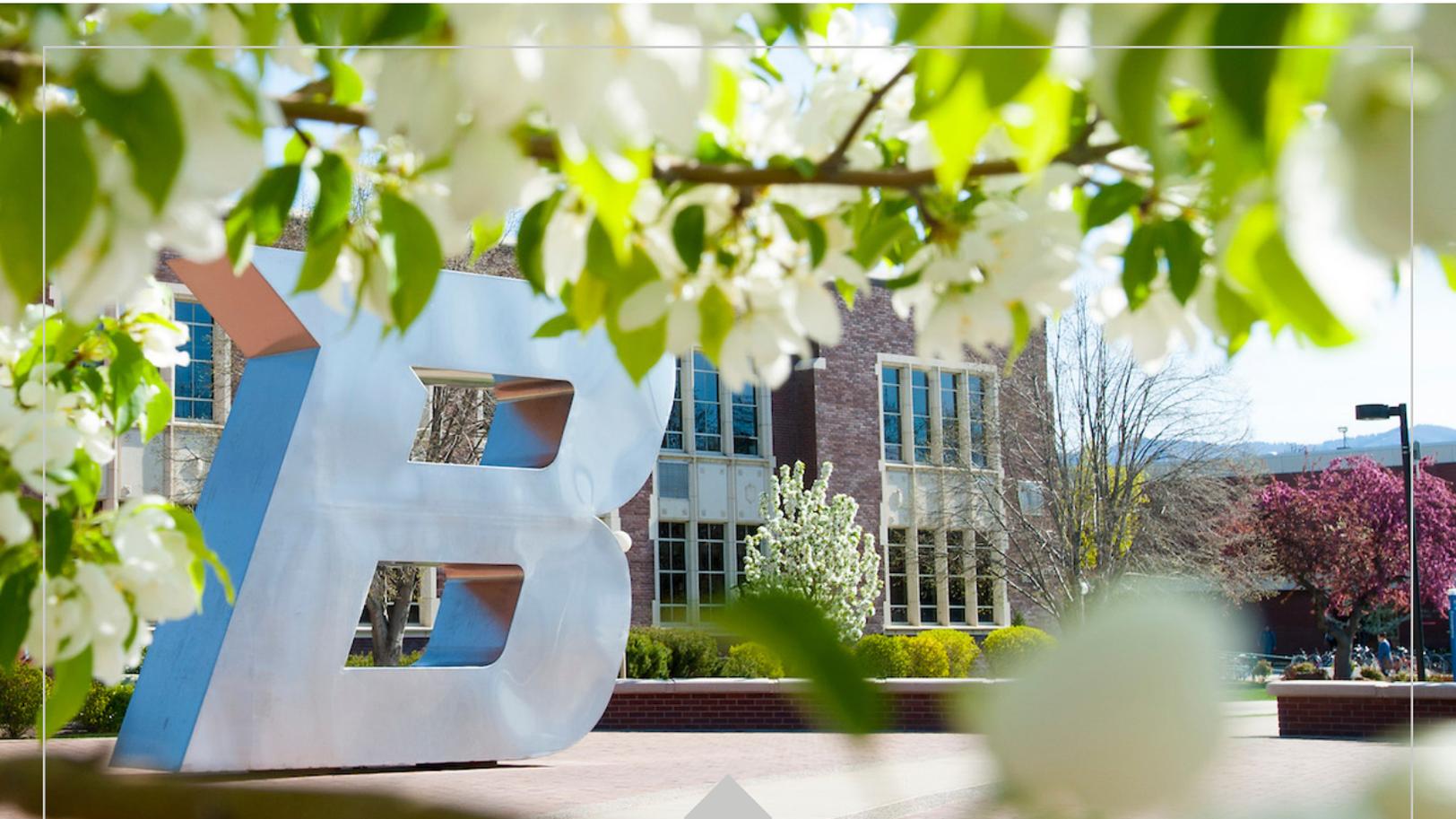


7-1-2018

2017 College of Business and Economics Sustainability Report

College of Business and Economics at Boise State University



COLLEGE OF BUSINESS AND ECONOMICS
2017 SUSTAINABILITY REPORT

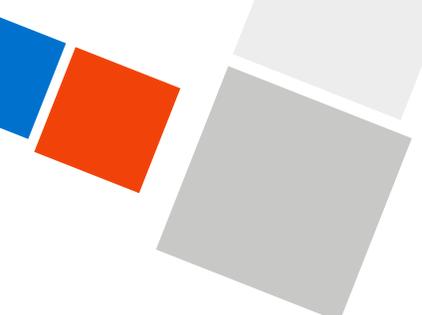


BOISE STATE UNIVERSITY

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Executive Summary

Summary of Material Findings

In publishing our fourth sustainability report for the College of Business and Economics (COBE) at Boise State University, we are continuing our efforts to transparently report on the social, economic, and environmental impacts that we have on our key stakeholders, and to role model this leading corporate and organizational practice to inspire our business and academic peers to follow suit. Once again, we combined our efforts with the College of Health Sciences (COHS) to assist in developing their second sustainability report leveraging a combine reporting team. To fully align with our mission, we put learning at the heart of this effort: nine student sustainability reporters from COBE, COHS and the School of Public Service (SPS), collected the data and wrote this report, and 12 students from the Beta Alpha Psi Honors Society conducted the report's review.

To measure its social impact on students, COBE continues to track graduation and retention rates, which shows some progress compared to previous years. The efforts of COBE to retain and keep students on track for graduation are confirmed in the average number of years it takes for first-time bachelor degree-seekers to obtain their degrees. One of the most critical goals for COBE is to increase responsible business content based on quality and quantity in the curriculum of each department. The report tracks progress on this recommendation and continued efforts being implemented by the Faculty Council to address gaps in this process. When it comes to diversity and inclusion, reporters uncover that extensive efforts are undertaken to increase diversity and inclusion at both the college and the university level. The sustainability reporting team addresses the economic impact of COBE and Boise State University on students by reporting the average student loan debt that Boise State students carry

after graduation, which is lower than the average student loan debt carried by students who graduate from peer universities. This is an indication that COBE, in collaboration with Boise State University, is able to provide a quality education while keeping tuition affordable. Environmentally, COBE aims to remain sustainable in its practices. The report covers resource consumption costs at COBE, noting the disruption in energizing the solar panels due to high costs, and a decrease in solar energy production due to weather interference. The team tracks commuting and transportation methods for COBE students and employees, and the research shows that there are a variety of university incentives to encourage sustainable transportation to and from the Micron Business and Economics building, where COBE is located.

While COBE is continuously making improvements in respect to responsible business practices and by addressing recommendations from stakeholders, the sustainability reporting team discovered several material issues in need of improvement. For example, the cost of waste was available, but was not enough to measure the amount of garbage and recyclables that COBE produces on a yearly basis. In addition, the Student Advisory Council, which has been discontinued, is still material to students as it provides an opportunity for students to have a voice in making decisions that will affect them. A comprehensive list of short term and long-term recommendations from the previous year's reports is provided below. The reporting team records the actions taken to address the recommendations and the progress that has been made as a result of these actions. Reporters have also identified a few new recommendations that require COBE's consideration.

A MESSAGE FROM THE DEAN



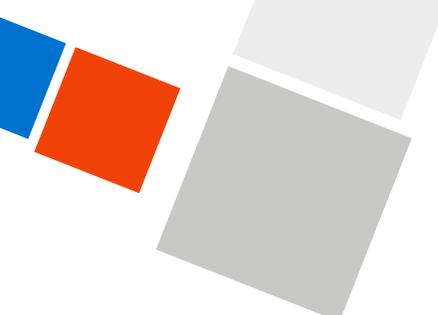
I am pleased to present the fourth COBE sustainability report and showcase our efforts in continuing to lead and role model the promotion of responsible business practices and sustainable behavior. We partner with the COHS in this journey to produce their second report. I applaud the hard work of a group of nine students from COBE, COHS and the School of Public Service (SPS) who work together to research, analyze and write this report. I am also grateful for faculty and staff across the university who assisted and advised the student reporting team during the process.

The core values of COBE includes transparency and accountability, and that is why we take recommendations that are material to our stakeholders very seriously. We carefully and transparently report on both our top areas of excellence as well as our areas of improvement. This report highlights the progress that has been made in addressing both long term and short term recommendations on our social, economic and environmental impacts. Due to the timeframe within which the reports are produced, limited progress has been recorded on certain recommendations. For example, we continue to invest efforts to increase graduation and retention rates, which shows slight progress compared to last year. We exhibit our commitment to educate our students to be future responsible leaders through our efforts to increase the quality and the quantity of responsible business content integrated into our curriculum. Currently, the COBE Faculty Council is tirelessly working to identify a desirable level for responsible business content in the curriculum of each department for both undergraduate and graduate curriculums.

One of the areas in which we continue to invest in is diversity and inclusion. COBE has increased its efforts to create a more diverse and inclusive environment for students, faculty, staff and other impacted stakeholders, in line with our core value of respect and in support of our commitment to inclusive excellence. The Inclusive Excellence Strategy that COBE created last year is now the foundation from which strategies are stemmed to measure inclusive culture, improve faculty hiring process and to support stakeholders in adopting diversity and inclusion efforts. Our external engagement efforts also continue. For example, on November 1st, 2017, COBE collaborated with Wells Fargo, the City of Boise, the Boise Valley Economic Partnership (BVEP) and the University of Idaho-Boise to host its third annual summit on diversity and inclusion, bringing more than 150 attendees from across the business community into the conversation of diversity and inclusion.

At COBE, we strive for continuous improvement, which is impossible without your feedback. We appreciate you taking the time to read our report and if you would like to share your responses please email blueskyinstitute@boisestate.edu. To learn more about COBE, please visit our website at cobe.boisestate.edu.

A handwritten signature in black ink, appearing to read 'D. Jensen', enclosed within a circular scribble.



ORGANIZING FRAMEWORKS

To create this report, we leveraged the leading sustainability reporting frameworks from the corporate and business school realms respectively, namely the Global Reporting Initiative (GRI), the UN Principles for Responsible Management Education (UNPRME) and the Association for the Advancement of Sustainability in Higher Education (AASHE) STARS guidelines. Because there is not currently a set of comprehensive materiality standards for sustainability reporting for the college level, we have used the measures from each framework most relevant to our college, rather than the entirety of each framework, to create a report that addresses the social, economic and environmental impact of the college that are material to our stakeholders.

MATERIALITY ASSESSMENT

This report is organized around the material issues identified by COBE's primary stakeholder groups: students, faculty and the business/external community.

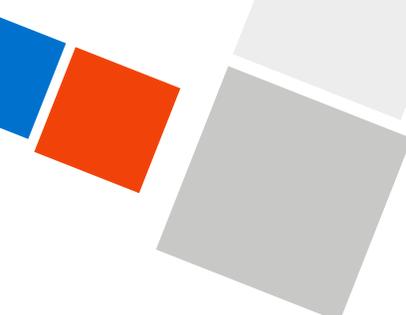
What are Material Issues?

Sustainability reporting covers a significant variety of social, economic, and environmental topics. Materiality issues are issues of growing importance among different stakeholder groups. Identifying material issues for COBE allowed the Sustainability Reporting Team to ensure this report contained the topics of most interest and value to the college's primary stakeholders. According to the Global Report Initiative (GRI), "reporting on material issues enhances companies' accountability for their impacts and contributions and therefore builds trust, facilitating the sharing of values on which to build a more cohesive society¹." In the intention to remain accountable and transparent to all stakeholders, the sustainability reporting team continues to embrace material reporting in order to mitigate and improve COBE's impact on society, the local economy and environment.

How did COBE assess Materiality?

Year after year, COBE relies on the recommendations from the previous sustainability reports to form its materiality list. This year, the sustainability reporting team felt obligated to address the recommendations that were made in the 2015 and 2016 reports as many are still material and in need of COBE's attention in order to make progress and real change at the college and university level. Below are the recommendations from the previous years, along with progress we have made.

¹ <https://www.globalreporting.org/resourcelibrary/Materiality.pdf>



RECOMMENDATIONS

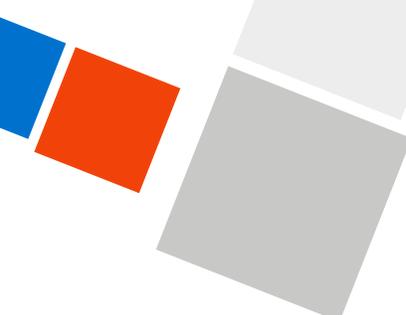
In the 2015 and 2016 reports, key stakeholders identified areas of opportunity for improvement in the college. Items described as short-term opportunities for improvement are goals reporters see taking less time and resources to be implemented, while the long-term recommendations are likely to take a more significant investment of time and resources to be achieved. Below we indicate the progress that has been made, or still needs to be made, regarding these opportunities.

Short Term Opportunities for Improvement

Social Impact

- Identify a desirable level for responsible business integration in the curriculum for each undergraduate department.
 - **Update:** The RBI Faculty Council within COBE continues efforts to improve responsible business integration in the curriculum for each undergraduate and graduate department. They are also working on creating a more streamlined method to evaluate the level of responsible business integration in each department's curriculum based on quality and quantity. For the 2017 report, the overall percentage of responsible business integration in the curriculum was assessed through the evaluation of the COBE core courses that every student has to take before entering their specific majors for the undergraduate level. For the graduate level, verbal confirmation of responsible business content was obtained from the department coordinators. Going forward, the reporting team recommends that the Faculty Council creates clear and quantified goals and a target level when measuring responsible business content in the curriculum of each program. This will ensure that COBE stays on track when it comes to measuring and achieving its goals. Read more about responsible business integration in COBE's graduate and undergraduate programs on page 28.
- Measure recruitment and retention on students based on race, ethnicity, gender, sexual orientation, gender expression or identity, socioeconomic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs and political beliefs, as well as international students and first-generation students, and report on inclusivity efforts.
 - **Update:** This year, the Sustainability Reporting team was not able to break down recruitment and retention based on all of the demographic factors mentioned in the recommendation for COBE. However, research done by the Office of Institutional Research at the university level reports that Boise State University struggles to retain first-generation students². For the 2017 report, we report on student diversity within COBE on page 38. Next year, we will continue our attempt to track these measures more effectively. The inclusivity efforts for COBE are in its Inclusive Excellence strategy. Please read more about this strategy on page 33.
- Create diversity strategies for COBE faculty recruitment
 - **Update:** COBE is committed to attract and recruit more diverse faculty members and is implementing a comprehensive hiring strategy. Please see the section on the college's Inclusive Excellence strategy on page 33 for more details.
- Reestablish COBE's Student Advisory Council
 - **Update:** The COBE Student Advisory Council was re-established, but is currently not functional. Key stakeholders are aware that a Student Advisory Council is still material to them. This issue will be addressed and progress will be reported on in the COBE 2018 report.

