcoiusable.

The cafeteria could be much more sustainable by adding locally grown produce and livestock, as well as composting the hundreds of pounds of food that are thrown away every week. As well, there are a stupid amount of lights that are left on 24 hours. This is a useless, wanton waste of resources.

The dining hall throws out a lot of food. It would be nice to have a compost bin to put the food in instead of just throwing in the trash.

The Eagle Valley Alliance for Sustainability had a great film series on green related issues. A partnership with CMC on stuff like that would take it to a new level. Green partnerships with CMC in Eagle County could be: Eagle Valley Alliance for Sustainability Eagle County Planning Department The Vail Symposium Holy Cross Board Rep Eagle River Watershed Council Eagle valley Water and Sanitation District Colorado Workforce Center

The last set of questions about administrative practices is what will lead CMC into the true practices of sustainability. Without the will of the leadership CMC will become 'practice sustainability as you see fit'. It will not be a leader in the community of among other Community Colleges, which would be a shame.

The next building you build should have heat in the floor with hot water solar panels to heat the entire building. The building should be build with passive solar in mind. There should also be solar panels installed to feed the electrical grid. Solar dos work! I have lived in a solar home for 30 years.

There are many ways. Cut down on using so much paper. Get the students involved by recycling, cleaning up the campus. Encourage them to car pool if possible.

There is NOTHING more important than sustaining, preserving, and conserving our "natural" environment. Students/Faculty should be punished for not turning out lights, recycling (everything), buying organic, driving cars/TRUCKS-no reason if you live in Steamboat you can't ride a bike; take the bus in all weather-PERIOD. Every time I walk into Bogue all the lights are on and the trash is full of recyclable material. It's pathetic. Most of the time it is the faculty who are the ones who have no clue about sustainability or even what it means.

There's still a lot of paper waste. Classes could be structured so the majority of info is disseminated electronically, with the option to print if needed. Also, compact fluorescent lights would be nice. (Especially because many classrooms and labs are overly lit which is draining.

To get all CMCs have solar energy.

To have partnership with other businesses.

Train and update their staff in order to properly educate students in regards to "green" or renewable careers. The public first needs to enable their individual survival before expanding into a position of green practices.

Training faculty on how to thread sustainability into their course work. How does their academic subject influence/effect the economy, environment, and social equity issues? Remember - sustainability just isn't about teaching outdoor education. Students should be working in the community more and applying their knowledge to solve real-world challenges.

Try to have more teachers going green; not having handouts in class unless people want them, having work submitted to blackboard instead of being printed off, and printing double sided.

turn off parking lot lights 1 hour after last class/movie

Turn off unused lights, lower heating and cooling "wants" stop throwing away so much paper.

Unfortunately I haven't been there long enough to intelligently comment. However, I am enrolled in the Historic Preservation Program, which by nature is a green program.

Unfortunately I think we do need to be aware of the cost. Since most of these items are higher in price (cleaning supplies, vehicles, etc.) perhaps it is something to ask our local tax payers? We are spending their (our) money. I truly hope costs come down because I think it is something we need to do. I just think that the financial climate right now may make some things cost prohibitive.

Use less paper or use recycled paper.

Use recycled paper have recycle bins in convenient locations across the campuses e-mail as much as possible

(receipts, schedules, etc.)

utilize wind and solar power

We need a Sustainability Director at the VP level. We need to change our CMC culture so we make ALL decisions through an environmental lens. We need a President that BELIEVES this is the most important issue there is rather than just a way to save \$. We need a President who consistently leads through action. We need to start using in-house experts. We need to develop a systematic plan (with measureable goals and timelines) for how we are going to EXCEED the recently signed President's Climate Commitment. We need to make sustainability an important item in job evaluations (without mid-level management buy-in, only symbolic gestures will happen). We need to do a LOT of in-house sustainability education. We need to stop mostly treating sustainability as just another PR item. We need to integrate sustainable learning communities across our curriculum. We need to become a 2-year leader. We need to BUDGET for sustainability. We need a very different way of thinking

We need the automatic lights in the dorms to cover for the people who are not responsible in energy conservation. Also we should have a lecture on the importance of conserving and recycling. That way when they leave to wherever they can take that knowledge with them.

We need to make sure we are all recycling as much as possible.

We need to spend our dollars on sustaining and building the programs we have and if resources are available, then towards sustainability.

We should be able to purchase from companies that are going to be the most practical and helpful with sustainability. Buying everything from one company because of a contract is not going to help with this (especially with custodian products and office supplies)

We should be solar/wind powered as much as possible--not just a token amount. We should have a campus-wide policy to never purchase bottled water or other ridiculously wasteful/throw away products. All our vehicles should be hybrid. Most importantly, we should teach that consumerism is destroying the planet. We should have alternative, anti-orthodox programs that teach how private enterprise itself (in its current form) IS the problem, and can never be the solution. We should hire instructors that the mainstream dismisses as "left-wing wackos." We should hire Ward Churchill. If we do not, all the rest is just re-arranging chairs on the Titanic. And frankly, I would be shocked if CMC actually did more than that. Not only do I recommend these things (and there are hundreds of other things we could do) to be "PC", and to contribute less to the impending environmental catastrophes of the 21st century, but also because they will save the college money in the long run, help condition our employees to a (slightly) more sustainable lifestyle, and students will appreciate us/be proud to attend CMC. I advocate making CMC stand for something.

While this is a socially and politically correct issue to acknowledge and address to some extent, CMC's primary mission is teaching. While 'role modeling' has a place in our mission, our financial resources are defined to meet the teaching/learning needs of our communities, but NOT to spend these funds on what can 'rightfully be described as 'pet projects'. Small, incremental use of college resources to meet reasonable sustainability initiatives is smart; beyond that I expect the taxpayers will have cause to question why.

Who's Idea was it, to remove all of the ashtrays, People are going to smoke anyway now they just through the butts on the ground instead of the ashtray.

wind power

With computers now so much can be done without paper products. Also to keep the building on the cooler side, 65 degrees so to use less heat and it is healthier.

With the new building every effort should be made to be as green as possible.

Work on the above points. Have ongoing article in Aspen Newspapers on what the school is doing.

Work to continue to provide better bus service that coincides with class times. Provide a bike rack.

Work to provide a bus or shuttle up to Spring Valley. Or work out an easy way to plan carpooling with other CMC employees (Maybe through the web or a low-tech solution like a big, centrally located bulletin board that just puts carpoolers in touch with each other.)

Work with facilities on the campus to be more open and receptive to green practices. Check out Alpine Bank and the work they have done. Surveys like this are good too.

Work with the Eagle Valley Alliance for Sustainability to foster a relationship to work towards a more sustainable community. I.e. Volunteering, cleaning up trails, etc. Have the opportunities for students to get involved. Make it well-known

Working towards solar power

yes

Yes, CMC can do a lot for this eagle county

You could explain what sustainability is. I gathered from the survey what you were talking about, but really if I turned this in as homework I wouldn't get a very good grade for lack of clarity. One sentence at the beginning would've done the trick.

You're doing a fine job with sustainability.

What do you think you can do to further sustainability?

I can drive less. Use less electricity. Reuse many more things, instead of throwing away after one use.

I want to learn more, and be prepared for the future.

Take as many environmental classes and help to pioneer the green movement. Believe that we can change.

-- Actively participate on a sustainability committee. -- Continue finding ways to increase my knowledge and practice.

-I'm pretty green - I have a solar house, I compost, I recycle, have a car with good gas mileage. But I do need to understand better how to do my job in a more green way - what exactly needs to be kept in paper form vs. electronic.

"All Ready doing it in my personal life, even with the added cost to me. But I hope in the future it will pay for me, my kids and the community in which I live".

* Continue to ride, walk, and bus to work. * Continue to turn off lights and electrical equipment when not in use. a lot... already practice a lot of those things

A whole bunch! Produce more food locally, use technology appropriately, teach more sustainability courses, eat a more perennial diet, drive less, ride bikes more, invest in green energy, work harder with CSRP (listed above) to build demonstration sites for the community and private home garden systems, CMC could be a great ally!

Adhere to buying green and recycling correctly.

All the same

a lot but I won't do it

Always be aware of paper use and how to cut back.

Am doing my best!

As a single father it is tough sometimes to keep that in mind. We do try to recycle, turn the lights out that are not needed, and save energy as best as we can. It is still a learning process with the kids though.

As I don't take classes at the CMC campus, I can safely say this is none of your business.

Ask our city govt to use local contractors for ALL their capital improvement projects. HINT (THEY DONT!!) They are using a Fort Collins contractor to build the bike path underpass at the Castle Creek bridge. That company brought all their heavy equipment over to Aspen by truck and trailer...that is not a sustainable practice at all.

Be a good role model for students and our community during these influential years of their lives.

Be a partner in every project associate with the subject. Learn more about it

Be aware of energy use. Shutdown computers every night, recycle what can be recycled.

Be careful of purchases and eliminate waste.

Be clearer on recycling practices--where to take stuff, categories to sort.

Be involved, be involved, and be involved!

Be more aware and volunteer as often as possible.

Be more eco-conscious of my own actions at home and at school. Gain further knowledge of sustainability and the green movement.

Be practical...recycling has been around for decades and does help...but the whole solar/wind movement is pure fantasyland! Get back to math, science, English, reading and writing! Make people employable.

Being "green" is NOT a big deal to me. The earth changes. Researchers believe that the Aspen Valley was once a RAIN FOREST! Things change, we might speed up the process a little, but it's going to happen...