² <https://ir.boisestate.edu/wp-content/uploads/2015/02/RR-2015-02-low-income-and-first-generation.pdf>



Environmental Impact

- Create an educational campaign to promote sustainable purchasing options for office supplies and reduced paper consumption within the college.
 - **Update:** Information regarding “eco-friendly” purchases and “conscientious printing” was distributed to faculty in charge of buying office supplies with hopes that a new policy can be implemented concerning “green spending.” Additional aspects of the educational campaign included hanging posters on bulletin boards to inform students and faculty about vampire electric power and overall campus sustainability efforts.
- Increase the amount of paper with recycled content from 30% to 50% of total purchased paper with recycled content.
 - **Update:** COBE has continued the efforts to make “eco-friendly” purchases. 30% of total recycled content paper is being purchased. In 2016 COBE purchasing included 100% of total recycled content paper, but Office Depot discontinued the product being purchased.
- Collect commuting and transportation data for COBE students, faculty and staff.
 - **Update:** The student reporting team collected and reported on commuting and transportation data for the 2017 fiscal year. Please read more about efforts to encourage sustainable commuting on page 45.

Long Term Opportunities for Improvement

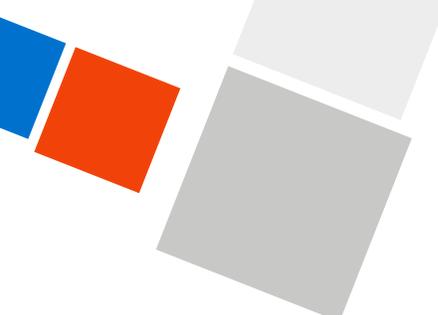
Social Impact

- Measure college employee satisfaction.
 - **Update:** Both COBE and COHS plan to work with the Boise State University Human Resources Department to implement an employee satisfaction survey. Progress will be reported in the 2018 sustainability report.
- Allow students and faculty to select a non-binary gender option in surveys conducted by both COBE and Boise State University.
 - **Update:** This summer, the university will be adding the option for applicants to report gender identity more fully in the student admission application. Boise State Admissions is partnering with the Gender Equity Center on campus to craft the wording and approach that allows for actionable information once an applicant joins our community³.

Economic Impact

- Improve retention and graduation rates in COBE.
 - **Update:** COBE has continued to track retention and graduation rates and has made steps to improve in this area. This year, we also tracked the average number of years that first-time degree seekers take to obtain their degree from COBE. Please see the data on page 27.
- Track and make efforts to reduce COBE student debt.
 - **Update:** COBE offers a variety of scholarships to qualified undergraduate and graduate students. Emails are sent to students to remind them of deadlines to apply for these scholarships. Boise State University offers a variety of financial aid options for students to help reduce student debt. The Financial Aid office sends reminders about the deadlines for FASFA. See page 41 for a link to more information on COBE scholarships.

³ Kelly Talbert, Director of Boise State Admissions



Environmental Impact

- Calculate the college's total greenhouse gas (GHG) emissions.
 - **Update:** COBE continues to track its total greenhouse gas emissions to reflect its environmental impacts. Going forward, students reporters believe calculations on student transportation GHG emissions will embody COBE's true carbon footprint. Future teams will have to collaborate with the Department of Public Safety and Transportation and Institutional Research to collect data on transportation via survey participation of students, faculty, and staff. This will consist of networking with each department, as well as other stakeholders, to ensure compliance with University guidelines in conducting student, faculty, and staff surveys for a published work. The sustainability reporting team provides more details on page 45.
- Measure waste generation and recycling.
 - **Update:** Currently, COBE does not have tangible measurements for its waste and recycling. However, the reporting team was able to collect data on the cost of garbage and recycling for the 2017 report. Moving forward, the reporting team recommends that COBE procure scales to be attached to the trash and recycling bins in order to gain a more accurate measurement of the school's waste production. Second would be to conduct a waste audit. Read more on page 44.
- Work with campus facilities to determine a date to energize all COBE-based solar panels.
 - **Update:** This issue is still material to COBE's stakeholders and COBE is working to address it. Please see COBE's plans on page 44.

INDEPENDENT REVIEW REPORT

To the Stakeholders of the College of Business and Economics,

We have reviewed the College of Business and Economics' (COBE hereafter) 2017 Sustainability Report (the Report hereafter). The COBE Sustainability Reporting Team is entirely responsible for the information reported herein. Our responsibility is to express a conclusion on the Report based on our review.

Our review was conducted in accordance with attestation standards generally accepted in the United States of America. Those standards require that we plan and perform the review to obtain limited assurance about whether any material modifications should be made to the Report in order for it to be in accordance with the Global Reporting Initiative (GRI) Sustainability Reporting Standards.

A review consists primarily of applying analytical procedures to the reported data and making inquiries of the COBE Sustainability Reporting Team. A review is substantially less in scope than an examination, the objective of which is to obtain reasonable assurance about whether the Report is in accordance with GRI Sustainability Reporting Standards, in all material respects, in order to express an opinion. Accordingly, we do not express such an opinion.

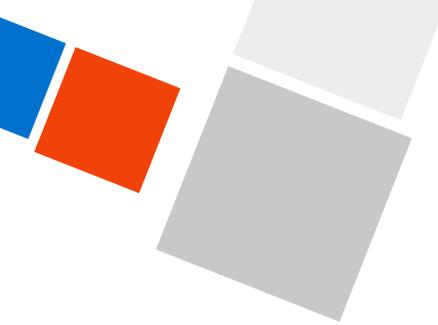
We believe that our review provides a reasonable basis for our conclusion. Based on our review, we are not aware of any material modifications that should be made to the Report, in order for it to be in accordance with GRI Sustainability Reporting Standards.



Austin Skogsberg, Lead Coordinator, COBE Student Sustainability Report Review Team
Boise, Idaho
June 25, 2018

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ACKNOWLEDGMENTS

The **Sustainability Reporting Team** is thankful to the many partners, collaborators and subject matter experts that gave their time and knowledge to this project. This includes:

- Allison Wilde, PR/Communications, COBE
- Angeli Weller, Executive in Residence and Co-Director of Blue Sky Institute
- Barry Burbank, Sr. Financial Analyst, Administration, Boise State University
- Christine Boyles, Transportation Coordinator for Department of Public Safety
- Christine A. Loucks, Department Chair, Professor of Economics
- CJ Martin, Executive in Residence, COBE
- Dave Fotsch, Owner, Boise Green Bikes
- Dave Knipping, Executive MBA Director, COBE
- Francine Winkle, Human Research Compliance Officer, Office of Research Compliance
- Fred Christensen, Accounting Lecturer, Accounting Internship Coordinator
- Heather Allan, Management Assistant, COBE
- John Bernardo, Executive in Residence and Faculty Advisor for the report
- Karen L. Corral, Chair, IT-SCM and Marketing; Associate Professor, ITM
- Kelly Talbert, Director of Boise State Admissions
- Laura Chiuppi, Director of Student Career Services
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- Yeng Chi Morel, MBA, BFA Boise State University Alumna

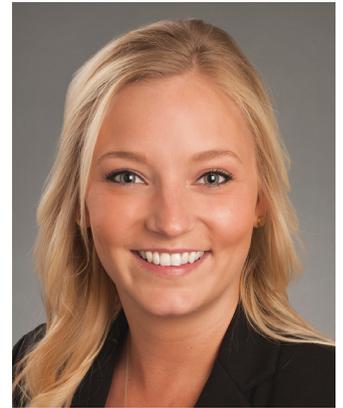
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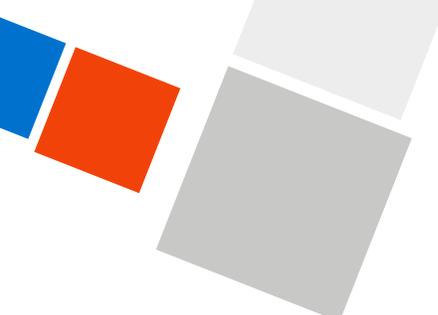
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Appendix 1: Our Purpose

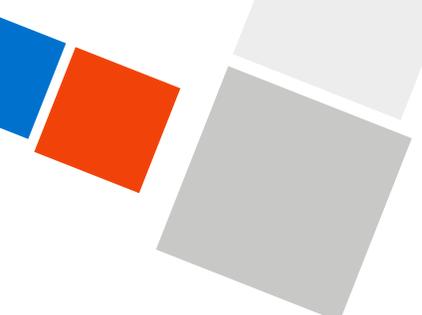
The College of Business and Economics is a collaborative, engaged and dynamic community of learners. Our dream is to inspire our students and colleagues to achieve their full potential by creating and sharing relevant knowledge, skills and experiences for the benefit of local and global communities.

We Value

Relevance: We address important business and societal issues by being effective, innovative and risk-tolerant. Our effectiveness is based on rigorous teaching and research and a commitment to lifelong learning and community engagement.

Respect: We strive to be an inclusive, collegial community that values all forms of diversity. We are committed to integrity and ethical behavior in all that we do.

Responsibility: We foster an environment that empowers students, staff and faculty. We are dedicated to accountability, transparency and fairness.



Appendix 2: Our Organization

OVERVIEW

Located in Boise, Idaho's vibrant capital city, the College of Business and Economics at Boise State University offers 10 undergraduate and 11 graduate⁴ degree programs to approximately 2,966 undergraduate students and 424 graduate students during the fiscal year of 2016-2017. COBE is proud of its community of 17,000-and-growing alumni who live and work in Idaho and around the globe. The college offers a high-quality learning environment, innovative academic programs, meaningful research and economic development in the Treasure Valley and beyond. The following sections offer more information about the college itself, including degree programs and information about COBE's primary stakeholders.

Accreditation

COBE is included in the five percent of business schools in the world that has achieved the International Association to Advance Collegiate Schools of Business (AACSB), accreditation for its business school and its accountancy program and the only one in the Treasure Valley to have received this honor. COBE has maintained accreditation since 1979. Our undergraduate and master's degree programs have passed rigorous standards for quality. AACSB-accredited schools have high quality programs and faculty, students with higher overall GPAs, more international students, more employer recruitment, and graduates who earn higher salaries.

Governance

The college is led by Dean Kenneth Petersen, Ph.D., and two Associate Deans: Zeynep Hansen, Ph.D., who leads academic programs and scholarship, and Diane Schooley-Pettis, Ph.D., who leads Faculty and Academic Affairs. Each disciplinary department also has a department chair, each of whom serves on the Deans and Chairs Council, alongside other key programs in the College. Additionally, Dean Petersen leverages an external advisory council of 26 senior leaders from the community to help guide the college's strategy and assess the college's impacts.

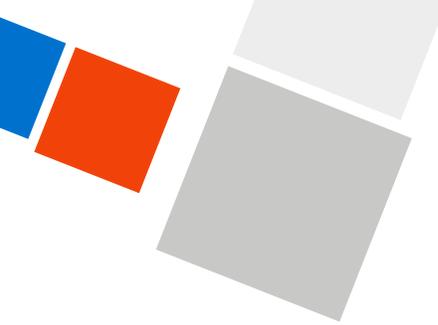
NEXT STEPS

We've shared our findings, both positive and negative, in line with leading business and education practices. We are also committed to continuous improvement. We will produce our next report in spring 2019 to benchmark our economic, social and environmental impacts year over year, to fill in as many of the measurement gaps as we can, and to keep us focused on improving our overall performance.

We aspire to be a sustainable source of business and economics education long into the future, and to inspire our business and academic peers to account for their own impacts.

We welcome your feedback on this report: blueskyinstitute@boisestate.edu.

⁴ <https://cobe.boisestate.edu/graduate-programs-overview/>



UNDERGRADUATE PROGRAMS

Below is a list of undergraduate programs offered by the College of Business and Economics⁵:

Department of Accounting

- Accounting BBA/Minor
- Accountancy, Internal Audit Option BBA/Minor

Department of Economics

- Business Economics BBA
- Business and Economic Analytics BS
- Economics BA/minor
- Economics, Quantitative Emphasis BA
- Economics, Social Science, Secondary Education BA
- Sustainability Minor

Department of Finance

- Finance BBA/Minor

Department of Information Technology and Supply Chain Management

- Business and Economic Analytics BS
- Information Technology Management BBA/minor
- Supply Chain Management BBA/minor

Department of Management

- Entrepreneurship Management BBA/Minor
- General Business BBA
- Human Resource Management BBA/Minor
- International Business BBA/Minor
- Nonprofit Management Minor
- Management Online BBA

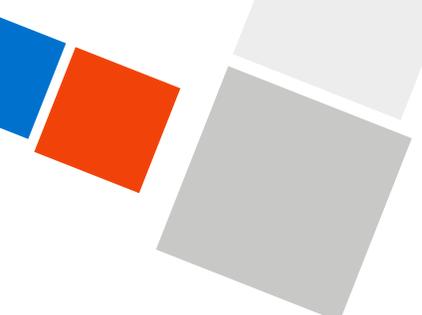
Department of Marketing

- Marketing BBA/Minor

Business Minor and Certificate Programs

- Bridge to Career Certificate
- Bridge to Career Minor
- Business Minor

⁵ <https://cobe.boisestate.edu/academic-departments/>



GRADUATE PROGRAMS

COBE offers innovative MBA programs designed to address the different needs of business graduate students. All graduate programs are accredited by the AACSB. Boise State University currently offers five different MBA programs⁶:

Master of Business Administration (MBA)

- Career Track for recent graduates.
- Professional MBA for professionals with two-plus years of business experience, with many of the classes offered in the evening to accommodate the working student (Part-time).
- Online MBA for professionals with two-plus years of management experience (Part-time or Full-time).
- Executive MBA for seasoned executives with six-plus years of management experience.
- Concurrent JD/MBA works in conjunction with the University of Idaho College of Law for students looking to earn both the JD and MBA degrees in four years rather than the usual five.

Economics and Accountancy Degrees are also offered in the graduate program.

Graduate Degrees in Accountancy

- Master of Accountancy (MSA)
- Online Master of Accountancy
- Master of Accountancy-Taxation (MSAT)
- Concurrent JD/MSAT: Partnership with University of Idaho College of Law

Graduate Degrees in Economics

- Master of Economics (MEC)
- Master of Science in Economics (MSE)

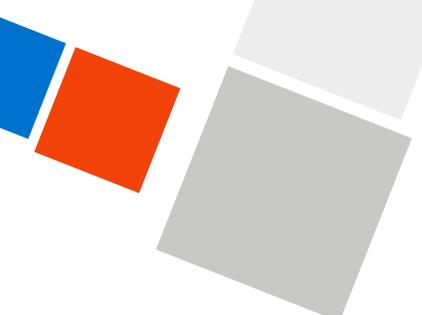
RESPONSIBLE BUSINESS INITIATIVE

The Responsible Business Initiative (RBI) was launched in 2014 with founding partner Wells Fargo in order to integrate responsible business into the heart of the COBE, and to drive leading business ethics, corporate social responsibility, sustainability, diversity and inclusion and governance practices into our curriculum and into our business community. While there is still work to be done, RBI's successful programs related to diversity and inclusion, sustainability reporting and B Corp certification have all grown beyond the college to incorporate a wide group of stakeholders. As such, Boise State's Blue Sky Institute (BSI) has provided an expanded platform to host the expanded mission. BSI is a university-level institute with a mission to create cross-disciplinary and cross-sector partnerships that seek to positively impact the community's most entrenched social challenges and catalyze the ecosystems surrounding them. By integrating RBI into Blue Sky, university resources can be better leveraged and the programs incubated by RBI can increase their capacity, as well as create more visibility on campus and in the community⁷.

Because of the strong recognition of RBI's external work within the business community, it has retained the 'RBI' branding and doubled down on its commitment through the new Diversity and Inclusion pillar of BSI, which also includes campus and community D&I efforts. The Sustainability Reporting and B Corp Strategy and Research badge programs now fall under

⁶ <https://cobe.boisestate.edu/graduate-programs-overview/>

⁷ <https://cobe.boisestate.edu/rbi/>



BSI's new Impact Measurement pillar, alongside a new program on Community Impact Assessment. The RBI Faculty Council continues to steward efforts specific to the college's curriculum, in collaboration with RBI and Blue Sky.

Read more about RBI's most recent diversity and inclusion initiatives on page 33 and the successful RBI badge programs, that will now reside in BSI, on page 31.

COBE ENTERPRISES

Idaho Council on Economic Education

Idaho Council on Economic Education works to ensure that Idaho students are economically literate, able to apply basic economic principles and prepared to become knowledgeable consumers and responsible citizens.

Idaho Small Business Development Center (Idaho SBDC)

Idaho SBDC is a statewide, university-based organization that helps small Idaho businesses succeed through no-cost coaching, consulting, affordable training and student projects to create learning experiences and economic impact.

The Technology and Entrepreneurial Center (TECenter)

TECenter is a business accelerator, affiliated with the Idaho SBDC, that offers a full suite of formal and informal services, training and connections for client companies. TECenter's goal is to build a strong and healthy economy while reducing the risk and chaos inherent to starting a business.

TechHelp

TechHelp is a catalyst for strengthening Idaho manufacturing by accelerating its ongoing transformation into a more efficient, powerful engine of innovation, driving economic growth and job creation.

COBE LABORATORY

Dykman Trading Room⁸

Located on the second floor of the Micron Business and Economics Building is a fully functional On-demand Digital Display stock ticker. This lab houses nine individually licensed Bloomberg terminals. The terminals allow students to access the largest global database of financial data, news, research and analytics. Students use the terminals to conduct economic, industry, securities and company research. They have access to self-paced tutorials that help them apply the database information to their classroom topics. Faculty use the terminals to apply data, news reports, charts and research reports to classroom applications, as well as their own research.

STAKEHOLDERS

COBE Advisory Council

The COBE Advisory Committee (COBEAC) comprises business leaders who care about the direction of the Treasure Valley and believe that COBE can be a key driver in creating economic value and improving our community's high quality of life. Its 26 members provide the COBE dean with guidance, and support the strategic direction of the college.

- Bernadette Madarieta, VP and Controller, Packaging Corporation of America
- Brady Panatopoulos, CEO, Albertson's Foundation
- Candi D. Allphin, SVP & Managing Director Private Banking, US Bank (Retired)

8 *Keith D. Harvey, PhD, Professor of Finance at COBE*

- Cathy Light, CEO, Lideranca Group
- Clay Young, CEO, Bannersolar P.B.C.
- Dave Cooper, Principal, David M. Cooper, CPA-CVA
- David Wali, Executive VP, The Gardner Company
- Debbie Flandro, Gaming Board Chair, North Quest Resort & Casino
- Gregg Alger, Owner, Huston Vineyards
- Hart Gilchrist, Director Operations Services, Intermountain Gas Company
- Jason Manning, CFO, Jacksons Food Stores
- Jay Larsen, Founder and CEO/President of The Idaho Technology Council
- John Grizzaffi, President, Stein Distributing Company, Inc.
- Kevin Jones, CFO, Harmonic Investment
- Matt Bell, Outreach and Network Development, University of Utah Health Care
- Michael Bennion, Director, Hewlett Packard Company
- Mike Mers, Founder, Aspen Capital Management
- Naomi Shankel, Director Operations Integration, Idaho Power Company
- Peter DiDio, VP Controller, St. Luke's Regional Medical Center
- Ric Gale, Consultant, Gale Energy Consulting, LLC
- Rob Perez, Idaho Region President, Interstate Bank
- Roger Parks, VP of Information Technology & CIO, J.R. Simplot Co.
- Ron Van Auker, Jr., President, Van Auker Properties
- Susan Olson, COO/CFO, Hawley Troxell
- Timothy A. Schlindwein, Managing Principal, Schlindwein Associates, L.L.C.
- William K. Ilett, President, Trans Corp Inc.

2017-18 RBI Faculty Council:

The RBI Faculty Council comprises professors from across COBE departments and represents the management committee for the initiative. Members provide strategic input to the RBI team and also manage the integration of responsible business content into the college curriculum.

- Kathy Hurley, Lecturer, Accountancy
- Mark Buchanan, Professor and Director, International Business, Business Law
- Michail Fragkias, Associate Professor, Economics
- Pat Delana, Lecturer, Business Communications, Director, Undergraduate Studies Program
- Ruth Jebe, Assistant Professor, Management
- Shaunn Mattingly, Assistant Professor, Management
- Tim Chenoweth, Associate Professor, Information Technology Management.
- William Wynne, Lecturer, Marketing

RBI Stakeholder Advisory Board

The RBI Stakeholder Advisory Board comprises leaders in the Treasure Valley who embrace and model the values of RBI. The advisors represent key external stakeholder groups and provide strategic guidance, accountability and assistance in cultivating resources to support the college's commitment to responsible business.

- Ben Quintana, Org. Dev. Program Mgr., St. Luke's Health System
- Charity Nelson, Director of Economic Development, Boise Valley Economic Partnership
- Jeff Russell, Founder and CEO, Jitasa
- Katie Sewell, State Director, Idaho Small Business Development Center
- Lisa Cooper, President and Founder, Figure 8 Investment Strategies
- Molly Lentz, VP & Community Affairs Officer, Wells Fargo
- Nic Miller, Economic Development Director, City of Boise
- Russ Stoddard, Founder and CEO, Oliver Russell
- Shelley Zimmer, Environmental Marketing Manager, HP

SPEAKERS AND EVENTS

The college welcomes leaders and alumni from the business community and beyond to speak, present and share ideas with our students and faculty. Students in particular are able to take advantage of these events to network and gain real-world insights. While a full list of the events can be found in the COBE's calendar event⁹, below are just a few examples:

Ask Me Anything!

Ask Me Anything! is a recurring open forum held throughout the year that allows students to ask a panel of Boise business professionals questions about anything. The business professionals come from a variety of areas such as finance, sales and entrepreneurship, information technology and supply chain management, economics and more. The event is sponsored by COBE and V-Squared Creative.

Professional Networking 2017

Professional Networking is a week-long series of networking events which enables students to interact with peers and employers. This year, the college had four days of networking events lined up for COBE students. The Beta Gamma Sigma Honors Society Breakfast and Speed Networking Event gave the top 10% of our academically achieving COBE students the opportunity to network with Boise area employers. Meanwhile, the Classroom Panel Discussions gave employers the opportunity to share their professional experience, highlight their companies and answer student questions. Students were also able to connect with employers at the COBE Career Fair. Lastly, the college hosted the Etiquette Dinner and Networking reception, an event that allowed COBE students to network with employers in the Boise area over a four-course dinner.

Gem State Business and Accounting Conference¹⁰

The Gem State Business and Accounting Conference is an annual conference designed for members of the business and accounting community. The purpose is to provide the latest updates and perspectives on a variety of accounting, auditing, tax and reporting matters that impact both private and public companies. The program also provides the latest information and perspectives on other current business topics including the multigenerational workforce and ethics. On December 16th, 2016, over 200 attendees gathered at Boise State University for the third annual Gem State Business and Accounting Conference. Attendees were offered the opportunity to earn up to eight hours of Continuing Professional Education (CPE). All event proceeds benefited the Beta Alpha Psi Endowed Scholarship Fund.

⁹ <https://cobe.boisestate.edu/cobe-event-calendar/>

¹⁰ <https://cobe.boisestate.edu/accountancy/2017/04/27/recap-third-annual-gem-state-business-accounting-conference/>

Appendix 3: Our Impact

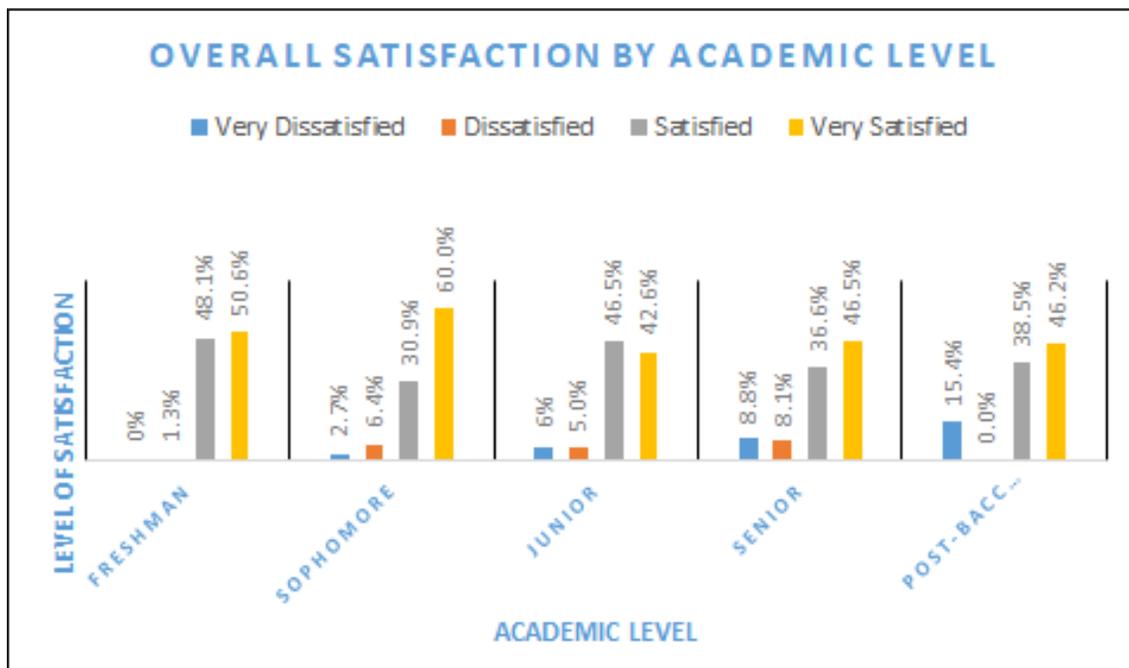
SOCIAL IMPACT

Student Satisfaction¹¹

The College of Business and Economics aims to provide the utmost satisfaction to its students. As part of this commitment, Boise State's Office of Institutional Research gathers information from students to assess the satisfaction rates among various material aspects to address any issues, and create future plans to lay the foundation for graduate success. A total of 384 COBE undergraduate and graduate students responded to the survey in the 2016-2017 year. The following charts show the summary of their responses.

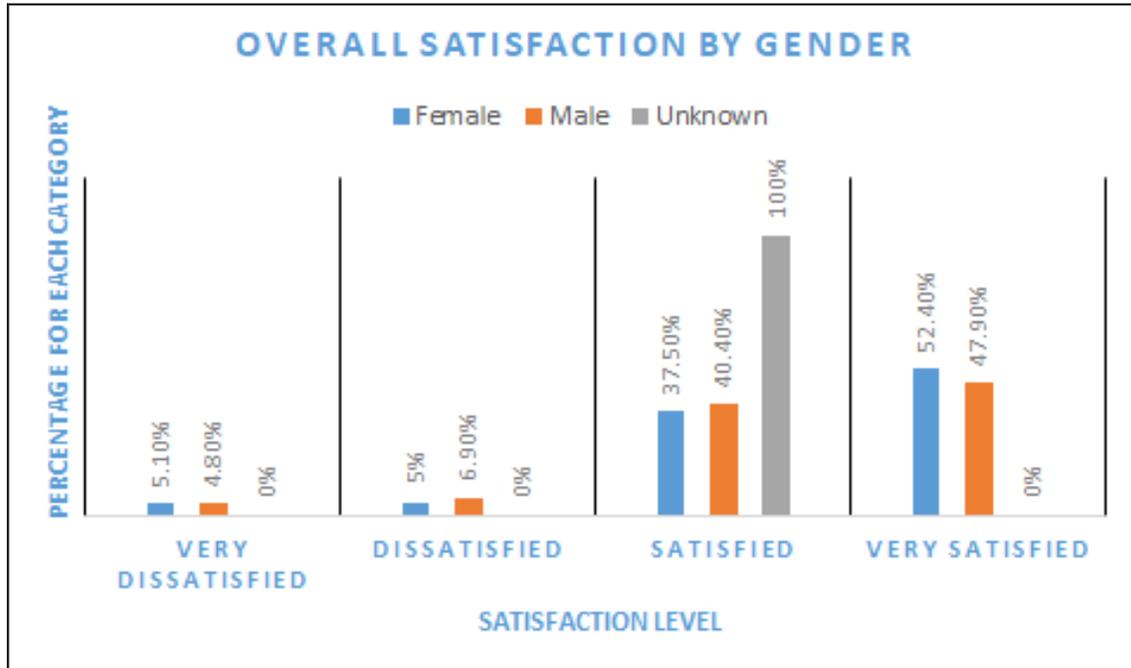
Overall Satisfaction by Academic Level

Overall, the majority of students in all academic levels from COBE are satisfied or very satisfied with the college. Nearly all Freshmen (98.7%) responded "satisfied" or "very satisfied" with COBE.