Being conscious about the ripple effect our actions and negligence cause. Recycling can always get better through thoughtful efforts expended. Being a good role model to our children; to teach them sustainable ways and technology. Be a part of a team effort to generate interest, support and active involvement throughout our community in being green.

better end produces for renewable energy sources and more government credits

Bike more (I already grow a garden, drive 35mpg vehicle, buy local, etc)

Bring these issues to the attention of administration as they seem to be the ones who make all the decisions. I think students are already aware of the sustainability issues as well as some faculty/staff. We need to get the others on board.

Bus, walk, bike up here. Recycle.

buy food that is locally grown recycle ride the bus/bike reduce gas and electric use at home

Buy green consumer products, drive as little as possible, and support local farmers...

Buy more from local food suppliers

Buy organic food. Actually use the cloth bags at the store.

Buy real spoons at the thrift store for my students instead of plastic spoons.

By trying to reduce my personal waste, my impact on the earth on a daily basis. REDUCE, REUSE, RECYCLE

By using the facilities and provisions created by CMC and using them properly and effectively. By taking GREEN classes and classes that focus on environmentally conscious issues, not necessarily earning environmental degrees but furthering knowledge of green practices, and economical practices.

Car pool more.

carpool

Carpool to school and work with local officials for public transportation. I create very little trash on campus and look for recycle bins when appropriate.

Carpool to school but it is hard to do because of time schedules. I should leave my car at bottom of Watson Divide and take the bus to school.

Carpool to work. I consider this but haven't done it, due to conflicting schedules.

classes

Conserve energy whenever possible. Turn off lights, conserve water, and turn off computer. Volunteer my time to green projects and eco friendly causes. Educate my peers about why sustainability is important to all of us and share ideas for what we can do together to help matters.

conserve energy, utilize public transportation, buy as local as possible

Continue in my own sustainable practices.

Continue my education

Continue my efforts in recycling and conserving energy...being flexible in my own lifestyle to take advantage of community resources.

Continue my own personal efforts with regard to sustainability. Model sustainable practices and behaviors on a daily basis with whomever I interact. Continue to discover and implement creative and proactive ways to educate students, and staff. Find time to make this a priority in my daily work.

Continue office recycling, turning my computer, monitor and other office equipment off at night; try to reduce my paper waste from my computer. And keep up my volunteer work as a facilitator for environmental education workshops as well as going into schools and doing non-formal education when possible.

Continue on the track I'm on.

Continue recycling & trying to be conscientious of paper, gas, and energy use. Continue to try to educate others about the above topics. Continue to be active in supporting CMC and community efforts toward being more green & sustainable. I am conscientious, but I'm sure I can do more.

Continue reducing use of paper and utilizing Blackboard to post course documents, continue to order used texts whenever possible. Encouraging students to study in groups, thereby reducing their overall carbon footprint.

Continue to ask facilities for information and provide ideas. Fill out surveys like this. Recycle and keep doing all I do in my area!

Continue to follow sustainable principles and conserve energy in my own home through not wasting water, using CFI bulbs, growing food in an organic garden and composting, avoid driving when not necessary by combining trips, etc.

Continue to identify and implement sustainability efforts.

Continue to learn about how to lead a rewarding life without consumerism.

continue to pick trash out of the recycling

Continue to recycle at work and encourage others to do so. Recognizing individual efforts being made at our campus in our newsletter - such as those who carpool every day. Get involved with campus organized efforts. Shut lights whenever appropriate.

Continue to recycle, minimize driving personal vehicle, and conserve water.

Continue to recycle, promote legislature to broaden items that can be recycled, continue to car pool and to maintain my car; walk or use alternate transportation when feasible; reuse paper. etc.

Continue to ride the bus or bike to class. Not print out unnecessary papers.

Continue to take classes and workshops that increase my knowledge base and continue to be a vocal activist in regard to sustainability. Also, live by example.

Continue to take CMC gardening and other classes and grow some of my own food. Purchase and use green items. Reuse, reduce, and recycle goods. Continue to wash with cold water and hang clothes out to dry. Continue volunteering to help preserve and restore hiking trails. Continue to walk to work. Carpool. Carpool using my Prius. Eat more local foods. Talk up and promote sustainability. Improve energy conservation in my home. Print fewer items on paper.

Continue what I'm already doing, which is being conscious of the resources I use, and find the most sustainable ways to purchase and live.

Ditto above!

Do my part and get involved.

Don't know... maybe recycle paper more than we are doing now...

Drink less bottled water. Eat food that doesn't come in a bunch of plastic. It seems food products, both drinks and whatever else, are the bulk of consumer waste. We eat everyday or at least most of us that are lucky enough to do so; therefore, we should not take the privilege for granted and do what we can to preserve the availability of such qualities.

drive less, consume less

drive less, utilize wind and solar power, recycle

drive less/take more classes

drive my car less

Eat & buy green, especially local organic --- healthier for me, supports local farmers, sustains the environment in which we live!

Eat locally grown foods. Think about it when making any and all purchases. Bike to work. Pick up trash.

Educate and practice no waste skills.

Educate faculty and ADMINISTRATION

Educate myself and my students on how to reduce consumption and create sustainable lifestyles

Educate practice and improve on current practices.

EDUCATE the people around me a little more as to what we are doing to this earth and starting a movement to try and reduce our impact on our environment. Education is key at this point. Most people don't even realize how bad it has gotten....

EDUCATION OF older generations

Embracing suggestions to further sustainability on our campus would be a start. Ultimately, I need to change old habits and encourage behavior that supports this mission.

Employ the most efficient technologies in order to support less use of fossil fuel for traveling. In the Roaring Fork Valley if a student can't get a class in Aspen, he or she will drive to Carbondale or Glenwood. Collecting data on how far students are driving to attend live classes might be interesting and a form of data that could be used to answer this question. Upgrading buildings and diversifying energy contractors would be another. I haven't seen many solar panels or wind turbines.

Encourage students, staff, and faculty to print only when necessary. Turn off all machines not in use i.e. overnight.

Every little amount counts, I believe that plastic bags are the worst thing for our environment. We need to move away from plastic bags, and focus more on recycling in our community.

Figure out some other way to volunteer. We tried adopt a highway, on Interstate 70 and that's really so unsafe.

Find a way to run diesel engines on straight vegetable oil without destroying the engine/cause excessive wear. I would LOVE to be able to do that.

Focus on things in the office and at home that will reduce my carbon footprint.

Gather as much information as I can about being sustainable and putting that knowledge into practice.

get involved

Get out of the consumer society as much as possible. Grow/raise my own food. Live in a society where I can walk/bicycle everywhere 99% of the time. Keep fighting the orthodox paradigm that the accumulation of private wealth can possibly be compatible with anything remotely "sustainable." Never vote Republican (or Democrat). Discourage all young people from joining the military, seeking a career in "business", or leading an otherwise conventional life.

Go on the computer less often, lol.

Grow my own food, use less, drive less, ride bike more, cut out waste, use existing technologies to save energy (i.e.: south facing windows to provide more heat in winter). Fix up old vehicles and drive less. Become as independent of the utility companies big business, and government. Replace current government with libertarian government that represents individual Americans and curtails the waste and influence of big business, and that effectively tackles climate change.

Grow my own vegetables, and if I owned my house, I would improve the insulation and window sealing.

Help initiate recycling where I notice it not being encouraged and educate others for correct recycling. Next house I build (2 so far) will be "green" with solar etc.

Help provide training necessary.

help support programs that help me live more sustainably

help with recycling and supporting programs

Host green meetings, recycle, avoid buying products with excessive packaging, buy locally when possible. I tried carpooling, but it created more stress in my life, so I could not sustain that option.

I already bring in items from home for the co-mingled recycled bin. I've enjoyed having this service available. I used to just pitch such items in the trash for trash pickup day. I believe that most people, just as human nature, won't recycle such items unless it is convenient to do so. Who has time for a special trip to the recycling center to drop off stuff when it's open? I don't. I keep my car in excellent running condition. I use a programmable thermostat at home for my furnace. I have my furnace serviced every year in the fall to make sure its operating properly. I use mostly fluorescent or compact fluorescent lighting at home. Overall, I believe I do a good job at making my life sustainable for my lifestyle.

I already drive a Prius, use canvas bags, Support and purchase foods from Colorado growers, ranchers and companies. Eat mostly organic. Plant flowers to encourage bees and hummingbirds. Support local Kombucha Tea maker (High Country). Walk. Recycle. Ever light bulb in my house is Compact Florscent. And turn off lights when leaving a room. Keep my thermostat @ 57 degrees during the winter. Have home with high efficiency windows and glass doors which allows for passive solar heating year round. Have energy efficient appliances and water saver toilets, faucets, etc. Depending on my level of physical activity, I shower every other or every third day. I do not use a garbage disposal and do not have a compost heap as it is probably a 'code violation' in my neighborhood. These are just a few things that I do. If there is more that I can do please let me know! Thanks for asking!

I already live on solar power and am currently building a four season greenhouse in Leadville. We have one tankless water heater and are planning on a second. Money is tight but one thing at a time and before you know it, you might be self sustained. Not hard thing to do in this day and age.

I already recycle extensively and am not a huge consumer. I will make sure that we don't use too many disposable items during our meetings and events. I will try to take the bus to work more often.

I already take the bus almost every day; I can turn the lights and computer off and drive to meetings that have more validity to my specific job and stay back from meetings that have an agenda that does not affect my area.

I already walk everywhere or carpool, recycle, pick up trash if I walk by it, and buy recycled goods. I like where I'm at right now for sustainability

I am already doing my part.

I am doing a lot, but can do more to help further it college wide e.g. at meetings, within my office, with co-workers, etc.

I am doing it already. Reduce, reuse, conserve, volunteer, recycle, learning and foster this in others.

I am doing it!!

I am not exactly sure. I try to do as much as possible, back to my main point the more ideas presented to people the more they will implement these ideas on a daily basis. Most students want to do as much as possible but everyday life often intrudes.