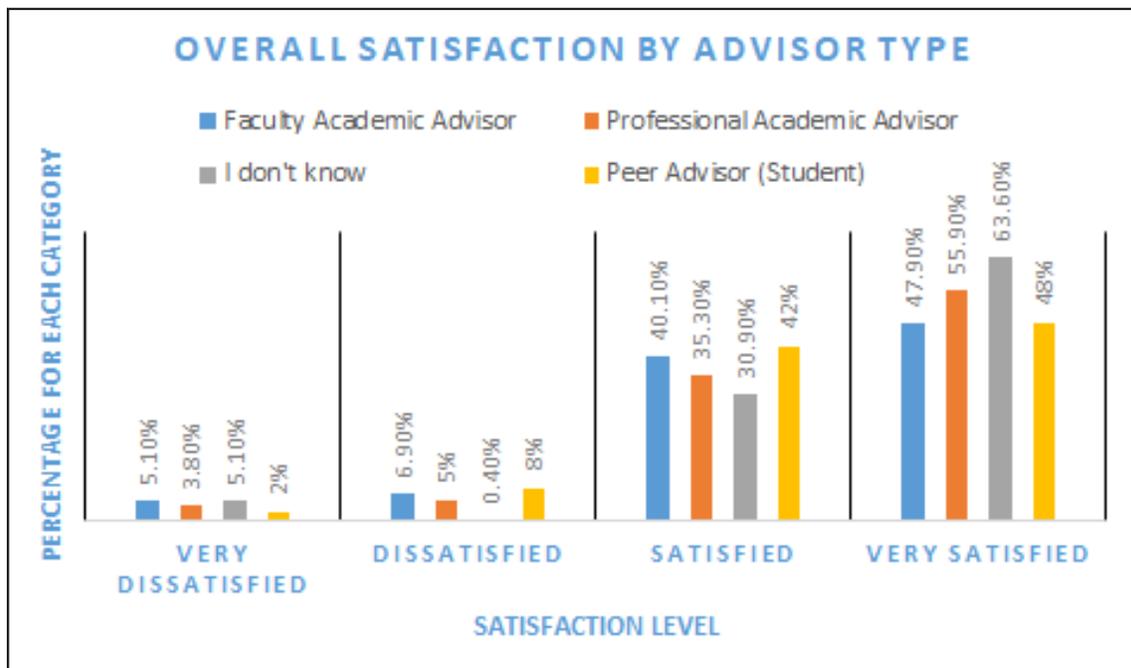


11 <https://public.tableau.com/profile/boise.state.institutional.research#!/vizhome/GraduatingStudentSurvey2015-2017NEW/Introduction>

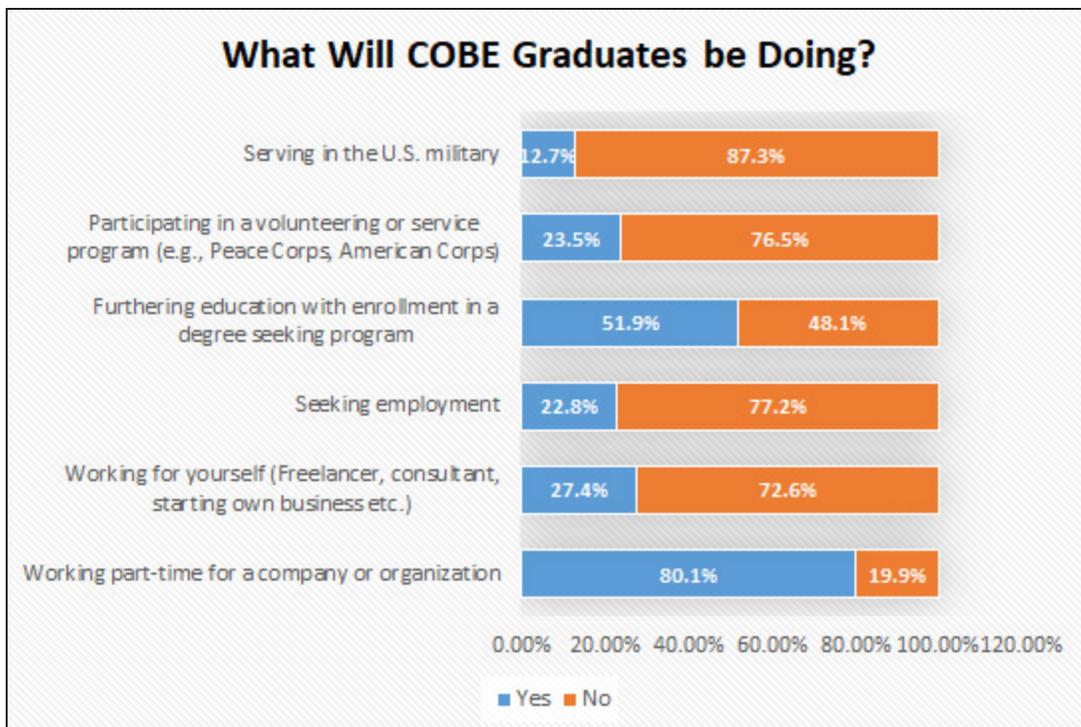
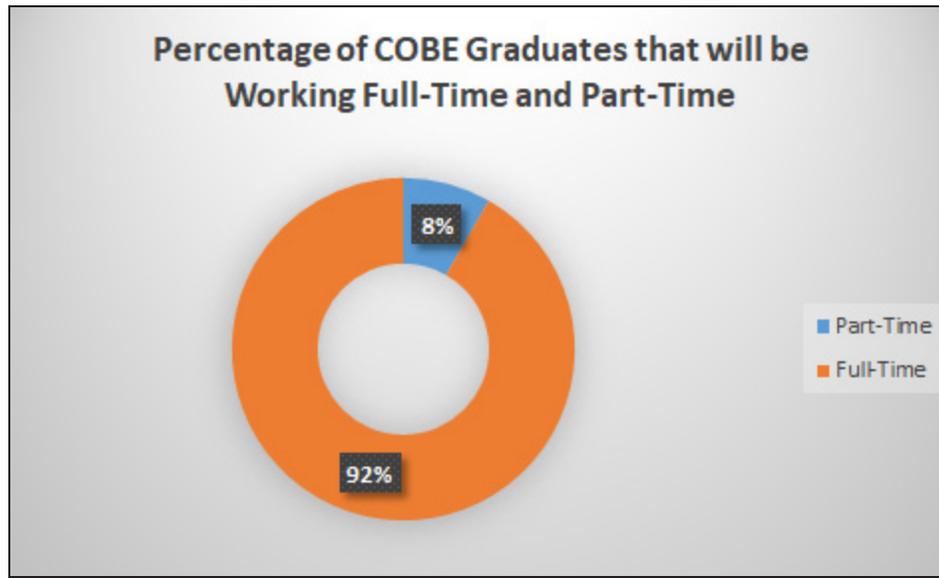
Overall Satisfaction by Gender



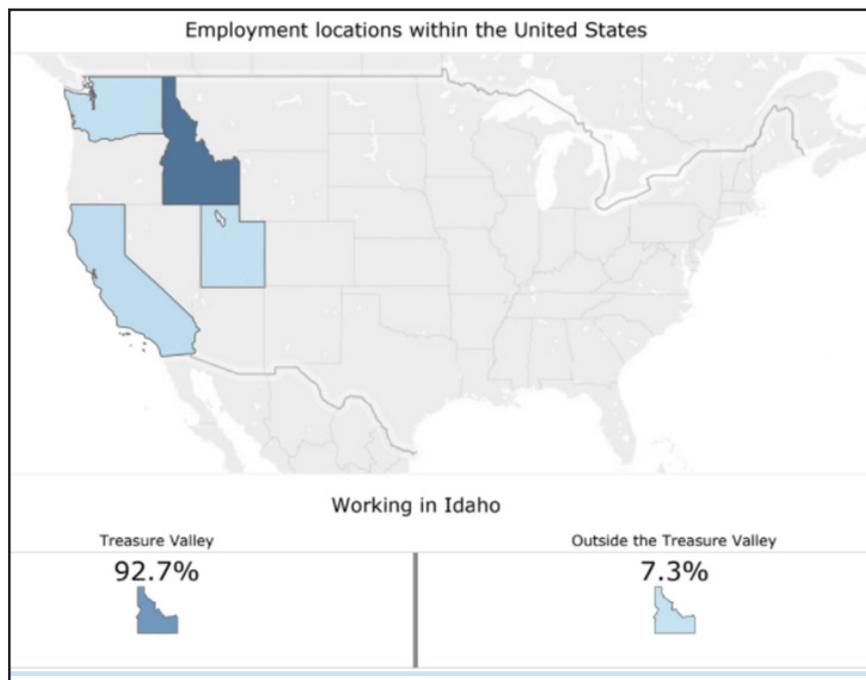
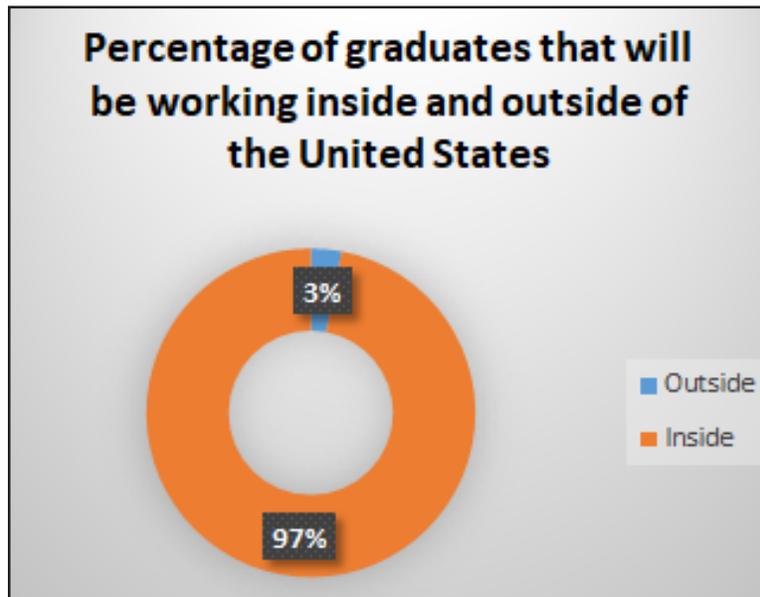
Overall satisfaction by advisor type



WHAT WILL COBE GRADUATES BE DOING AFTER GRADUATION?

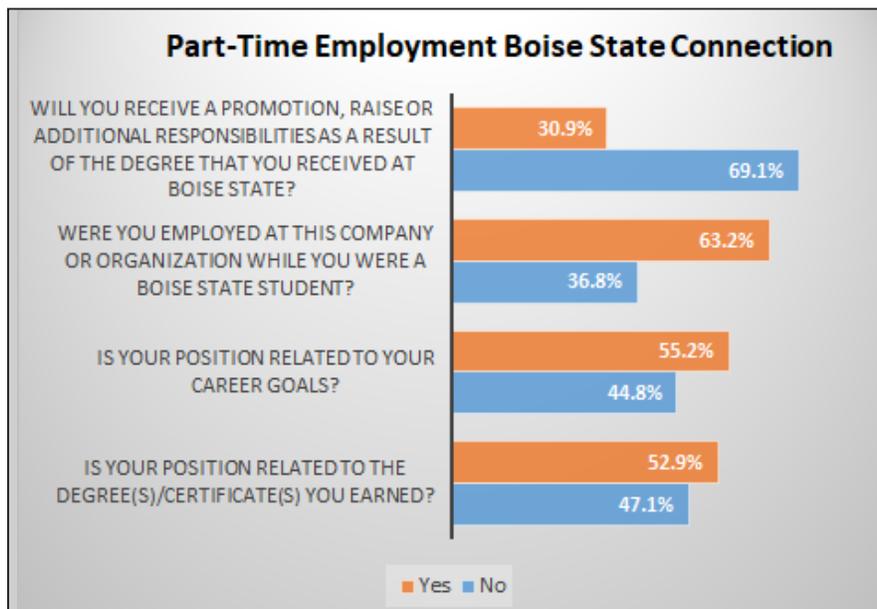
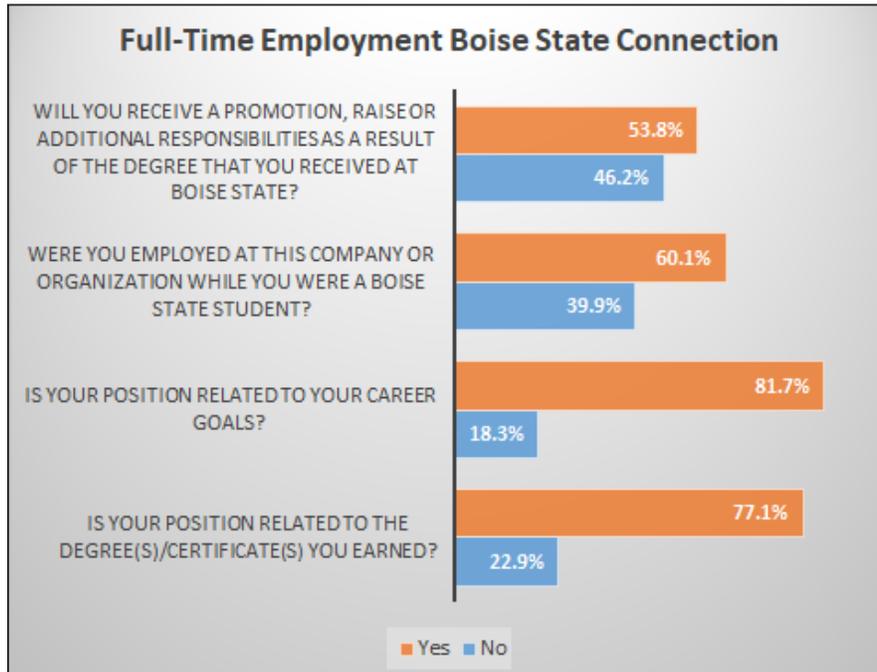


WHERE WILL COBE GRADUATES BE AFTER GRADUATION?



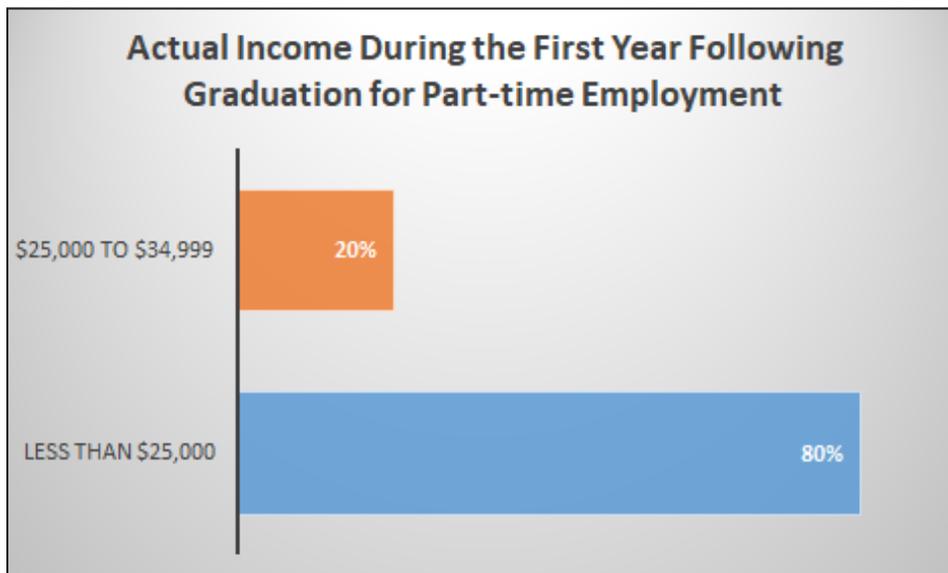
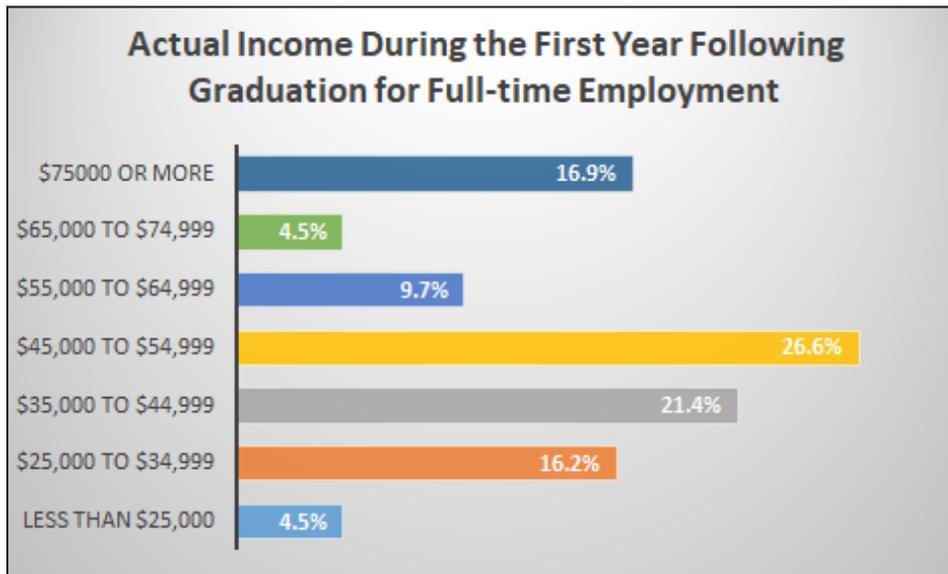
After graduation, 91.7% of COBE students will be working full-time or part-time for a company or for themselves. 97.0% of those students will be working in the United States, while the remaining 3.0% will be working outside the country. Most students, 92.7%, will be using their skills at a job in the Treasure Valley. The other 7.3% of students relocated to other western states including California, Utah and Washington.