I am not sure I understand what you mean by sustainability but I am going to continue to live my life in moderation, which I have always done.

I am trying to reduce my overall use of everything.

I am very interested to be volunteer but don't know how.

I belong to three recycle orgs. I don't buy anything that's not in a recycle package. I only use green bags at the grocery store, etc. I refuse plastic bags at all other stores. I won't shop Wal-Mart because of their non-union stance and wage theft practices. I am currently investigating the unfair use of non-citizen work visas for wage theft purposes by middlemen and trying to get the DOL to intervene.

I can be more selective in the products that I buy to make sure that they are: 1. organic 2. Local or American made 3. Recyclable 4. try to reduce paper usage and use recycled paper when possible (some printers do not work properly with recycled)

I can continue my education in enviro-human interaction, expand my ideals and household practices, shop locally and consciously, move closer to town, build a garden using a grey water system, get a cackle of hens and a rooster, shift priorities from me to humanity, participate in community building etc.....

I can contribute my skills and knowledge for green house & food production programs. Small business owner in edible landscaping & food production in the Roaring Fork Valley with a focus in sustainable development. "Build it & they will come" ...

I can encourage colleagues and students to participate in CMC's sustainability initiatives.

I can help promote the ed2go sustainability courses to employers and associations. I'm planning to help Northwest Council of Governments in their quest for a grant funded program that will focus on dealing with the beetle kill forests.

I can help provide materials for those interested in teaching eco-focused courses to help understand how they can embed sustainability into the curriculum. I can set aside more time to meet with colleagues to share ideas and best practices. I can lead by example and try to model a more sustainable lifestyle for students. As an advisor for Students for Sustainability, I can help support students in their educational and volunteer initiatives.

I can keep doing what I have been doing. Conserving energy. Cutting my waste. Speaking about saving our natural surroundings.

I can keep using chalk, continue to restrict printing of handouts to students, and continue to walk to campus, and so on. I can seek alternative text choices that use less paper, such as custom printing editions.

I can make sure the lights are off every time I leave as well as use the back of my papers for scratch paper instead of sticky notes or a note pad.

I can teach it. ;)

I can, and do carpool. I am careful about how much paper I use in the computer lab.

I continue to recycle and monitor what products I buy given the history behind the product or company manufacturing the product.

I could not race cars, drive a truck, ride snowmobiles; oh I could buy a hybrid car.

I could possibly participate in, or help coordinate, some of the above.

I could probably focus more on what I can change or stop doing a little less of to help sustainability

I could take the bus and carpool more

I could try to carpool to school more. I could be more mindful of any waste I am producing and I could consume less in general.

I currently bring a reusable water bottle to work so I do not use the disposable ones.

I don't have idea. May be I could be a volunteer.

I drive a hybrid car and have installed solar panels on my home. I am careful about what I buy for personal use, food, clothing, and transportation. Guess not too much more except possibly increasing awareness for responsible energy use.

I feel that I am already a bit "over-the-top" when it comes to sustainability/recycling/mpg/et cetera - just ask my husband.

I have compost for my garden and recycle whenever possible. I am conscious of saving whenever possible

I have been doing everything that we can afford to GO GREEN!

I have recycled more than ever and am recycling my roommates' trash. I would like to participate in any activities CMC will offer to learn more and help out more.

I have solar panels on my house. I drive a hybrid car. I recycle at home and at the office. I garden and compost. I have an electric lawn mower and weed eater. I'm planning to replace all major appliances with green appliances. Is there something else I could do?

I have tried to be a good consumer by recycling, buying local, and I walk to work. (Granted I do live within walking distance of my job). My husband and I live in a condo, so we do not use a lot of resources. I use reusable bags at the grocery store. I have replaced some of our light bulbs (not all) with compact fluorescent bulbs. I also encourage my children to think "green". By and large they have followed our example of taking care of the environment in their own lives.

I have tried to start using reusable cloth grocery bags and recycle more

I intend to make a greater effort to take the bus, walk, bike, or carpool whenever possible. If there was more public transportation readily available I would already be doing this.

I like to think I am rather sustainable. I get 50 miles per gallon, I don't use paper plates or any other one use products, I unplug my electronics when they're not in use, when I buy a soda or other consumables with disposable containers I try to reuse them. It's just knowing that you as an individual have to put forth the effort, not for everyone but for yourself.

I own a Prius and just installed solar panels on my home, changed all my light bulbs to CFL can't think of anything more

I practice at work & home

I recycle, conserve electrical energy, and conserve water. This conservation only causes the utilities to increase their hourly fees so that they can meet their costs. We conserve and the costs go up! Our costs as a consumer aren't going down as they should! Go figure!

I reuse a blank sheet of paper if I do need to print something. Turn lights and water off. I also teach my young son to practice "going green".

I run a green office and green classroom. No paper is handed out, 100% online. If CMC does not recycle it, I take it home to recycle.

I save energy by: ~I unplug all the electrical appliances (w/ the exception of my fridge) when I am not using them. ~I always turn the lights off when I don't need them or leave the room. ~I reuse trash bags, especially the small ones in the bathroom. ~I use reusable bags while shopping for food. ~I would do my best to recycle

I should be better educated, and work and purchasing more locally grow foods.

I think I can drive less. Eat locally and buy locally. Recycle more. Educate others.

I think I can volunteer in projects to clean the environment.

I think I'm already doing about all I can right now - and that's quite a bit.

I think online hybrid courses are great idea. I really like the idea of face to face interaction in a classroom setting, but if all written assignments were submitted through Blackboard just think how much paper would be saved!

I think the college committee dealing with this issue is well informed and on track.

I try as best I can to limit paper, to limit electricity costs.

I try my best every day.

I try to do all I can including buying locally but I should learn more about being green then the basics.

I try to do all I can to minimize my carbon footprint, including walking to campus, limiting paper use, and so on.

I will continue to do all I can with the recycling/reuse/reduce resources that are currently available to me.

I will continue to recycle, reuse, buy green, walk to school whenever possible, and buy from farmer markets when available.

I will like to participate in these programs

I work for a "Green Builder". I volunteer on projects, recycle, gardened this year, conserve use of gas by consolidating trips and ride sharing.

I would have no idea, and honestly I don't think there's a Lot I could do. Though I would certainly do what I could.

I would like to help whoever is involved, to creatively think about building locations on the property, and if it is possible to think far enough ahead, to locate locations for deciduous shade trees to provide shade in the hotter months so that the air conditioning is not needed so much. These trees could be planted now with a minimum expense, to provide shade in the future.

I would like to ride my bike to school more often

I would love to retrofit my home with solar or another sustainable heating source. I would appreciate more classes and information along that line. Another thing I hope to do is become more politically active in pressing for major policy change regarding climate change.

I would love to start and help out with composting at the Timberline Campus.

I'm a part time student but travel from the other side of the county to the Breckenridge campus. Carpooling is a

good idea.

I'm an advocate for recycling and green product purchasing. I work to spread the knowledge of sustainability to my co-workers.

I'm making a conscience effort to recycle paper beyond my newspapers: mainly all the junk mail I get and cardboard.

I'm not sure because I do everything I can at home and take the bus as much as possible. I can only fight for Datatel to help us stop printing when we don't need to.

I'm not sure what I could do, but it would have helped me with this survey if what "sustainability" was, was defined for me so I knew what this was all about. Couldn't it also mean sustaining a constant student base, or even sustaining a responsive relationship with the communities we are serving to insure CMC's role? Apparently, this "sustainability" refers strictly to environmental and energy use only. I hope this "green" attitude doesn't get out of control however, like I've seen happen at Alpine. I think its wrong the stained glass class that has "sustained" a healthy enrollment for over 12 years was eliminated due to green concerns. In spite of the OSHA report which never indentified a problem that couldn't easily be resolved, thousands of dollar of college equipment taking up space, and a desire from the community for this class, the college's image of being green over rules the facts. Learning to safely handle and work with hazardous materials and equipment (just like in boot fitting or ski tuning) should be part of the learning experience, not rejecting the whole experience under the guise of being "green".

I'm pretty sure that I'm doing just about everything I can to be sustainable, and I'm trying to stay tuned into other possibilities.

if you didn't get in trouble for having empty alcohol cans you could recycle them

In Europe my mom stayed at one of these hotels that when you left the room your lights automatically turned off. I think this is a great idea to have at the dorms because a lot of students, including myself, forget to turn the lights off when they leave. There is a huge energy crisis in the work right now; I think this would help CMC students conserve energy for the school. :)

In the last year I've improved my understanding of "sustainability" and become part of the "green movement", from supporting clean energy legislation, to the purchase of a new hybrid vehicle that is consistently able to achieve over 50 miles per gallon' used my scooter whenever possible; increased my recycling; reduced the number of plastic grocery bags used; volunteered many hours to work on the Summit train system; and switched to using organic products whenever feasible. I can continue to make personal changes that make a difference and become more vocal supporting sustainability issues.

Incorporate it into my department and try to do things that are more sustainable, but not take away from what we do for students...because that is not sustainable.

Incorporate social responsibility and sustainability into course delivery and plans for student learning.

Incorporate these values into my classes, work, and life.

Increase awareness and practice of personal choices that promote sustainability

Increase my education of how to further sustainability in my world.

Integrate information in the classroom and promote debate and discussion.

Keep doing all the recycling & conservation practices I currently do & continue to learn & adopt new ones.

Continue to talk about it & support others in adopting recycling as a habit & life style.

keep doing research and keep up with the changes and technology

Keep on recycling and eating locally!

Keep suggesting a bus up to Springs Valley whenever I get the chance.

Keep trying to be a part of the solution and notice when I am being lazy and not an active, committed participant.....

Keep up with the latest green information and implement into my daily life. I already recycle, carpool when I can and buy local produce.

keeping it a main interest of mine, and learning more about it, will help me spread any knowledge I have to other individuals

learn best practices

Learn more about it.

learn more about sustainability to utilize in my everyday life, carpool, conserve energy, be more aware of my impact on the planet

Learning new ways to be green and sharing them with other people.

Let me give an example, if you ask for help in something...I'll help you.

Live a sustainable life of recycling, re-using, and car-pooling whenever possible, volunteering in your own community to clean up, pass on and share information with others.

Live conservatively.

Look for ways to cut down trips and take as many online classes as possible.

Make green choices - shopping, transportation, recycling, volunteerism, energy conservation, food choices. Educate myself and share the info.

Many of the same things that the institution can do.

Many things at home and at work. too many to list

Maybe be more involved in the school activities

Model sustainable practices, volunteer to help at events that highlight green practices. Make it part of the curriculum of any classes I teach. Write and phone my state representatives and senators... and for more ideas and info to get involved I go ere: <http://www.solarenergy.org>.

More time spent researching before making purchases and more days of walking to work. Continue recycling, using cloth shopping bags and shopping locally. Support local businesses even when the Internet is a cheaper and faster option.

More volunteer activities, continuing to recycle, composting

Move into a cave.

n/a

Need to work on using other modes of transportation to class, bus, bike etc.

No limits in sight~!!!!!!!!!!!!!!

No more paper - everything should be in e-format. This would save money as well.

Not much. I live in a mobile home in a trailer park. No money to do anything right now.

Not print so much and ride my bike to work.

Nothing I'm not already doing.

Once I graduate with my Outdoor Recreation degree, it will be a priority for me to educate as many people as possible about sustainability practices, conservation and green living.

Once I have the money to get a bike I am going to do so that I don't have to use my car so much.

One option would be to get my LEED Accredited Professional designation.

Only as much as my community allows for and pushes me to work towards, i.e. I feel like I'd better separate out recyclables only because it is in my face...We need these triggers from the top! CMC is a higher ed. institute; be an example and a leader!

Order supplies in a green manner. Less energy consumption. More recycling

Participate and lead initiative. Be responsible. Be educated.

Participate and volunteer to help make the green movement stronger.

participate in the process

Per the direction of the Summit County Board of County Commissioners, the County Planning Department has been working to advance Summit County Government's Sustainability Initiative. The focus or scope of the County Sustainability Initiative has been to organize an employee "Sustainability Task Force" and to create and implement an action plan to improve Summit County Government's sustainable practices. The overall purpose of this effort is to increase efficiency, reduce costs, and minimize the environmental impacts of the county's facilities, transportation and day-to-day operations. To date, the County has formed a "Sustainability Task Force", which is made up of employees from various county departments, and we have been working to draft a Sustainability Action Plan (which we are targeting for completion by the end of the year - Dec. 2009). We have also been working to implement a couple of sustainability initiatives, which have focused on improving the efficiency of the county's vehicle fleet and reducing the amount of waste generated in county facilities. Currently, our efforts have concentrated on leading by example (with a plan focused on county government instead of a community wide plan). But we eventually would like to evolve and expand our efforts to the broader community. As we work to achieve the sustainability goals set forth in our Sustainability Action Plan, there will likely be opportunities for us to partner with CMC and other entities in the community to advance sustainability initiatives throughout the county. I look forward to learning more about CMC's sustainability efforts, and discussing partnerships that could potentially be developed between CMC and Summit County Government to help further our sustainability goals. Thank you for the opportunity to complete this survey, and keep up the good work!

Personal Slow but increasing progress on home energy efficiency, and transportation fuel consumption. Work making clients' homes more efficient, reduce construction waste (or recycle), and fuel consumption.

Personal change, personal commitment, and teaching.

practice better reuse reduce and recycle habits

Practice it.

Practice sustainability lessons that I learn. Promote these lessons to others I know.

presently, I carpool / walk / take the bus / recycle, and try to be eco conscience w/ all my packaging and supplies, to further sustainability, I would like to attend classes on self-sustainable energies, so I can implement them into the community.

promoting the concept in daily life and conversations ~ carpooling ~ low-flow showers and toilets at home ~ pressuring local community to explore more and more sustainability practices

Push CMC

push my teacher to make room for recycling in our class

Quickly discipline students who are not recycling or doing other non-sustainable things.

Read above- Educate the ignorant.

Read more, Question more, Take responsibility. Teach my children. Look at long term effects of new ideas that seem to be the answer today, but could cause more problems later. People, students, teachers who are active that are not afraid to make decisions regarding our world are needed

recycle my organics and inorganics

recycle

Recycle and become better informed

Recycle and reuse as much as possible. Drive an energy efficient car

Recycle as much as possible. Purchase local food when I can for my field courses. Recycle plastic, etc on field courses. Buy from "green" oriented companies, who walk the talk/practice.

Recycle materials, buy more green products if they aren't priced to high

recycle more

Recycle more

Recycle more and eat healthier and ride a bike instead of drive and save energy as much as I can by turning off lights etc.

Recycle more, bike to work...

Recycle more.

Recycle more.

Recycle much more, conserve my resources, and drive a fuel efficient car.

Recycle newspaper. Have a garden and a compost pile. Bike more and drive less.

Recycle, don't drive if I can walk, and someday if I'm ever rich I'll buy a hybrid.

Recycle, reuse, etc.

Recycle; submit class assignments electronically so paper isn't needed.

Recycle, turn off lights.

recycle, watch level of paper use, utilize electronic publishing and storage when possible

Recycle; community involvement with projects

Recycle...already do it.

Recycling- taking the bus/walking but difficult to take the bus from Spring Valley to Aspen. food choices

recycling, energy conservation

Reduce meat consumption: "Livestock are responsible for 18 percent of greenhouse-gas emissions as measured in carbon dioxide equivalent, reports the FAO. This includes 9 percent of all CO2 emissions, 37 percent of methane, and 65 percent of nitrous oxide Altogether, that's more than the emissions caused by transportation."

<http://www.csmonitor.com/2007/0220/p03s01-ussc.html>

Reduce my carbon footprint by driving less; minimize everything I buy by reuse and reduction of use. Recycle everything possible. Make my house as efficient as possible; minimize my use of electricity, water and gas.

Reduce, Reuse and Recycle.

Reduce, reuse, recycle, communicate, lobby, and communicate with politicians.

Reduce, reuse, and recycle.

Reduce, reuse, and recycle. OM.

Remember to turn the lights off, and don't take very long showers, or leave the water running.

Reuse things more, buy more recycled products (although it's very hard to find a lot of things with recycled material), be conscientious about energy usage, no wasting, less water use...

ride bike

Ride bike/walk to work, turn lights off, turn off computer, close windows, turn down temp, and recycle.

Ride my bike more, work toward alternate energy sources for my home and business, etc.

Ride my bike to school. Compost and recycle. Hang my clothes on a clothes line. Compact fluorescents. Grown and hunt my own food. But most importantly respect the earth and treat everything as a living being and with respect.

Ride my bike to work every day and ride it to get to places in town, buy products that are biodegradable.

Ride RAFTA

Same answer -- follow American Indian philosophy and teachings.

same as above

See above - personal responsibility required.

See comment above.

Self-educate and know that every contribution counts.

Serve as an example of someone that follows a simple, non-consumptive "lifestyle". Teach sustainable living techniques to "the poor"; these folks are the ones stuck in an automobile culture, stuck in drafty, hard to heat housing that they are forced to heat w/ fossil fuels, and have no land base upon which to grow food. These folks are CMC's potential students, not the kids of the elite.

Simple answers are not always the best answers for promoting sustainability. Before any practice is begun to promote sustainability the proposed practice needs to be evaluated very carefully.

Small things everyday but more importantly changing the way we live as we know it, not necessarily dropping our

lifestyle but changing the lifestyles fuel.

Spread the word, volunteer

Start biking to school

Start caring less? Resign?

Start recycling all the products that I use. Be more aware of turning off lights.

Stay aware of daily use of sustainability practices. Keep updated on environment and surroundings and how they all affect each of us and all we do.

Stop buying bottled water.

Stop printing emails, only do 2-sided printing and only when absolutely necessary.

stop shopping at Wal-Mart

Stop using ONE CARDS

Support businesses and organizations that put sustainability as a top priority. I take CMC classes knowing that it's taking an active effort in aspects of sustainability. Thanks for doing so!

Support local businesses and farmers that do the same. I'm already practicing a number of sustainable initiatives at home and work

Support programs that further sustainability.

Sustainability is great, but it is not always the most effect way to teach. I don't think we should put it ahead of great teaching practices.

Take courses in the subject area, and read at home on my own. For example, I am presently reading "Slow Money: investing as if food, farms, and fertility mattered," by Woody Tasch.

Take green classes

take green classes, recycle and purchase green products at campus

Take part in programs provided.

Take personal ownership of all my actions!

Take the bus to my yoga class and the grocery, start composting, continue to support local, organic foods and agriculture, local businesses, keep walking to work.

Taking my part in helping recycle.

Talk about it with younger generations, and try to be an example for them of how becoming less consumers we are protecting our planet.

Tell our federal and state governments that I support coal and oil exploration and that we want government regulations removed from these industries so they can operate and compete freely with foreign sources. I don't believe that CO2 is a pollutant so I will not be reducing my use of automobiles. I do not support the use of fluorescent light bulbs because they contain mercury which is way more damaging to our planet than CO2.

Tell students in the dorms to shut off their lights when they leave the rooms. You have no idea how many people's rooms I walk into that have their light on automatically when I walk into the room. Wait till they have to pay their own power bill...