BOISE STATE/COBE EMPLOYMENT CONNECTION



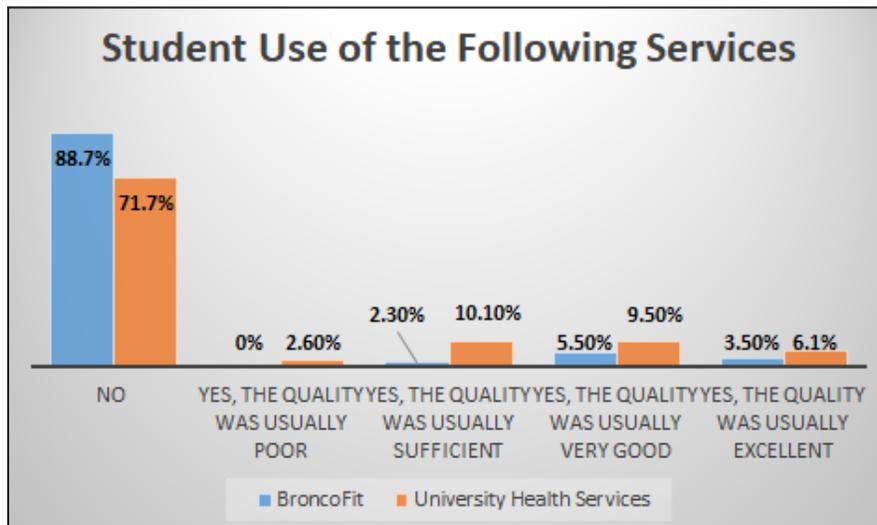
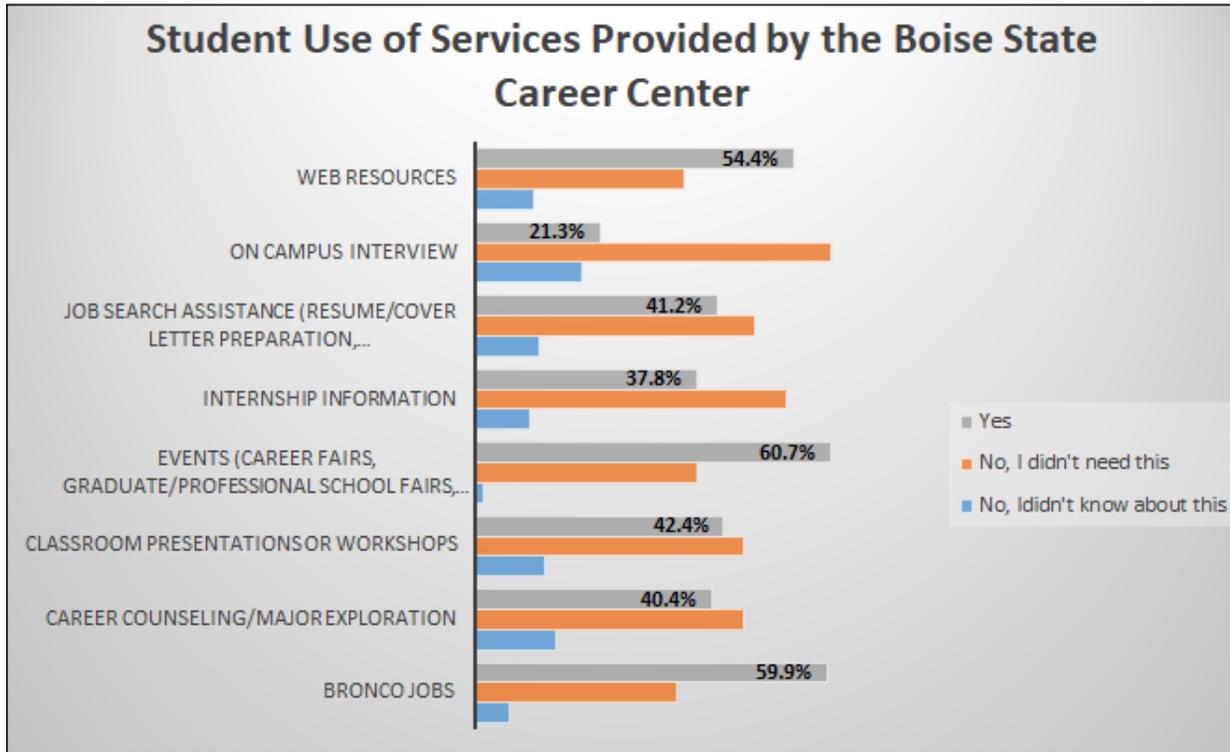
A large majority of students reported that their job position is related to their degree or certificate they earned as well as their career goals. Most surveyed students report that they were currently employed at their place of business while attending Boise State. For full-time students 53.8% of graduates will receive a promotion upon finishing their degree and for part-time students 30.9% will receive a promotion related to their COBE education.

ACTUAL INCOME DURING THE FIRST YEAR AFTER GRADUATION



Top employers for graduating COBE students in descending order include: Boise State University, Micron Technology, Inc., St. Luke's Health Systems, Clearwater Analytics, Saint Alphonsus Medical Center and the State of Idaho. Of students who will be working full-time, 57.7% will be making an annual income of \$45,000 or more.

STUDENT USE OF SERVICES



To further understand the satisfaction of COBE students, it is important to understand the current behaviors of students and the rate they engage in student services. The above chart explores how often students used services provided by the Boise State Career Center and other campus services. The table suggests that many COBE students attending Boise State did

engage in career services such as BroncoJobs with 59.9% responding they had used the service. Another 60.7% participated in events such as career fairs, Bronco Happy Hours and Employers Networking Events. However, the majority of students did not take advantage of services such as BroncoFit where 88.7% responded “no” and 71.7% responded that they never utilized University Health Services.

Student to Faculty Ratio

Average Student per Section

Undergraduate Programs

Programs	Number of Students Enrolled	Number of Sections	Average Number of Students per Section/Teacher
ACCT	2,611	55	48
BUSCOM	819	32	26
ECON	3,133	79	40
ENTREP	238	8	30
FINAN	1,023	33	31
HRM	788	24	33
INTBUS	320	11	29
ITM	5,915	71	83
MGMT	4,183	92	46
MKTG	1,567	58	27
BUSSTAT	1,121	24	47
SCM	954	28	34
Grand Total	22,672	515	44

Data in the above table is the most accurate and up-to-date data available, some numbers may differ from the 2017 COBE brochure

Graduate Programs

Programs	Number of Students Enrolled	Number of Sections	Average Number of Students per Section
ACCT	242	12	20
ECON	17	6	3
MBA (All)	2,075	74	28
Grand Total	2,334	92	25

Data in the above table is the most accurate and up-to-date data available, some numbers may differ from the 2017 COBE brochure

The above tables show the average number of students who are enrolled in a given section for each program at both undergraduate and graduate levels. One faculty member teaches each section. Therefore, the displayed ratios are considered as student to faculty ratio. They are a representation of how many students are likely to be in a classroom per section within each program throughout the 2017 academic year.

Student Retention and Graduation

The college has ongoing efforts to increase retention and graduation rates for COBE students. The Freshman Student Retention table below displays the student retention percentage of full-time, degree-seeking freshmen who were enrolled in COBE for the fall 2015 and fall 2016 semesters. The table also indicates the percentage of freshmen still enrolled in COBE, switched to another college at Boise State University, or were no longer enrolled at Boise State one year later.

Freshman Student Retention

Year (Fall)	Still Enrolled in COBE	Switched College	No Longer Enrolled
Fall 2015	61%	15%	24%
Fall 2016	64%	12%	24%

The Freshman Student Retention table above shows a three percent (3%) increase in full-time, degree-seeking freshman students in COBE being retained in the college for fall 2016 in comparison with fall 2015. There is also a three percent (3%) decrease in the percentage of students who switched to another college for fall 2016 in comparison with fall 2015.

The following table provides descriptive statistics regarding graduation and retention of senior students within COBE. The Senior Student Graduation and Retention table reports the percentage of full-time, degree-seeking seniors enrolled in

COBE for the fall 2015 and fall 2016 semesters. The percentages shown are representations of seniors that graduated, were still enrolled in COBE, switched to another college at Boise State, or were no longer enrolled at Boise State one year later¹².

Senior Student Graduation and Retention

Year (Fall)	Retained in College	Graduated	Switched College	No Longer Enrolled
Fall 2015	32%	60%	1%	7%
Fall 2016	29%	64%	1%	7%

Undergraduate and Graduate Programs¹³—Degrees Conferred

COBE offers a variety of undergraduate and graduate degree programs. The tables below summarize the number of undergraduate and graduate degrees that COBE awarded in 2017 in comparison to 2016. The data show that COBE conferred 50 more undergraduate degrees and 39 more graduate degrees in 2017 compared to 2016.

Undergraduate Programs	COBE Awarded Degrees in 2016	% Graduate in 6 Years or Less	COBE Awarded Degrees in 2017	% Graduate in 6 Years or Less
Accountancy	123	74.1%	127	78.1%
Economics	24	45.5%	19	90.9%
Entrepreneurship	20	85.7%	34	81.0%
Finance	96	88.7%	80	88.7%
General Business	135	77.9%	148	78.0%
HRM	53	86.2%	65	68.8%
ITM	52	73.1%	56	80.0%
International Business	20	76.9%	22	88.9%
Marketing	93	86.9%	104	88.6%
SCM	43	88.9%	54	92.6%
Total	659	78.4%	709	83.6%

Data in the above table is the most accurate and up-to-date data available, some numbers may differ from the 2017 COBE brochure

¹² CJ Martin, Executive in Residence, COBE

¹³ Entrepreneurship, General Business, HRM and International Business are all under Management.

Graduate Programs	2016	2017
Accountancy, MS (ACCT MST)	2016	2016
Accountancy, Taxation, MS (ACCTAX MST)	2016	2016
Accountancy, Taxation, MS JD (ACCTAX MJD)	2016	2016
Business Administration (BUSADM-MBA)	2016	2016
Business Administration F/T (MBA FT)	2016	2016
Business Administration Online (MBAO)	2016	2016
Business Administration P/T (MBA PT)	2016	2016
Executive MBA (EMBA)	2016	2016
Grand Total	2016	2016

Average number of years required by a first-time degree recipient

This year, the Sustainability Reporting Team has decided to report on the average number of years it takes first-time Bachelor students to obtain their degrees from COBE.

Programs	2016	2017
Accountancy	5.4	5.8
Economics	6.6	4.6
Entrepreneurship	5.7	5.5
Finance	4.7	5.1
General Business	5.3	5.6
HRM	4.6	5.9
ITM	6.1	4.7
International	5.6	4.4
Marketing	4.8	4.7
SCM	4.8	4.3
Grand Total	5.4	5.2

The number of years it takes first-time bachelor students to obtain their degrees from COBE varies greatly, depending on the program. The table above displays data for both fiscal years 2016 and 2017. It is worth noting that the data apply to all first-time degree-seeking bachelor students who attend COBE either part-time or full-time.

Responsible Business in the Classroom

Criteria for Identifying COBE Courses, Faculty Research, or Service that Integrate Responsible Business

The course, faculty research, or service seeks to reflect on, investigate or account for economic, social, or environmental impacts on relevant stakeholders, both positive and negative.

OR if the course, research, or service satisfies one of the following:

5.1 Reviews, revises or resolves issues related to Individual Responsibility (Business Ethics)

5.2 Reviews, revises or resolves issues related to Corporate Social Responsibility

5.3 Reviews, revises or resolves issues related to Leadership Responsibility (Corporate Governance)

OR Leadership Responsibility addressing social and environmental pain points:

5.4 Reviews, revises or resolves issues related to Environmental Responsibility (Environmental Sustainability)

5.5 Reviews, revises or resolves issues related to Cultural Responsibility (Diversity)

Undergraduate Courses

In previous years our team evaluated individual syllabi of each COBE course and then reached out to department chairs for confirmation. Upon reflection we decided to narrow our scope in order to receive more accurate results. Every student in the College of Business and Economics is required to take Gateway Courses and receive a minimum 2.5 GPA in order to be admitted to the college. Our team reached out to the department chairs of each of these respective courses. The department chairs reviewed the above criteria and determined whether or not each course met one or more of the determining statements. The results we received concluded that of those courses 44% include responsible business topics in their curriculum.

A detailed survey that will evaluate courses based on the above criteria to be sent to all professors who teach COBE core courses is currently being developed and will be implemented in next year's report.

Example of Undergraduate Core Courses with Responsible Business Content

BUS 441 BUSINESS IN SOCIETY: ETHICS, RESPONSIBILITY AND SUSTAINABILITY¹⁴

Intensive exploration of the role of business in a global society, including ethical decision-making, business responsibility in social and environmental contexts and best practices in sustainability.

ACCT 205 INTRODUCTION TO FINANCIAL ACCOUNTING¹⁵

The primary objective is to make the student aware of the importance of accounting information as a powerful tool in the business decision-making process. Emphasis of the course is on the uses of financial information in making investment and credit decisions rather than the preparation of the information.

¹⁴ <https://registrar.boisestate.edu/undergraduate/course-catalog/bus/>

¹⁵ <https://registrar.boisestate.edu/undergraduate/course-catalog/acct/>

ECON 202 PRINCIPLES OF MICROECONOMICS¹⁶

An introduction to microeconomic analysis covering supply and demand, basic market structures, the operations of the price system, and the distribution of income. Provides an introduction to some applied areas of economics such as international and regional economics, the public sector, and economic development.

Graduate Courses

Similar to our approach of undergraduate courses, our team reached out to the department chairs of each COBE graduate program in order to determine how many courses included responsible business topics in their curriculum. While our results are more accurate than last year's method of going through syllabi, it has highlighted the fact that there is a need for increased responsible business topics in COBE graduate courses.

MBA Courses Broken Down

Career Track MBA - 47%

Executive MBA - 46%

With the new method of collecting data that we implemented this year, the reporting team was unable to obtain data about Responsible Business content from the Online and Professional MBA programs. These programs will be included in the next year's report.

Example of Graduate Courses with Responsible Business Content

MBA 511 BUSINESS LAW AND SOCIAL RESPONSIBILITY¹⁷

Introduces legal concepts that are important for business decision-making, including agency and business associations, torts, contracts and sales, product liability, and employment law. Addresses current trends in corporate social responsibility and the triple bottom line of social, environmental, and economic responsibility.

Minors and Certificates

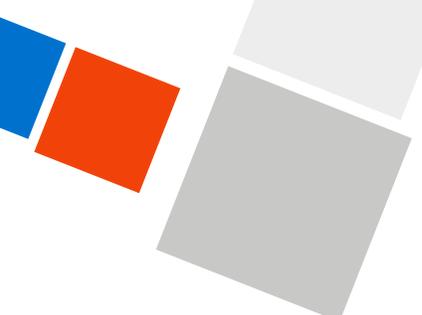
While 100% of COBE students take at least 4 courses that integrate responsible business topics into their curriculum, there are also three minors and one certificate offered by the college that have a particular focus on sustainability topics. A detailed description of each can be found below.

Sustainability Minor

The Sustainability minor is a 22-credit interdisciplinary minor. It aims to provide a new way for students to think about the world and apply principles of sustainability to real-world applications and contexts. The short-term goal is to prepare students to help organizations change the way they design policies, processes, products and services and allocate resources by applying

¹⁶ <https://registrar.boisestate.edu/undergraduate/course-catalog/econ/>

¹⁷ <https://graduatecatalog.boisestate.edu/course-list/mba/>



tools such as sustainable cost-benefit analyses and problem-solving strategies. The long-term goal is to positively transform individuals, organizations, communities, fields and systems in ways that seek to balance economic, social and environmental needs and impacts.

Learn more at: <https://cobe.boisestate.edu/rbi/sustainability-minor/>

Nonprofit Management Minor

The Nonprofit Management minor is a 21-credit interdisciplinary focus on nonprofit management and community development efforts. Students from all majors can use this minor to pursue their interests in all manner of philanthropy and community development in a variety of policy areas.

Learn more at: <https://cobe.boisestate.edu/management/nonprofit-minor/>

Nonprofit Management Certificate

The Nonprofit Management Certificate is a 12-credit interdisciplinary focus on nonprofit management and community development efforts. Students from all majors can pursue this certificate.

Learn more at: <https://cobe.boisestate.edu/management/nonprofit-minor/>

Responsible Business in Faculty Research

Boise State University currently uses an online software tool, Faculty 180, that is designed to help Boise State faculty collect, organize, and display their research, teaching and service data for the purpose of annual reviews, promotion and tenure, and specialized reports. The purpose of Faculty 180 is to provide an easier and more efficient way for colleges to manage large reporting processes.

In 2017, of the 79 scholarly research projects performed by COBE faculty, 36% of them incorporate responsible business topics. Below is an example of faculty research in the area of responsible business.

Example

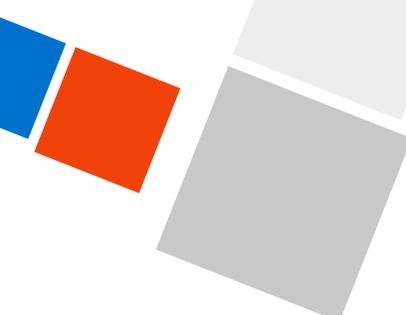
Michail Fragkias, associate professor in the Department of Economics, published a paper in the Current Opinion in Environmental Sustainability journal that was titled “Modern Political Economy, Global Environmental Change and Urban Sustainability Transitions”. This paper covers how the modern political economy can be critical for the urban transitions to sustainability.

Read more at: <https://cobe.boisestate.edu/blog/2017/05/michail-fragkias-department-economics-published-environmental-sustainability-journal/>

Responsible Business in Faculty Service

Like faculty research, the data provided comes from the software Faculty 180. Faculty service is broken down into five separate categories which include; Boise State University (internal), Community (external), Profession/Discipline, Editorial & Review, and Consulting.

In 2017, of the 145 service projects performed by COBE faculty and staff, 24% were in the area of responsible business. Below is an example of faculty service in the area of responsible business.



Example of Responsible Business Content in Faculty Service

One of the Consulting services that was performed in Spring and Fall 2017 involved preparing economic and population forecasts for the counties served by Intermountain Gas in southern Idaho. John Church who is a lecturer for the Economics department, created these forecasts as a basis for the Intermountain Gas forecast of future demand for natural gas. The ultimate use of this information was an Integrated Resource Plan regulatory filing with the Idaho Public Utilities Commission.

Integrated Service Learning

At Boise State University, the Service-Learning Program connects the campus with the community through capacity-building partnerships in order to enhance student learning, address critical community issues, and encourage students to be active citizens in their local, national, and global communities.

In 2017, eighteen COBE courses integrated Service Learning projects; 290 students participated, and 5,560 service hours were completed.

Example of Responsible Business Content in Projects

In the fall 2017 semester, COBE students participated in a service-learning project for Happy Family, an organic baby food company with the mission to improve children's health through nutrition. The students were led by supply chain management professor Tom Gattiker. Gattiker took the opportunity and turned it into a small independent studies course that challenged students to understand the concepts of sustainability. During the project, students made decisions that impacted the supply chains by prioritizing factors that would lead to a more sustainable outcome.

For more information visit: <https://cobe.boisestate.edu/blog/2018/01/professor-tom-gattiker-leads-students-in-service-learning-project-for-happy-family/>

Student Extracurricular Opportunities

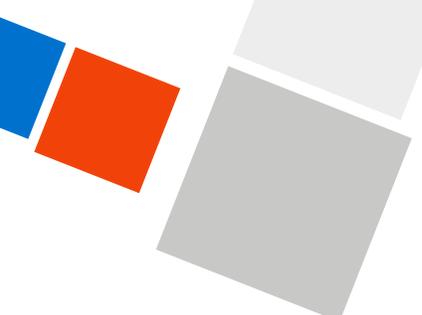
COBE offers many opportunities for students to be involved in extracurricular activities while gaining hands-on experience and developing leadership skills. Clubs, organizations and honor societies allow students to participate in constructive activities outside of the classroom, gain experience in their areas of interest, build relationships with their peers and grow their network. These extracurricular opportunities reinforce student involvement in COBE, which in turn helps improve retention and graduation rates.

Student Badges

The Responsible Business Initiative (RBI) offers two badge programs to Boise State University students at the undergraduate and graduate level. These badge programs aim to provide students with engaging extracurricular opportunities related to responsible business and sustainability. The badges are awarded to students, upon completion of each program, by the Department of Labor through SkillStack®.

Student-led Sustainability Report Badge

COBE's sustainability report is unique in that it is researched, analyzed, written and produced entirely by students. The students producing COBE's sustainability report are awarded a Sustainability Reporting Badge, signaling their skills in analyzing and reporting on sustainability reporting measures. The badge gives students a foundational understanding in non-financial



reporting, in addition to hands-on opportunities that allow them to put newly acquired skills into action and making them more marketable with future employers working on sustainability. Students perform research, attend workshops, learn about industry frameworks, write and edit the sustainability report, working on both the fourth COBE and the second COHS report this year.

B Corporation Research and Strategy Badge

The B Corp Badge promotes awareness of, and student skill building related to, certified B Corporations and Benefit Corporations. The badge provides students with practical experience in using the B Impact Assessment tool and assisting various companies in their initial B Corp certification or renewing an existing certification. Students seeking to learn more about how business can be used as a force for good have the opportunity to put the B Corp concept into practice, gain meaningful industry experience, build relationships with the external business community and gain certification of their skills. In past years, teams worked with companies including Garage Wine Co. (based out of Chile), Joga-Ki, Pinnacle Integrated Medicine, Proof Eyewear, Treefort Music Festival and Selfless.ly.

B Corporations are for-profit companies, certified by the nonprofit B Lab, that must meet strict standards of social and environmental transparency, performance and accountability. There are over 2,000 B Corporations in 50 countries and 130 industries all working to be the best for the world, rather than the best in the world¹⁸. Examples of certified B Corporations in Idaho include the CAPROCK Group, Consilio, Flynnner Design+Build, Jitasa, Oliver Russell, Prosperity Organic Foods, Summit Creek Capital LLC, Treefort Music Festival, and Vyykn Inc.

Student Groups

Net Impact¹⁹

Net Impact Boise State, is an affiliate of an international organization consisting of undergraduate, graduate, and professional level clubs throughout the world. Net Impact Boise State operates from the College of Business and Economics Graduate program and is open to senior and graduate business students. Every year, Net Impact hosts speaking events, client projects, and special events designed to allow networking and learning from local business leaders who excel in sustainability, corporate social responsibility, or ethics.

Beta Alpha Psi²⁰

Beta Alpha Psi is a national scholastic organization that promotes professional excellence in the field of accounting. The primary objective is to provide an enhanced university experience through personal and professional development, while consistently encouraging a sense of ethical, social, and public responsibility. Participation in this organization results in the development of future contacts through networking opportunities among members and practicing accounting professionals.

Beta Gamma Sigma²¹

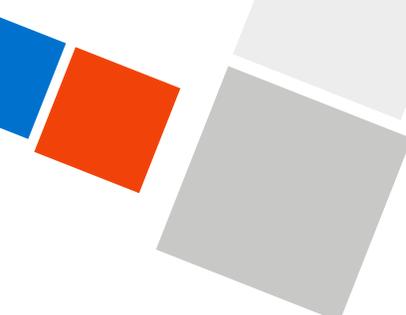
Beta Gamma Sigma is the international honor society serving business programs accredited by AACSB International — The Association to Advance Collegiate Schools of Business. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.

18 <https://www.bcorporation.net/what-are-b-corps>

19 <https://cobe.boisestate.edu/netimpact/>

20 <https://cobe.boisestate.edu/betaalphapsi/>

21 <https://cobe.boisestate.edu/betagammasigma/about/>



International Business Organization (IBO)²²

The International Business Organization (IBO), a historically strong student group on campus, has grown in size and mission. In the past few years, IBO students have secured funding to bring speakers to campus and have organized international learning trips, IBO members received high honors at the Frank Church International Economic Summit.

COBE Living-Learning Community

The COBE Living-Learning Community (LLC) provides first year students with the opportunity and support in learning how to balance coursework, real-world experiences and life choices. Students develop strong bonds over a love of learning and common interests in business.

More information about the COBE Living-Learning Community can be found at <https://cobe.boisestate.edu/students/cobe-llc>.

Diversity and Inclusion

In 2017, COBE launched its Inclusive Excellence Strategy to improve diversity and inclusion (D&I) efforts in the college, on the Boise State University campus, and in our community. The strategy outlines actionable items related to the four pillars of this strategy: our culture, our people, our community and our work.

Our Vision for Inclusive Excellence

At the College of Business and Economics, we will provide our students with the tools to succeed in a diverse workforce. We will lift up voices in our campus and our community and build a culture of respect, tolerance, relevance and responsibility through an inclusive environment for all college stakeholders. We will be known as the leading COBE in the region for our commitment to inclusive excellence.

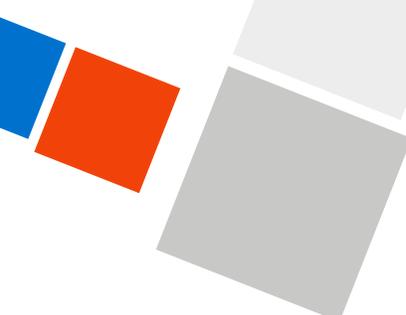
Below are a number of initiatives from the Inclusive Excellence Strategy that were either started or implemented in the 2017-18 academic year. The primary areas of focus this year were to 1) establish a baseline measurement of inclusive culture; 2) improve faculty hiring processes to incorporate best practices to attract and retain diverse top talent; and 3) support Treasure Valley stakeholders in growing their adoption and extension of effective diversity and inclusion efforts.

Our Culture

Goal: Make a college commitment to Inclusive Excellence by creating an intentional, open and accountable culture and college environment that values and celebrates differences and represents inclusion.

Through COBE's commitment to Inclusive Excellence, the college conducted student focus groups in to assess the level of inclusion at COBE and identify possible solutions to increase the overall sense of belonging experienced by our students. The groups were facilitated by Francisco Salinas, Director of Student Diversity and Inclusion. The findings will be used to inform inclusion efforts and strategic improvements in the college.

²² <https://cobe.boisestate.edu/management/international-business-organization/>



Our People

Goal: Achieve a better understanding of what inclusion means to our faculty, staff and students to ensure our college stakeholders feel valued and included; lead by example, and attract top talent.

COBE's 2016 sustainability report recommended that Boise State University makes appropriate policy and implements changes that would allow students to select a non-binary gender in order to include and account for all students, not just those who identify as male or female. The college is partnering with the Office of Admissions and the Gender Equity Center on campus to craft the wording and approach that allows for actionable information once an applicant joins our community.

Additionally, COBE's 2016 report recommended that the college improve its faculty recruiting and hiring processes in order to attract and hire more diverse top faculty talent within the college. This includes reviewing and revising job postings, interview protocols and offer packages annually to invite continuous improvement based on the most recent research on effectively removing implicit bias in recruiting and hiring faculty, creating an ongoing review process to determine if departments are receiving applications from a more diverse applicant pool over time, ensuring hiring committees represent diverse views and experiences, and providing training on issues and skills critical to inclusive excellence.

Our Community

Goal: Engage and lead in our local business community by offering resources and encouragement to help increase diversity and inclusion throughout the Treasure Valley.

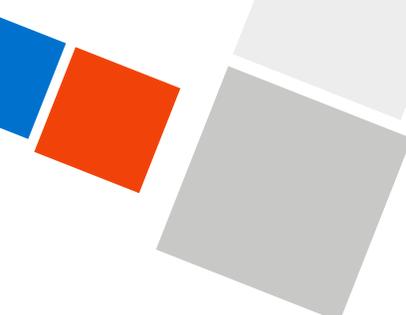
The college held its third annual summit on diversity and inclusion as a business driver focused on the impact of inclusion, with more than 150 attendees from across the business community. Held on November 1, 2017, the summit was co-hosted by Wells Fargo, the City of Boise, the Boise Valley Economic Partnership (BVEP) and the University of Idaho-Boise.

The keynote address was given by Dr. Christopher Bell, Director of Graduate Studies and Associate Professor of Communications at the University of Colorado at Colorado Springs, who impressed participants with a demonstration of the strategies used by the media to introduce and reinforce stereotypes and biases along racial and gender lines. Bringing in familiar examples from well-known media companies such as the Disney Company, the audience was encouraged to improve their media literacy and to evaluate the various storylines that exist in our society more critically.

The summit included two panels where panel members hosted a conversation on both financial and overall workplace inclusion. A closing panel was led by Co-founder and Partner of The Dignitas Agency, Stacy Parson, who wove together the discussions on inclusion from the previous speakers to help attendees understand why inclusion is the most critical—and the most difficult—aspect of any diversity effort.

The panels were followed by an afternoon hands-on workshop facilitated by The Dignitas Agency offering attendees practice in building collaborative and inclusive work environments.

The summit was made possible by the following sponsors: Boise State's College of Business and Economics, Wells Fargo, Boise Cascade, City of Boise, Happy Family Brands, Idaho Power, Saint Alphonsus and Micron Technology.