There are so many things. Living consciously...Be good to myself, community and planet. Things like recycling, not buying new EVERYTHING (clothes, toys, books), support local green businesses and transportation and buy local foods. I could go on and on...and we still have so much more to learn! Education is so important!

Think about the choices I make in all situations. For example, I've begun using the back sides of copy paper that has been put in the recycle container for my miscellaneous notes that I make as I'm on the phone, etc. These are working notes only and don't require brand new paper. Lots of small, "insignificant" choices like that add up to making a difference.

Time allows, I can participate personally and in the community

To be involved with the Community and to care even more for what affects others.

To use my proper shopping bags, to avoid getting plastic bags.

Transportation, training the stuff, we can use more electronics devices to save paper, some classes we still have to print a lot of ridiculous stuff!

try harder to recycle when it isn't readily available

Try to car-pool with other kids from the Silverthorne area.

Try to find other students in my class to car pool to classes that I have to commute to.

Try to maintain a paper-free practice

Try to use less paper, get students on line or Blackboard more. Drive less to meetings.

Trying to go green by doing everything I do on the internet!! NO MORE WASTING PAPER!!

Turn off electronics/lights that are not in use.

Turn off lights; turn off computer instead of putting it to sleep.

Upon graduation, commit myself to a lifelong 'green' career.

use as little plastic as possible

Use buying power to purchase organic foods and reusable products.

use common sense through life

Use less paper, wear more clothes, carpool or take the Stage, and shop for products whose containers are recyclable.

Use less paper!

Use public transportation or bike to classes. Attend classes on campuses more convenient to work or home.

use the recycling bins

Use Them

Utilize disposal for batteries provided. Use the recycle bins provided. Volunteer to rotate taking to recycling.

Paying extra \$5.00/month to practice recycling at home. Carpool, walk, or ride to work.

Voice my opinion on campus as well as get involved as much as possible.

Volunteering would be a good way to start.

volunteer spread the word conserve energy

Volunteer for tree plantings across the beetle devastated areas. Work, again volunteer, at removing invasive species. Lobby against ski slope expansions. Lobby to prevent any further mega-hotel facilities such as those god awful monster buildings in Vail. Lobby to consolidate service businesses in Denver, rather than expanding all that junk in Silverthorne, Dillon, Avon, Edwards, Leadville, yada, yada, yada

Volunteer.

Volunteering is always a great way to further sustainability as well as educating people on the importance of global warming. I also think that with our economy today the rise of technology and keeping up with other parts of the world that have gone green, will open up job opportunities as well.

Walk or bike more. Use less paper.

Walk to work more

Walk/bike more. I can only recycle, compost, selectively purchase all stuff - including food items in ways that seem to have the least impact on earth. I think sustainability has to start with each of us in our own household and in our own lifestyle. That's why more education needs to be offered at the community level...then as individuals we will know what the choices are and why we should be choosing them.

We at facilities will continue to provide the best opportunities for everyone here to participate.

We have had an energy audit done of our home & are following recommendations. We replaced older vehicle with new Toyota hybrid. We limit and combine trips to save gas. We have replaced almost all light bulbs in home. We have purchased wind power credits through electric company.

We try to reduce waste, use energy efficient compact fluorescent light bulbs and think about and cut down our trips to town by thinking ahead and stocking up and combining errands.

whatever I can to help

What I do is to recycle...I, since my lack of knowledge about the topic, wouldn't know what else to do...I hope I can get some information regarding other sustainability practices.

whatever I can, pass it on

While in nursing school, I can do my part to carpool, reduce, reuse, recycle, buy local.

Work from home 1 day per week to cut down on driving. Work on a food service committee. Research what other schools are doing, bring that info to our campus.

Work to get classes and jobs in Parachute. Classes for the jobs located here would be great. Again-some residents lack transportation.

Work towards this goal

Writing a grant. Community outreach.

yes

yes I CAN

Default Question Block



Sustainability Survey

Colorado Mountain College is seeking your input regarding its sustainability practices. Please take a moment and give us your feedback on a few questions.

Are you:

- ☐ Student
☐ Faculty
☐ Staff

In your opinion, sustainability is:

- | | | | | | | |
|-------------------------|-----------------------|-------------------------|---|-----------------------|-----------------------|------------------------|
| Not at all
Important | Very
Unimportant | Somewhat
Unimportant | Neither
Important nor
Unimportant | Somewhat
Important | Very Important | Extremely
Important |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In your opinion, how important are the following sustainability education items?

- | | Not at all
Important | Very
Unimportant | Somewhat
Unimportant | Neither
Important
nor
Unimportant | Somewhat
Important | Very
Important | Extremely
Important |
|---|-------------------------|-----------------------|-------------------------|--|-----------------------|-----------------------|------------------------|
| Green classes (e.g. solar, wind, geothermal technologies, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Green degrees and certificates | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faculty and staff training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In your opinion, how important are the following sustainability operations?

- | | Not at all | Very | Somewhat | Neither
Important
nor | Somewhat | Very | Extremely |
|--|-----------------------|-----------------------|-----------------------|-----------------------------|-----------------------|-----------------------|-----------------------|
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	Important	Unimportant	Unimportant	Unimportant	Important	Important	Important
Green buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Green food choices (e.g. locally grown food, organic, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conserving energy (e.g. solar panels, CFLs, energy audits, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reuse, reduce waste or recycling available college wide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Green purchasing practices (e.g. purchase recycle paper products, green cleaning supplies, bookstore merchandise)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Green transportation practices (e.g. carpool, bus, bike, walk, hybrid vehicle purchase policy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, how important are the following sustainability administration practices?

	Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important
Financial support for sustainable practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability is a college priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteerism (e.g. trail cleaning, adopt a highway section, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with local communities/businesses for the purpose of generating broader sustainability initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you think CMC can do to further sustainability?

What do you think you can do to further sustainability?



2009-2010 Greenhouse Gas Emissions Final Report

Introduction

Colorado Mountain College (CMC) operates eleven campus sites located throughout the north-central Rockies of Colorado. The college's service area covers 12,000 square mile and serves over 24,000 students. In September 2009, CMC signed the American College & University Presidents' Climate Commitment (ACUPCC). This commitment requires CMC to conduct an initial greenhouse gas (GHG) emissions inventory within the first year of becoming a signatory. The purpose of this initial GHG inventory is to establish a baseline measure of greenhouse gas emissions generated throughout the college. Information contained in this report reflect emissions for the 2009-2010 fiscal year and will be used as a baseline to benchmark GHG reduction goals and to measure progress as the College takes steps towards carbon neutrality.

Tracking Methods

In the summer of 2010, CMC's Office of Sustainability initiated an institutional tracking system to collect emissions data for six greenhouse gases (CO₂, CH₄, N₂O, HFCs, PFCs and SF₆) as identified by the Kyoto Protocol.⁽¹⁾ This tracking system, the Campus Carbon Calculator (CCC), a computerized database utilized and supported by ACUPCC signatories, incorporated standardized protocols and methodologies recognized by industry leaders and policy makers⁽²⁾. Data for this analysis was collected from a variety of internal college sources (i.e., Purchasing, Financial Office, Human Resources, Institutional Research and Facilities) and external contracted sources (i.e., Ennovate, energy service company).

Scope

Emission types were organized into 3 “Scopes” as defined by CCC specifications. The Scopes are described as follows:

Scope 1 – Direct Emissions measures all direct emission sources that are owned and completely controlled by the institution such as co-generation sources, campus fleet vehicle miles, refrigerants, fertilizer, and agricultural sources.

Scope 2 – Indirect Emissions measures all indirect emission sources that are not owned or operated by the institution but are directly linked to on-campus energy consumption such as purchased energy.

Scope 3 - Other emissions measured are those that are attributed to your institution such as solid waste generation, commuter miles and subsidized travel. ⁽²⁾

Results

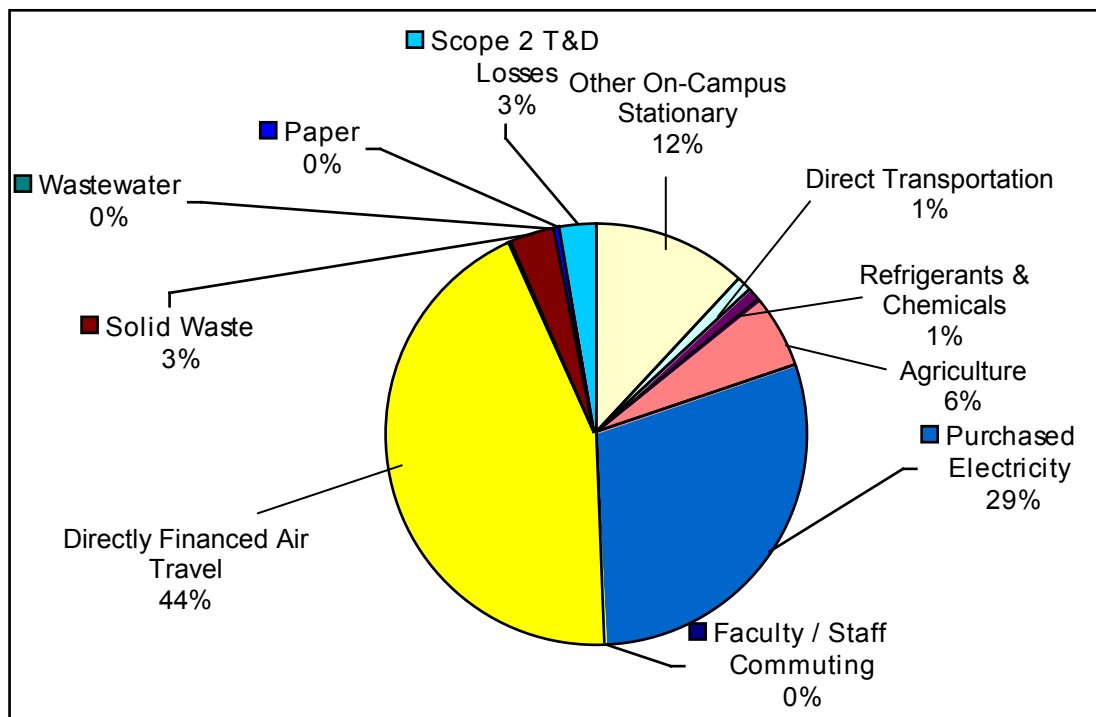
For comparisons between emission types, the emission totals are presented in Metric Ton CO₂ Equivalent (MteCO₂). MteCO₂ is the standard measurement of the amount of CO₂ emissions that are reduced or secluded from our environment. Table 1 describes the amount of emissions by scope.

Table 1. CMC Emission and Energy Use

Scope (Emission Type)	Emissions (MteCO ₂)
Scope 1 (Direct)	2684.7
Scope 2 (Indirect)	4015.9
Scope 3 (Other)	6961.0
NET TOTAL =	13, 662.3

GHG emissions (by source) are described in Figure 1. Directly financed air travel is the largest source of GHGs at 44%.⁽³⁾ Purchased electricity is the second largest emission source at 27%. The third largest emissions source is “On-campus stationary source” that includes natural gas at 14%. Commuter travel data was excluded from Scope 3 due to the lack of availability of sufficient commuting data for the 2009-2010 fiscal year. A method for capturing this data in the future is currently being developed.

Figure 1 - GHG Emissions by Source



Summary

- (1) CMC has developed a process for gathering emissions data, identified areas of data tracking that require modification or development, established a baseline of emissions data, and identified areas that generate high levels of greenhouse gas emission.
- (2) The results of this report will be analyzed and utilized to develop the College's climate action plan. This baseline data will also function as a benchmarking tool to measure the College's progress in their emission reduction progress.

- (3)** The process of collecting data for this report revealed particular areas within each Scope in which CMC either does not collect data or the data units differed (monetary unit vs. mileage units) from CCC input parameters. By clarifying the required data categories and data units needed to complete the greenhouse gas inventory, the CMC can begin developing more efficient emission data tracking methods for future reports.

References/Notes

- (1)** Note: The Kyoto Protocol is a protocol to the United Nations Framework Convention on Climate Change (UNFCCC or FCCC) aimed at fighting global warming.
- (2)** Campus Carbon Calculator by Clean Air – Cool Planet
Website - <http://www.cleanair-coolplanet.org/toolkit/inv-calculator.php>
- (3)** Note: The CMC air travel expenditure budget was converted to passenger air miles using a method provided by AASHE (The Association for the Advancement of Sustainability in Higher Education). Website - <http://www.aashe.org/node/2981>.

COLORADO MOUNTAIN COLLEGE

SUSTAINABLE ENERGY CONSERVATION POLICY

Article I. Introduction –Colorado Mountain College is committed to purchasing and using energy in the most cost effective and sustainable manner by following a policy of energy conservation and sustainability. This is spurred by rising utility costs, tighter budgets, and a growing emphasis on conservation of limited natural resources. The goal of this policy is to create a realistic document that builds an understanding of sustainability and identifies energy, water conservation and sustainability strategies for the entire college. This is a living document that will be reviewed and updated periodically as public awareness, management techniques and technologies change. Proposed Changes must be approved by the College Leadership Team.

Article II. Objective -Although Colorado Mountain College has implemented various measures over the years to conserve energy, the renewed emphasis on efficient building scheduling, operations, and maintenance reflected in this policy is expected to reduce energy consumption, and optimize utility and operation cost savings with minimal additional capital investment while providing a framework that supports sustainability. The Office of Facilities Management will benchmark the energy use on campus buildings starting on July 1, 2011 to be compared to energy use in 2008 to give us an understanding of how our energy measures are working. The college will educate faculty, staff, and students on energy conservation and sustainability as this group is instrumental to the success of this policy. Involvement by faculty is essential to foster program development and site participation.

Article III. Policies

Section 3.01 Heating, Ventilating and Air Conditioning (HVAC)

(a) Interior Space Temperature Control

- (i) **Occupied Periods** - During occupied periods, room temperatures will be maintained between 70 and 74°F +/-2 degrees. Report comfort issues that are caused when areas fall outside of this temperature range.
- (ii) **Unoccupied Periods** - Whenever it is economically and technically feasible, night setback features of the Building Automation System will reduce heating temperatures to 55° and raise cooling temperatures to 85°F during unoccupied periods.
- (iii) **Exceptions** -Exceptions to the temperature standards may include special areas such as patient care, animal care, computer labs, or research facilities that require constant, cooler or warmer temperatures. The Office of Sustainability and the Office of Facilities Management will evaluate requests for exemptions on an individual basis.

(iv) **Occupant Responsibilities –**

- 1) Occupants of CMC buildings are encouraged to assist in the energy and sustainability effort by dressing appropriately to space conditions and not expect space temperatures to be adjusted outside of the temperature ranges established in this policy. The Office of Facilities Management will evaluate requests for exemptions on an individual basis.
- 2) Occupants should refrain from placing furniture and equipment near thermostats that would prevent accurate space temperature readings.
- 3) Occupants should refrain from locating furniture, equipment, and materials on or near baseboard heating or ventilation equipment that would prevent HVAC equipment from conditioning the spaces as designed.
- 4) As HVAC equipment provides temperature control in the most efficient manner, and electrical infrastructure may not support the device loads, **use of space heaters and personal air conditioners are prohibited. Under certain conditions this may be waived by permission of the Facilities Office or site Maintenance Manager.**

(b) **Hours of Operation**

- (i) **Regular Schedules** - HVAC equipment operating schedules will mirror the weekly building and classroom occupancy schedules and are updated each semester. **All college buildings will be scheduled where equipped with an energy management system(Control Logic and Alerton).**
- (ii) **Holiday and Schedules** – HVAC equipment operations will remain in unoccupied mode on holiday and recess periods. Building occupants should follow the recommended holiday shutdown procedures before leaving for extended holidays or vacation.
- (iii) **Special Events** - Space temperatures maintained during designated unoccupied periods may not be suitable for normal activities. Should spaces need to be used for special events, contact the Facilities Office at your site.

(c) **Ventilation**

- (i) **Doors and Windows** – As HVAC equipment provides necessary ventilation in the most efficient manner, exterior doors and windows are to be kept closed at all times.
- (ii) **Ventilation Access** – Furniture and equipment should be placed such that it does not block vents or return registers.
- (iii) **Fume Hoods** – Fume hood sashes shall be closed and exhaust fans off when not in use to prevent loss of conditioned air.

Section 3.02 Computers and Other Electronics –Faculty and staff are to adjust power settings on computers and other electronic office equipment to maximize energy savings. For detailed instructions on how to activate power settings on your computer please contact the IT service desk. Standard power settings for computers

- (a) CPUs set to enter systems stand-by mode after 15 minutes of inactivity
- (b) Monitors and systems are to enter hibernate mode after 60 minutes of inactivity
- (c) Exceptions to this policy are servers and infrastructure devices plus other monitored devices identified by IT to be necessary and running at all times.

Section 3.03 Lighting

- (a) **Interior** – Lighting shall be turned off when not in use, when leaving a room unoccupied, and at the end of the day. Use of daylighting is encouraged in lieu of artificial lighting when sufficient to perform the task at hand. CFL bulbs are standard and use of incandescent and halogen lighting for any purpose is strongly discouraged.
- (b) **Exterior** – All exterior building lights will be turned off during daylight hours. Parking lot lighting will operate between dusk until 12:00 midnight. If available the parking lot lights will be operated in banks with each bank having the possibility of a different schedule. CMC realizes that health and safety issues will drive this by location and the ultimate decision will be with the guidance of the Campus CEO.

Section 3.04 Water

- (a) **Facility** – Water is to be used sparingly. Showers and faucets should be turned off after each use. Cold water should be used whenever possible, unless sanitary or other special requirements necessitate the use of hot water.
- (b) **Irrigation** – Conservation efforts include the use of low volume fixtures, zoned irrigation systems, moisture sensors and rain switches to reduce unnecessary water usage. Xeriscaping and use of native plants and/or climate appropriate plants will be selected to minimize or eliminate need for irrigation.

Section 3.05 Renovation and Construction– All future Colorado Mountain College new construction, remodeling, renovation, and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs, and compliance with all applicable energy codes and regulations. For further information about CMCs Facility Design Standards, contact at 970-945-8691.

Section 3.06 Renewables – CMC recently signed the American College & University President's Climate Commitment (ACUPCC). CMC has chosen to develop a comprehensive action plan for energy efficiency and to become a leader in sustainable practices in many regards. For more details on the initiative, including a timeline and goals click on the following link. <http://rs.acupcc.org/ip/1047/>

Article IV. Additional Information

Section 4.01 The Facilities Department will track energy cost savings and will create a budget equal to the cost of energy saved for funding future energy efficiency and renewable

projects. The site annual energy use will be tied to the annual review process of the facilities staff, and be a part of the departments Balanced Score Card.

Section 4.02 The Facilities Department will maintain an energy accounting system to continuously track facilities energy consumption. Information can be used to benchmark facility energy consumption against prior periods and against other buildings to identify and focus on opportunities for improvement. The information will be derived from electronic gas and electric meters installed on our buildings and placed into energy management software.

Section 4.03 Recycle bins will be placed throughout all campuses. Faculty, staff and students should be encouraged to use them.

Section 4.04 Faculty and staff are encouraged to report building conditions that are not consistent with the guidelines outlined in this policy by submitting a work request to Facilities.