Our Work

Goal: Have executive leadership at the College of Business and Economics set a tone at the top that failure to increase diversity and inclusion is not an option and hold ourselves accountable to transparent reporting and continuous improvement based on stakeholder feedback.

As mentioned on page 13, the Responsible Business Initiative (RBI) has been elevated to the university-level at Boise State University. It will retain the ‘RBI’ branding and double down on its commitment through the new Diversity and Inclusion (D&I) pillar of the Blue Sky Institute (BSI), which also includes campus and community D&I. Future reports will include transparent reporting on the significant efforts COBE is making on D&I, in part through its leadership in the Blue Sky Institute.

University-wide Initiative

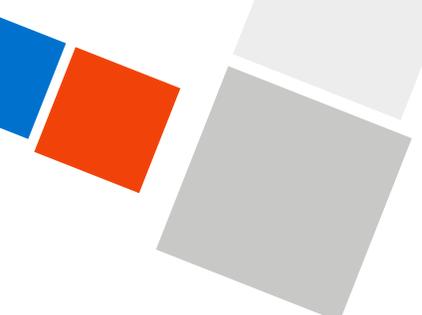
Boise State University Commission on Diversity and Inclusion

Boise State University’s Commission on Diversity and Inclusion, established in early 2017 by President Bob Kustra, was commissioned to “advance our commitment by better serving our campus community and maintaining our competitive edge and reputation.” In support of this bold leadership, in 2017, the Commission and Advisory Council surveyed the campus community, met with a variety of stakeholders, and reviewed university data and past reports. Through the report’s findings, the commission recommends that Boise State begin the process of building a comprehensive institution-wide strategic plan for diversity and inclusion, specifically addressing the challenges and opportunities presented in the report. In this initial report, the commission has identified six thematic areas in which future action can be focused and can form a basis for the strategic plan. The areas are:

1. Leading with Inclusion and Diversity
2. Fostering a Sense of Belonging and Being Valued
3. Increasing the Diversity of our Community
4. Achieving an Inclusive Instructional Climate
5. Supporting Our Campus Community
6. Communicating Effectively

Additionally, in the survey that helped inform this report, 90-98% of the campus community (90% of students, 96% of staff and administrators, 98% of faculty) stated that it was “*Somewhat/Very Much*” their responsibility to contribute to an inclusive campus climate. In summary, the report is a call to action and a request for deep accountability among the Boise State leadership.

Learn more about the commission here: <https://president.boisestate.edu/diversity-commission>



Student programs for diverse students

There are a number of campus-wide initiatives with aims of serving underrepresented students. One example of this is the Student Diversity Center at the Student Union Building. The Director of Student Diversity and Inclusion, Francisco Salinas, works with these students to connect them to the outreach programs listed below:

- Martin Luther King, Jr. Living Legacy Committee
- Idaho Inclusiveness Coalition
- The Diversity and Inclusion Steering Committee
- The Cultural and Ethnic Diversity Board

The following campus-wide programs are also supporting underrepresented students:

First Forward Success Program

This program reaches out to first-generation students and assists them in meeting peers and connecting them with mentors.

Learn more at: <https://sdi.boisestate.edu/first-forward-mentors/>

Idaho EPSCoR MURI Program

This program is designed to engage traditionally underrepresented undergraduates in the science, technology, engineering and Mathematics (STEM) fields in hands-on, paid summer and academic year research experiences to study within a wide range of topics broadly related to the MILES program.

Learn more at: <https://www.idahoecosystems.org/education/muri>

The Boise State McNair Scholars Program

This program is an academic achievement and graduate school preparatory program for undergraduate students who are first-generation and low-income and/or underrepresented in graduate programs. The program collaborates with Faculty Mentors to prepare McNair Scholars to successfully pursue a Ph.D. and careers in university teaching and research.

Learn more at: <https://education.boisestate.edu/mcnair/>

The College Assistance Migrant Program

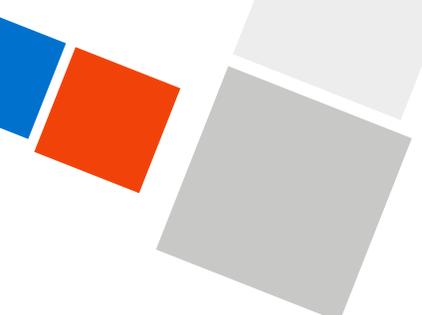
The College Assistance Migrant Program is funded by the US Department of Education to help migrant or seasonal farm workers and their children go to college. Serving over 1,000 students since 1984, Boise State's C.A.M.P. is one of the most established in the nation. The program helps participants secure jobs/internships, grants and scholarships to finance the balance of college.

Learn more at: <https://education.boisestate.edu/camp/>

The Louis Stokes Alliance for Minority Participation (LSAMP) program

This program is designed to increase the recruitment, retention and graduation rate of underrepresented students in the disciplines of Science, Technology, Engineering and Mathematics (STEM). LSAMP connects students to internship, paid research opportunities and a vibrant STEM community from recruitment through graduation.

Learn more at: <https://stem.boisestate.edu/lsamp/>



The TRIO Teacher Preparation Program

The TRIO Teacher Preparation Program is a high impact academic support unit designed to enroll, serve and graduate 144 first-generation students, limited income students, and/or students with a documented disability into the teaching profession. Program services include: advising, individualized tutoring for lower division coursework, high quality Praxis I and II assistance, scholarship and financial aid support, academic development skills (writing, math, and study strategies), career and soft skills development, and various student engagement opportunities.

Learn more at: <https://education.boisestate.edu/trioteacherprep/>

TRIO Rising Scholars (TRS)

This program is a federally funded TRIO Student Support Services grant program offering a multi-faceted support unit—with academic assistance and encouragement for our eligible scholars consisting of first-generation students, financially limited students, or students with a documented disability.

Learn more at: <https://education.boisestate.edu/trs/>

Upward Bound

The Upward Bound program prepares and motivates high school students with limited income, first-generation, and college bound, for success in education beyond high school. Students take Upward Bound classes at their schools during the academic year and participate in a six-week summer residential program on the campus of Boise State University.

Learn more at: <https://education.boisestate.edu/trio/about-trio-upward-bound/>

Veterans Upward Bound

This program is one of several TRIO programs on the Boise State University campus and is designed to help veterans prepare for and succeed in post-secondary education. It serves veterans planning to attend college, universities, technical schools, certificate programs and more.

Learn more at: <https://education.boisestate.edu/vub/>

Women of the Workplace

This organization reaches across disciplines to mentor, educate, encourage and strengthen students at Boise State University, preparing them for the workplace.

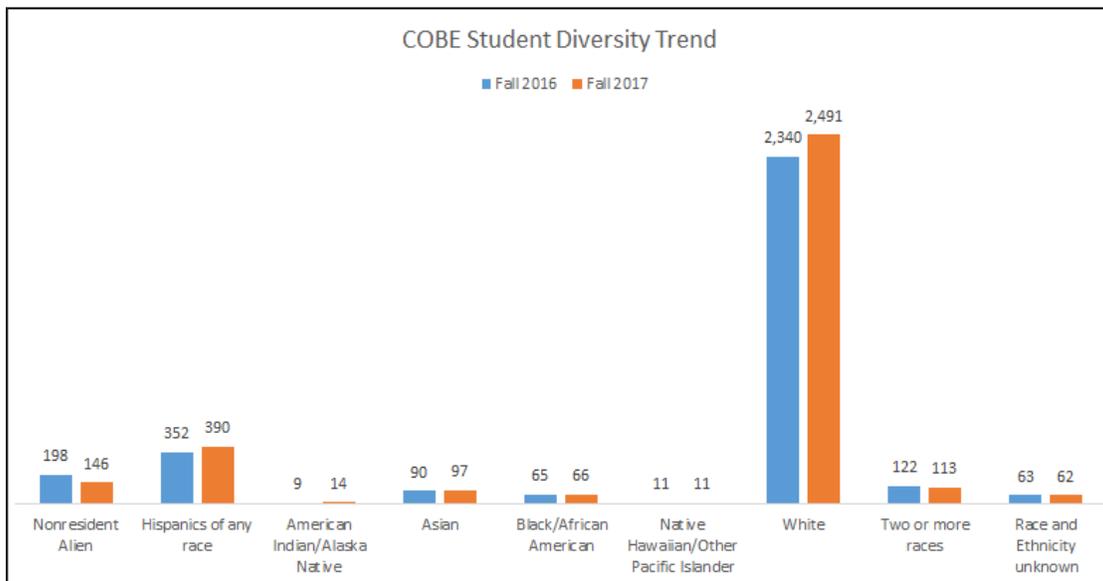
Learn more at: <https://cobe.boisestate.edu/blog/2016/09/new-student-organization-w-o-w-women-workplace-created-cobe-faculty/>

Boise State University also offers International Student Services which assists students who would like to establish multicultural friendships and connections. In addition to social and political debate gatherings, OPT Gatherings (Optional Practical Training) opportunities are offered to students.

Diversity and Inclusion within COBE

Diversity and Inclusion within COBE Students

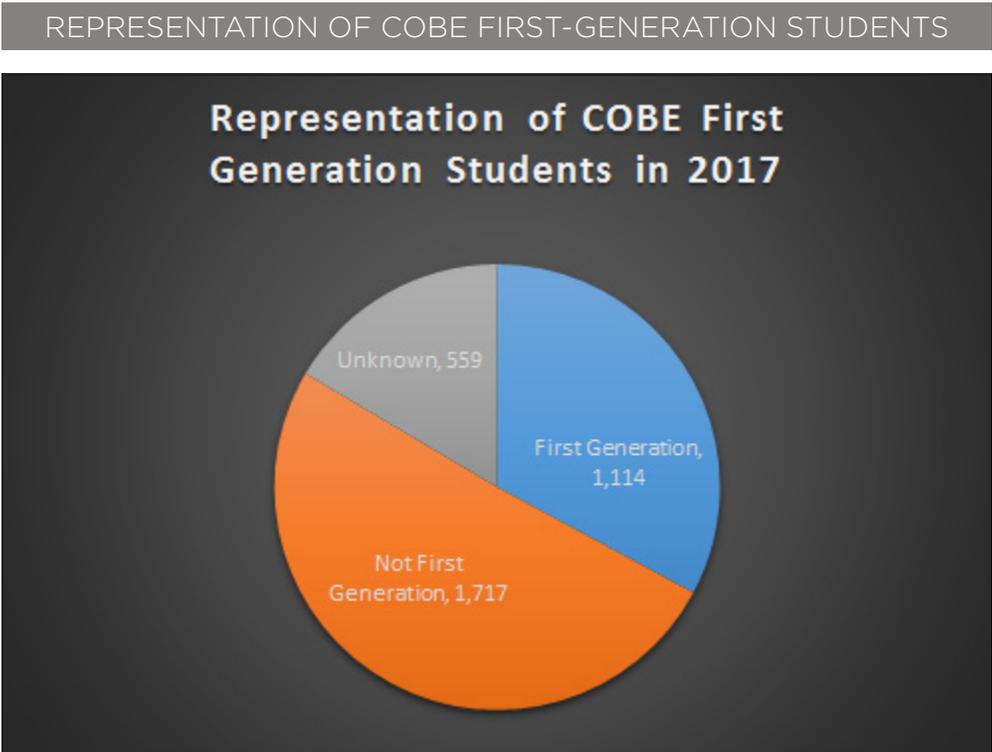
As of Fall 2017, (COBE) serves 2,966 undergraduate students and 424 graduate students. Above is the ethnic composition of COBE's student population. The first graph shows an overall picture of the trend in race and ethnicity for all COBE students. Afterwards is a deeper look into the diverse composition of COBE students in 2017²³.



Race & Ethnicity	Undergraduate	M	F	Graduate	M	F	Unknown
Non-resident Alien	4.21%	5.22%	2.70%	4.95%	3.28%	9.09%	0.00%
Hispanics of any race	12.47%	12.25%	12.82%	4.72%	2.46%	8.39%	5.41%
American Indian, Alaska Native	0.37%	0.28%	0.51%	0.71%	0.41%	1.40%	0.00%
Asian	2.80%	2.30%	3.54%	3.30%	3.28%	3.50%	2.70%
Black/African American	1.82%	2.25%	1.18%	2.83%	3.69%	1.40%	2.70%
Native Hawaiian/Other Pacific Islander	0.37%	0.28%	0.51%	0.00%	0.00%	0.00%	0.00%
White	73.16%	72.42%	74.28%	75.71%	78.69%	72.73%	67.57%
Two or more races	3.61%	3.65%	3.54%	1.42%	2.05%	0.70%	0.00%
Race and Ethnicity Unknown	1.18%	1.35%	0.93%	6.37%	6.15%	2.80%	21.62%
Total	100%	60.01%	39.99%	100%	57.55%	33.73%	8.73%

** This data is collected during the student application process**

As per Boise State's Office of Institutional Research, a self-reported census survey taken by COBE students in Fall 2017 illustrates women comprise 39.20% of the student population, men comprise 59.17% of the student population and 0.06% of the respondents, or 37 individuals, answered "Unknown". This number has increased from last year, where only 19 students identified as "Unknown". The increase in respondents in the "Unknown" category further supports last year's recommendation for allowing students to select a non-binary gender option.



Diversity and Inclusion within COBE Faculty and Staff²⁴

Diversity by Ethnicity

Asian	9	5.42%
Black/African American	2	1.21%
Hispanics of any race	6	3.61%
Native Hawaiian/Other Pacific Islander	0	0%
Two or more races	3	1.81%
White	146	87.95%
Total	166	100.00%

²⁴ Rhonda Reagan, Human Resources

Diversity by Gender

Female	74	44.6%
Male	92	55.4%
Total	166	100.00%

ECONOMIC IMPACT

Impact on Students

Cost of Attendance²⁵

The cost of attendance for an Idaho resident pursuing a four-year undergraduate degree is expected to be \$88,552. This expense includes tuition and fees, room and board, books and supplies. Non-resident fees increased to \$151,064 total for a four-year degree. The Cost of Attendance Estimator on the Boise State website is a valuable tool and has more accurate numbers based on individual needs and accommodations.

Undergraduate Degree Estimated Costs		
	In-State	Out-of State
Tuition	\$7,576	\$22,982
Housing	\$10,042	\$10,042
Transportation	\$1,182	\$1,404
Textbooks	\$1,200	\$1,200
Personal	\$2,138	\$2,138
Total for Academic Year	\$22,138	\$37,766
Total for 4-year degree	\$88,552	\$151,064

Graduate Degree Estimated Costs		
	In-State	Out-of State
Tuition & Fees	\$4,462	\$12,120
Books & Supplies	\$600	\$600
Room & Board	\$4,487	\$4,487
Transportation	\$924	\$743
Personal/Misc	\$1,069	\$1,069
Total for Academic Year	\$11,542	\$19,019

²⁵ <https://admissions.boisestate.edu/estimator/>

Other fees that may apply²⁶:

- New Student Curriculum Fee \$175
- Student ID Card Fee \$25
- Course Fees Varies
- Drop Fees \$10
- Deadline Penalty \$50

Student Debt after Graduation²⁷

Scholarships

COBE grants scholarships to students who express financial need and/or demonstrate academic excellence. These scholarships are offered as an effort to assist students with financial aid. To be eligible for University or COBE scholarships, students must be enrolled full time and maintain a minimum cumulative GPA of 3.0.