Section 4.05 The campus community is encouraged to make suggestions for additions or modifications to this energy policy, as well as other energy saving suggestions by contacting the Office of Facilities Management at 970-947-8406 or the Director of the Office of Sustainability (970-947-8332).

Section 4.06 Additional energy conservation information and strategies are available at: - <http://www.coloradomtn.edu/cms/One.aspx?portalId=2935482&pageId=8951591>



Office Depot's industry-leading Global Environmental Strategy

Office Depot's global environmental strategy can be summarized in a simple statement: we strive to **increasingly Buy Green, Be Green and Sell Green**. By implementing a broad range of initiatives under this strategy, Office Depot has not only measurably improved our own environmental performance, but enabled our suppliers and customers to do the same.

Our environmental leadership has helped us win and retain contracts with some of the most eco-conscious organizations around the world. This includes government agencies in the most environmentally aware regions, including California, the Northwest United States, the Netherlands and the United Kingdom; corporations and small and medium sized businesses; and many well-known environmental non-governmental organizations.

We have also received much acclaim for our green efforts, including the #1 ranking in the retail industry and #18 ranking overall in Newsweek Magazine's annual ranking of the greenest large companies in America. This ranking reinforces the environmental leadership we have maintained within the office supplies industry for years: Office Products International Magazine awarded Office Depot with the publication's "Environmental Reseller of the Year Award" in 2006, 2007 and 2008, and its "Outstanding Environmental Leadership Award" in 2009. In 2009, then OPI magazine editor Stephen White, one of the most knowledgeable observers of the office products industry, stated: "Office Depot has invested time, money, blood, sweat and tears into an (environmental program) that, not only makes it best in class, but arguably deserves wider recognition for being one of the world's finest programs."

Why Green?

At Office Depot we pursue environmental leadership for four main reasons:

1. We care about the planet and want to reduce our environmental footprint.
2. We consider our environmental strategy to be a business strategy that helps us attract and retain customers who are interested in going green.
3. We listen to our customers and aim to serve their growing environmental needs.
4. We know that environmental initiatives that reduce our carbon or waste footprint often save costs and drive long-term operational efficiency.

Environmental Policy & Performance:

Our Environmental Policy aligns to our strategy and we measure and report progress annually. We implement initiatives that improve our environmental performance in the following ways:

To buy green, Office Depot's policy is to increasingly:

- Source greener office products for resale
- Buy papers from certified "well-managed" forests
- Buy greener office products for internal use

To be green, Office Depot's policy is to increasingly:

- Reduce waste and recycle materials
- Reduce energy and greenhouse gases from facilities
- Reduce fuel and greenhouse gases from transportation

To sell green, Office Depot's policy is to increasingly:

- Deliver innovative green solutions for contract customers
- Deliver innovative green solutions for online customers
- Deliver innovative green solutions for retail customers

We also "tell green" by engaging stakeholders and reporting performance annually in a standard environmental dashboard, available at www.officedepot.com/environment.

Environmental Goals:

In most areas of our environmental strategy, we have announced formal performance goals:

Between 2010 and 2012, Office Depot plans to increasingly buy green by:

1. Sourcing third party certified green products in each major category we sell where there is a credible third party eco-label
2. Ensuring 80% of our marketing materials come from certified well-managed forests, with 40% from FSC-certified forests
3. Ensuring 80% of the office products we use internally are from Office Depot's Green Book

Between 2010 and 2012, Office Depot plans to increasingly be green by:

1. Recycling over 80% of the end-of-life materials we manage
2. Earning more money from recycling products than we spend on sending waste to landfill
3. Reducing our carbon footprint from facilities to under 300,000 tons, a 25% reduction with 2005 as a baseline

Between 2010 and 2012, Office Depot plans to increasingly sell green by:

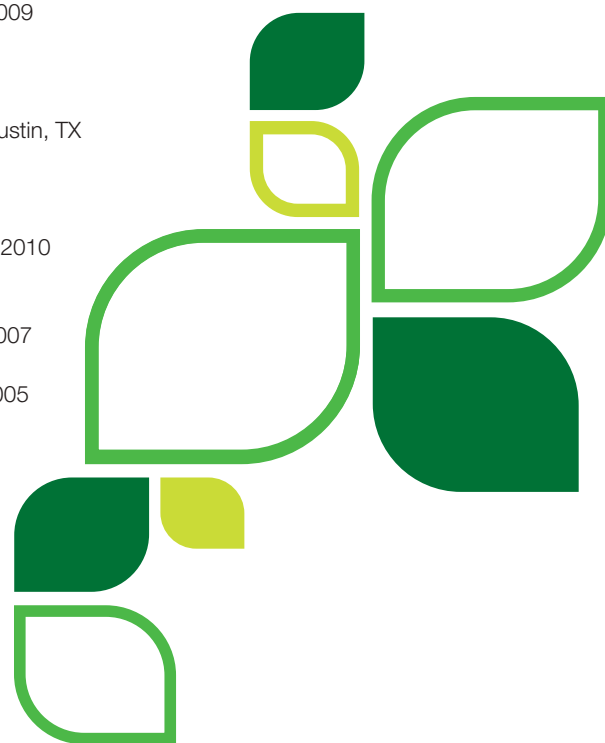
1. Targeting \$600M in contract sales of items meeting Office Depot mid-green/dark green standards, up from \$520M in 2009
2. Enabling key-word searches for all major environmental attributes and certifications on our ecommerce websites
3. Launching at least one new product take-back solution every year

Trends against these targets are published annually in our Corporate Citizenship Report, available at: www.officedepot.com/corporatecitizenship.

Awards and Recognition for Environmental Initiatives

Office Depot is proud to have been recognized with a number of prestigious environmental awards and leadership lists, including but not limited to the following:

- Newsweek Green Rankings 2010 - #1 Greenest Large Retailer, #18 Greenest Large Company
- BOSS Award - Business Technology Award, 2010
- EDIE Awards (Europe) Retail - Environmental Excellence for the Greener Office Guide, 2010
- ForestEthics & Dogwood Alliance - Paper Leadership in Green Grades Report Card, 2009
- Office Products International - Outstanding Environmental Leadership Award, 2009
- Office Products International - Environmental Reseller of the Year 2006, 2007, 2008
- Responsible Purchasing Network - Responsible Purchaser of the Year, 2009
- Chain Store Age Magazine - Environmental Store of the Year, 2009 for Office Depot, Austin, TX
- Computerworld Magazine - Top 12 Green IT Users, 2009
- Dow Jones Sustainability Index Member - 2005, 2006, 2007, 2008, 2009
- The Green Apple Organization - International Green Apple Award 2007, 2008, 2009
- Green Apple - Gold Apple for Environmental Best Practices in Distribution & Logistics, 2010
- U.S. EPA Smartway Transportation Partnership - Excellence Award Winner 2007
- U.S. EPA Green Power Partnership 2006, 2007, 2008
- California Public Utilities Commission - Flex Your Power Award for Energy Efficiency, 2007
- Multi-Channel Marketer, Silver Award for The Green Book 2006, 2007, 2008
- U.S. Chamber of Commerce Center for Corporate Citizenship - Stewardship Award 2005



How we implement our strategy to increasingly buy green

To increasingly buy green, Office Depot sources greener office products for resale, implements an industry-leading environmental paper purchasing policy by purchasing paper from well-managed forests and buys greener office products for our own use.

Sourcing Greener Office Products for Resale:

- Office Depot has a wide assortment of greener office products. In the U.S., we offer more than 9,200 products with environmental attributes and/or Eco-labels.
- This includes 6,800+ items with recycled content (including remanufactured), 1,000+ energy efficient electronics and lights, and hundreds of items certified to be made with safer chemicals.

Buying paper from certified well-managed forests:

- In 2004, Office Depot launched the Forest & Biodiversity Conservation Alliance, a five-year, \$2.2 million partnership with three of the world's most respected science-driven conservation organizations: The Nature Conservancy, Conservation International and NatureServe. The Alliance reflected one of the largest-ever commitments by a corporation to work with conservation groups to support sustainable forestry.
- In collaboration with the Alliance we launched our industry-leading Environmental Paper Purchasing Policy in 2004. This policy focuses on sourcing from certified well-managed forests, increasing our assortment of paper products with recycled content, reducing the use of elemental chlorine bleach and encouraging protection of biodiversity.
- One example of how we put this policy into practice was by cutting our global contracts with Asia Pulp & Paper in 2004 because of APP's controversial forestry practices. Our main competitor followed our lead and cut contracts with APP in 2008 but other competitors still source from APP.
- In 2009, 99% of our marketing materials came from certified "responsible managed forests" or certified sourcing programs, including 60% from FSC certified forests.

Buying greener office supplies for internal use:

- In order to "walk the talk," Office Depot purchases greener office supplies for its internal operations.
- In 2009, our greener office supply spend percentage at our Global Headquarters was 46%.
- This also includes an internal goal to use 30% post consumer recycled paper in all suitable black and white operations, using Energy-Star qualified technology for Corporate operations and stores, and using green cleaning products at our Global Headquarters.
- These purchases helped Office Depot's Global Headquarters in Boca Raton, FL, earn the maximum number of credits for sustainable purchasing during our pursuit of Leadership in Energy and Environmental Design (LEED) for Existing Buildings Operations & Maintenance Certification.

How we implement our strategy to increasingly be green

To increasingly be green, Office Depot works actively to reduce waste and recycle, reduce energy and greenhouse gases from facilities and reduce fuel and greenhouse gases from transportation. We are also a leader in our industry by building green and pursuing facilities in line with the U.S. Green Building Council's (USGBC) LEED rating system and the U.K. equivalent program, BREEAM. Also, most of our major facilities in Europe have ISO14001 certification for their Environmental Management System.

Reducing waste and recycling:

- Office Depot has an active waste reduction program that starts with reuse: we have one of the largest fixture re-use programs in the retail industry, through which we store and reuse furniture and fixtures rather than sending them to landfills when we close or remodel a store.
- In 2009 we recycled 58% of our end-of-life materials in North America.
- We have installed bailers to recycle cardboard and paper at the majority of our stores and warehouses in North America.
- We have an aggressive waste reduction and recycling program at our Global Headquarters through which we recycle paper, cardboard, ink and toner cartridges, rechargeable batteries, dry-cell batteries, lighting, technology and beverage bottles and cans.
- To educate our associate population, we regularly run waste awareness events and videos to increase recycling rates.
- In Europe our waste reduction and recycling efforts are even more extensive – with Germany and Belgium / Netherlands / Luxembourg regions nearly achieving 100% recycling rates.
- We have a major effort in place to reduce packaging for delivery of products to our customers.
- Our warehouses use packaging optimization software that is designed to select the smallest size envelope or box for the products required to be shipped.
- In 2009, we implemented a new “smallest box” as well as three 100% recycled and 100% recyclable envelopes for shipping small orders.
- In Q2 2010, we started a pilot to ship items to customers in reusable plastic totes.

Reducing energy and greenhouse gases:

- By investing over \$20 million in energy efficiency in 2005, Office Depot reduced electricity and absolute carbon-dioxide emissions from North American facilities by over 10% in 2006 alone! This dramatic result was achieved despite a 4.5% increase in facilities under management. The main methods by which the efficiency gains were achieved included:
 - Installing T5 lighting - which is 35% more efficient than High Intensity Discharge (HID) lighting – across the majority of Office Depot stores and warehouses across North America.
 - Installing high-efficiency heating, ventilation and air conditioning units in hundreds of stores.
 - Upgrading Energy Management Systems allowing facility and store managers to obtain real-time data and optimize energy usage from a central location. We upgraded our Global Data Center to “Best in Class,” according to Computerworld Magazine, by raising floor openings to increase efficiency of the HVAC system, installed individual circuit monitoring systems to control power usage, and included efficiency criteria when evaluating servers and central processing units.
 - Based on these and other efforts - between 2008 and 2009, Office Depot reduced its absolute greenhouse gas emissions from N.A. facilities by 11%.

Renewable energy credits:

- To supplement Office Depot's aggressive effort to reduce carbon-dioxide on an absolute basis we also support the growth of clean renewable energy. Every year since 2006 we have purchased renewable energy credits and have been on the EPA's Green Power Partnership List.
- In 2009 and 2010, Office Depot purchased 15,500MWh of renewable electricity, matching the electricity use at our Global HQ and thereby operating the building as a Carbon Neutral facility based on electricity-related emissions.

Building Green:

- In August 2010, Office Depot's Global Headquarters was the first in the industry to receive LEED Gold Certification for Existing Buildings (Operations & Maintenance) from the USGBC.
- In 2008, we built the world's first LEED certified retail store prototype in Austin, TX.
- The store located in Austin, Texas, obtained LEED Gold certification from the USGBC and won the 2009 Environmental Store of the Year Award from Chain Store Age Magazine. In its first full year of operation, Office Depot's first LEED Gold store achieved 23% lower carbon intensity compared to other stores in market.
- Based on these results, in Q1 2009, we announced a bold move to pursue LEED for Commercial Interiors (CI) certification for all new and remodeled Office Depot stores in North America going forward. In 2010, 15 LEED CI stores were opened in cities across the U.S. Office Depot plans to open 40 more LEED CI stores in 2011 (a combination of new stores and relocations).
- In Europe, our UK Headquarters is also a green building, having achieved a BREEAM “Very Good” Rating (BREEAM is the UK equivalent of the LEED system).
- Office Depot's new warehouse facility in Newville, PA is currently pursuing LEED CI.
- Office Depot is currently working toward Energy Star® certification in hundreds of retail locations in the U.S.

Reducing fuel and greenhouse gases:

- In addition to greenhouse gas reduction from facilities, Office Depot has also worked to aggressively reduce greenhouse gas emissions from transportation. Between 2008 and 2009, Office Depot reduced absolute greenhouse gases from transportation by 12% in North America.
- Office Depot achieved these carbon reduction results partly by replacing its fleet with more efficient vehicles, and using powerful software called Roadnet to help arrange delivery routes to maximize the number of packages on each route while minimizing the distance traveled.
- Because of similar dramatic results in previous years - as well as our involvement in the EPA's SmartWay Transportation Partnership, in 2007 Office Depot was selected as one of 34 companies (out of more than 600) to receive the EPA SmartWay Environmental Excellence Award.



How we implement our strategy to increasingly sell green

To increasingly sell green, Office Depot proactively seeks input from customers to understand their environmental goals and needs. We use that insight to develop innovative green solutions that aim to meet or exceed those needs. We believe our set of customer-focused green capabilities far exceed those of our major competitors, and this is one of the reasons we have been able to attract a portfolio of some of the most eco-conscious customers in the world.

Our green solutions not only serve the needs of purchasing departments who are our direct clients, but increasingly serve to satisfy the goals of sustainability teams, supplier compliance functions, chief executives and presidents, as well as mayors who want to drive their organizations in a greener direction.

As with all other aspects of our environmental strategy, we track our effectiveness at selling green with data. In 2009, we estimate our total sales of products with green attributes to be \$2.3 Billion, with “mid green” and “dark green” product sales continuing to grow during the economic downturn.

Following are examples of green solutions provided by Office Depot:

- **The Green Book®:** This catalog features over 2,000 of our greenest products and several pages of educational content. We led our industry by first launching our Green Book in 2003 (our main competitor in the U.S. created their first Green Book in 2008) and have increased the product categories and green attributes in the book every year since then.
- **GreenerOffice™ Website:** To simplify greener purchasing online, Office Depot launched its green web storefront www.officedepot.com/greeneroffice in 2007. We were the first in our industry to provide a dedicated online storefront for products with green attributes, and now have over 9,200 items on this site – from light green products such as recycled items with 10 to 29% post consumer recycled content and refillable pens, to the darkest green products in the marketplace. Our green online functionality allows customers the option to shop from an assortment of “green” products exclusively and greatly simplifies the achievement of green purchasing goals.
- **Our GreenerOffice™ Rating:** We developed our innovative Shades of GreenerOffice™ Rating system for office products in 2010. Our goal was to create a simple way for buyers to find greener options for their office. We recognized that green is not an all-or-nothing decision, and developed a system to allow customers to choose their preferred shade of green.
- **Green Business Review:** To help customers better understand their purchasing habits and trends in terms of green purchasing, Office Depot has developed a reporting tool that is unique in our industry: the Green Business Review. This allows customers to get a very detailed visual picture of their purchasing patterns at various shades of green, evaluating their spend with the Office Depot® GreenerOffice™ rating system. The Green Business Review has been used by hundreds of Office Depot contract customers to understand their green purchasing, educate end users on green policy commitments, and establish green purchasing goals.
- **LEED Credit Report:** For Office Depot customers pursuing LEED for Existing Buildings Certification, we have developed a compelling solution to minimize work and maximize the likelihood of obtaining LEED credits for sustainable purchasing. These reports which have been evaluated and accepted by the USGBC, can be submitted to the USGBC instead of completing complex and time-consuming submittal templates.



- **Ink and Toner Cartridge Recycling Program:** Since 2003, Office Depot has offered its U.S. retail and business customers the opportunity to recycle their empty ink and toner cartridges. Within the retail channel, customers are asked to return empty cartridges to the store to earn credits as part of Office Depot's Worklife Rewards® program. In 2009 alone, Office Depot kept more than 14 million cartridges out of landfills.
- **Tech Recycling Service:** In response to the growing amount of electronic waste in the U.S., Office Depot launched its Tech Recycling Program in 2007. The service permits Office Depot customers to purchase a Tech Recycling box at their local store for a nominal fee and fill it with unlimited pieces of old technology. Office Depot takes care of it from there and works with a recycling partner to turn the e-waste into reusable materials, such as glass, copper, plastic and aluminum. In 2009, Office Depot recouped over 800 tons from customers. More information is available at www.officedepot.com/techrecycling.
- **GreenerOffice™ Makeover Contests:** In an effort to help our customers be greener, Office Depot launched its inaugural GreenerOffice™ Makeover Contest in partnership with the Greater Miami Chamber of Commerce for Earth Day 2010. The well-received campaign ultimately rewarded three south Florida organizations for their efforts to be greener businesses.
- **Recycling Rules:** In 2010, Office Depot introduced an ink, toner and small electronics recycling program targeted to the education market, including teachers and schools. The free program rewards teachers with gift cards to purchase the school supplies they need for their classrooms while highlighting the importance of recycling. Educators, parents and students can sign up at www.myschoolrecycles.com.
- **Green Customer Awards:** In order to reward customers that help us achieve our green goals, Office Depot launched an awards program in 2007 to recognize customers that drove the highest demand for greener products and were most proactive in their green efforts. Since the inception of the program, Office Depot has publicly recognized over 20 customers for their green initiatives.

Additional Resources

- Environmental Website: www.officedepot.com/environment
- Corporate Citizenship Report: www.officedepot.com/corporatecitizenship
- GreenerOffice™ Website: www.officedepot.com/greeneroffice
- The Green Book®: www.officedepot.com/greenbook
- Tech Recycling: www.officedepot.com/techrecycling
- Recycling Rules: www.myschoolrecycles.com
- Social Press Kit: <http://socialpressofficedepot.com/environmental-initiatives>
- Office Depot Foundation: www.officedepotfoundation.org