For more information visit <https://cobe.boisestate.edu/students/scholarships/>.

According to the US Department of Education, graduates from Boise State University have the lowest amount of debt after graduation compared to the median amount of Federal debt among students from universities in the state of Idaho. The US Department of Education also suggests that the average salary after attending Boise State University is \$36,100.

Boise State University: \$22,929

Typical Monthly Loan Payment: \$237/mo

Idaho State University: \$22,950

Typical Monthly Loan Payment: \$237/mo

University of Idaho: \$24,279

Typical Monthly Loan Payment: \$251/mo

²⁶ <https://vpfa.boisestate.edu/student-financial-services/boise-state-university-fees/>

²⁷ <https://collegescorecard.ed.gov/>

ENVIRONMENTAL IMPACTS

Resource Consumption

Key resource consumption continues to be tracked and monitored at COBE. This includes consumption levels and costs for: geothermal energy, natural gas, electricity, water, and waste (trash and recycling) disposal costs.

Geothermal

Year	Total Usage	Total Cost
2017	130,212 Gallons	\$30,202
2016	13,300,172 Gallons	\$5,573
2015	19,093,795 Gallons	\$2,787

Natural Gas

Year	Total Usage	Total Cost
2017	16,820 Therms	\$10,614.37*
2016	6,411 Therms	\$4,538.00
2015	3,566 Therms	\$2,787.00

*Two months of cost estimated due to missing data.

Electric

Year	Total Usage	Total Cost
2017	1,680,669 kWh	\$102,585
2016	1,498,442 kWh	\$98,153
2015	1,386,255 kWh	\$89,384

Water

Year	Total Usage	Total Cost
2017	3,438,795 Gallons	\$10,417
2016	2,022,733 Gallons	\$4,923
2015	2,458,676 Gallons	\$5,739

Total Cost

Year	Total Cost
2017	\$153,819
2016	\$134,804
2015	\$116,297

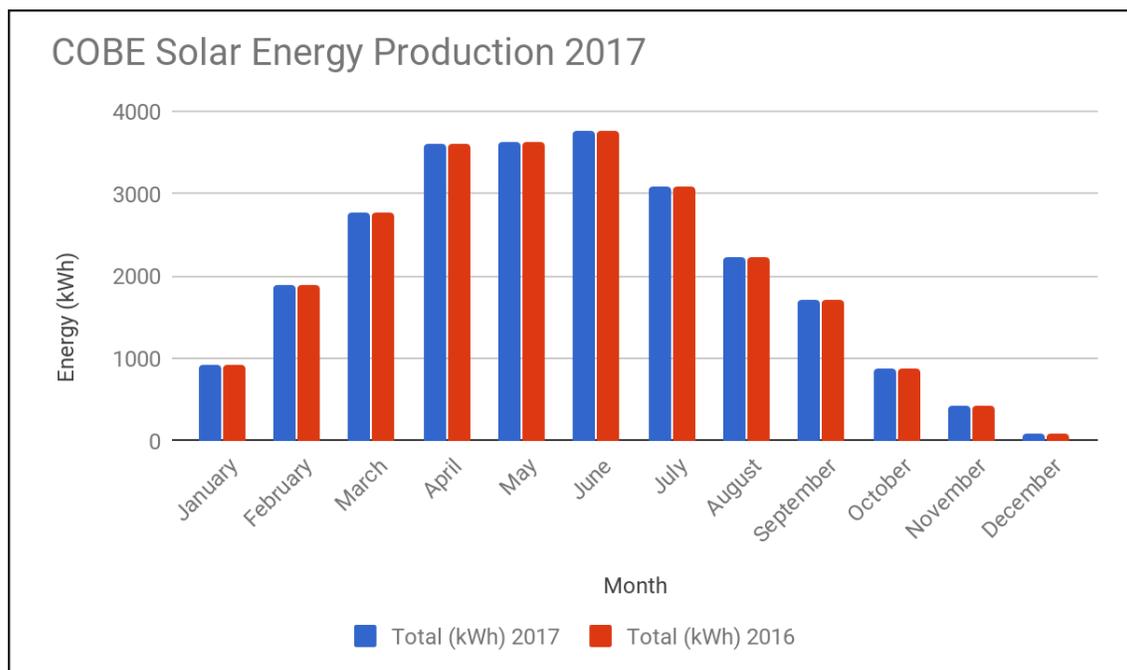
In 2017 COBE experienced an increase in natural gas, electric, and water, but a decrease in geothermal usage. Each of these changes produces a cost increase. COBE's resource consumption costs totaled \$153,819, over a \$19,000 increase. This is an issue material to the college. The significant change in COBE's resource consumption, particularly the use and cost for geothermal will be investigated and explained in the next year's report.

Waste

Garbage and recycling collection cost COBE \$6,105.26 in 2017. The trash produced by the MBEB is placed in an 8-yard bin and taken away 3 times a week, while the 8-yard recycling bin is emptied twice a week. Other than this information, COBE has no more knowledge of its waste production (e.g. weight or types of waste produced). Based on the cost to the college, waste production is even more significant than natural gas usage. The sustainability reporting team sees this as a significant area for improvement in COBE's waste production.

COBE Solar Panels

Installing solar panels on the top of Skaggs Hall at COBE has helped the college to address its environmental sustainability goals by offsetting energy costs for the college. According to Dean Ken Petersen, the solar panels are "in direct support of our college's strategic priority on environmental sustainability. This addition will keep our innovative building as a model of environmental stewardship."²⁹ Offsetting Energy Costs COBE began tracking the benefits of the installed solar panels starting in late 2015. Below is a graph showing solar energy production by month for the year 2017.³⁰



²⁹ <https://cobe.boisestate.edu/rbi/2016/01/04/solar-panels-installed-on-micron-business-and-economics-building/>

³⁰ Fronius. (2017). *Micron Business & Economics Building 2017 Solar Panel Data*.

In 2017 the solar energy production per inverter was 1,040 kWh. With 24 solar panels energized, the total solar energy production was 24,959 kWh, a 4.5% drop from last year. This could be due something as simple as weather interference. There are a total of 35 solar panels. A recommendation from the 2016 report was to work with campus facilities to utilize these remaining panels to maximize the benefits associated with this renewable energy source. Due to cost increases to the university, no more panels have been energized this year. However, Boise State University will continue to work with local utilities and regulators to energize all of the solar panels.

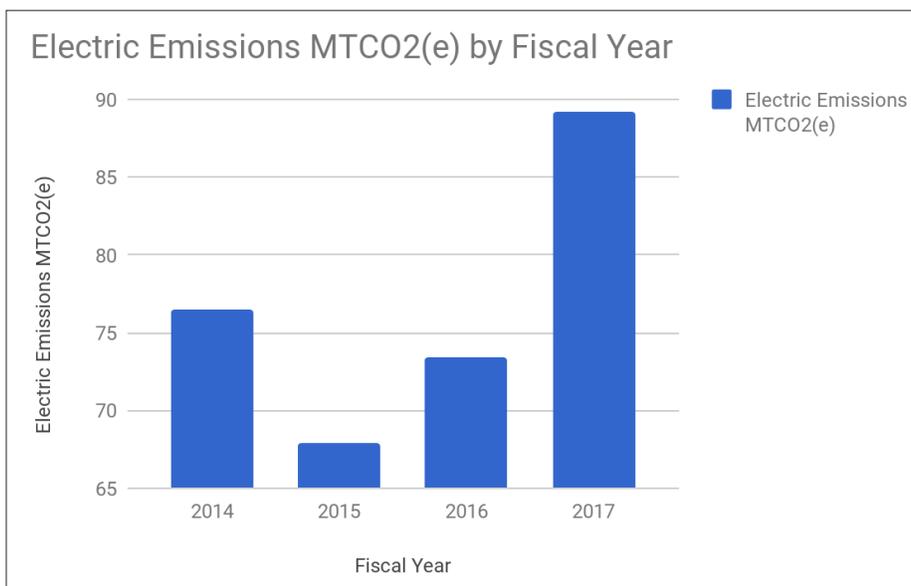
Sustainable Campus Improvements

In 2017, the solar panels enabled a net reduction of 13.25 TCO₂ (tons of carbon dioxide). A total of 24,959 kWh was produced, creating a savings of \$1,555. COBE will continue to track these metrics and the associated benefits.

Greenhouse Gas Emissions

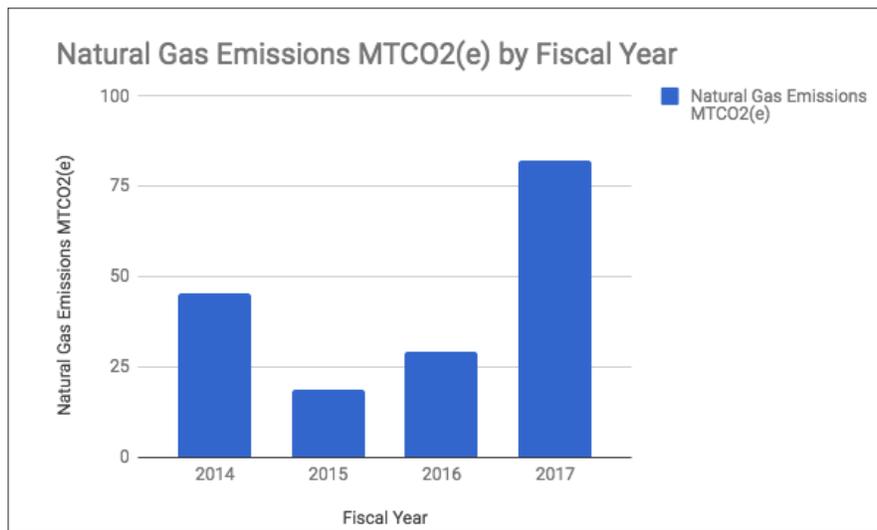
Electricity

Fiscal Year	Electric Emissions MTCO ₂ (e)
2014	77
2015	68
2016	73
2017	89



Natural Gas

Fiscal Year	Natural Gas Emissions MTCO ₂ (e)
2014	45
2015	19
2016	29
2017	82



In the last year, COBE has experienced an increase in both electric and natural gas emissions. Natural gas in particular showed a significant increase (over 53 MTCO₂e). This is due to the fact that geothermal usage decreased by 13,169,960 gallons, leaving COBE to rely on natural gas to heat the MBEB.

Considering the electric and natural gas emissions, COBE's total greenhouse gas emissions were 171.50 MTCO₂ in 2017, which is a 67.15% increase from 2016's 102.6 MTCO₂. This increase is largely due to the decrease to geothermal usage and the corresponding increase in natural gas usage.

Formula: Electric Emissions MTCO₂e = (Electricity Consumption (MWhr) * 0.049)³¹

Conversion factor: 0.049 MTCO₂/MWhr

Formula: Natural Gas Emissions in MTCO₂e = (Natural Gas Usage in therms * 0.0053)³²

Conversion factor: 0.0053 MTCO₂/therm

COBE Scope 2 Emissions Metric Tons CO₂ equivalent (MT CO₂e)

Natural Gas

COBE Nat. Gas Emissions (MT CO₂e)

³¹ EPA E-GRID 2014: <https://www.epa.gov/energy/emissions-generation-resource-integrated-database-egrid>

³² https://www.eia.gov/environment/emissions/co2_vol_mass.cfm

Transportation

Understanding current usage in different modes of transportation within our College is essential to transparently reporting our environmental impact. Obtaining data on students, faculty, and staff for a specific College—rather than university-wide—was not implemented from last year’s recommendation. University guidelines restricted our team from conducting a student, faculty, and staff survey to obtain data on modes of travel and transportation GHG emissions. As transportation emissions are vital in calculating Scope 3- Greenhouse Gases, future recommendations include collaborating with the Department of Public Safety and Transportation as well as the Office of Institutional Research to collect data on transportation.

Bicycle Options

Bicycle Parking and Storage Facilities

COBE provides amenities to students and employees to encourage the use of sustainable methods for commuting.

Currently, there is space for 214 bikes in bicycle racks around the Micron Business and Economics Building (MBEB). There are five bike rack areas around MBEB, most within 50 feet of an entrance. During the fall 2017 school year, the Department of Parking and Transportation conducted bicycle rack counts surrounding MBEB. The weekly average usage of 42% of total capacity in the fall suggests that there is currently enough bike parking to meet the needs of COBE’s students, faculty, and staff. There is no spring term data due to low demand from wet conditions.

Across the street from MBEB is a gated bicycle parking facility within the Brady Garage. There is a \$16 permit for 6 months and a \$26 permit for 12 months. There are shower facilities for faculty and staff within MBEB, and students can shower at the recreation center (which is across campus—roughly an eight-minute walk). There are lockers inside the building available to students.

Bicycle/Pedestrian Policy and/or Network

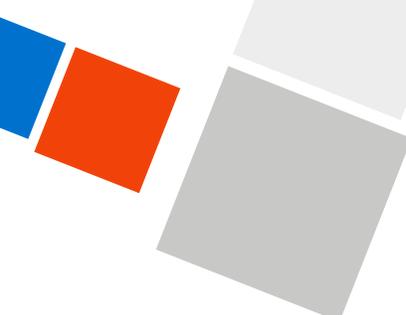
COBE is easy to access by bike or on foot. COBE has a “complete streets” bicycle accommodation policy and a continuous network of bicycle and pedestrian paths and lanes. MBEB is also close to the Boise Greenbelt, a major pedestrian path that connects much of downtown Boise, and there are several bike-only paths that make it easy for cyclists to safely reach the rest of the campus.

According to the Department of Transportation and Parking, Boise State University is “one of 18 campuses across the country to hold a gold designation as a Bicycle Friendly University from the League of American Bicyclists.”³³ The Cycle Learning Center is also a Gold-level Bicycle Friendly Business, working to promote bicycles and support riders through a variety of education, service, and riding opportunities for both students and faculty.

Bicycle Sharing Program

There are eight “Boise Green Bike” stations on Boise State’s campus. These are publicly shared bicycles that can be rented on an hourly basis and returned to one of 63 locations throughout the city. The nearest station to COBE is right outside the southern entrance. There is a long-term aspiration to turn all of Boise State University into a “parking zone” for the Boise Green Bikes, which would allow Boise Green Bikes to be locked anywhere on campus without penalty. It is anticipated that this would dramatically increase the number of bikes on campus, and the frequency with which they are used.

33 <https://transportation.boisestate.edu/bicycle-program/>



Other incentives to encourage sustainable commuting options

Boise State operates two shuttle lines, the Blue line and the Orange line, that are free for students, faculty, and staff. Both shuttle lines pass by COBE, and the Orange Line travels past nearby student housing complexes and into downtown Boise. Boise State offers faculty, staff and all full-time students a free pass to use the local bus system, ValleyRide, as an additional incentive to sustainable commuting.

Boise State is served by the Ada County Highway Department's Commuteride program. This is a carpool matching and commuter-tracking platform that helps connect people with commuters with similar schedules, as well as city-run van-shares. If you are a member of the Commuteride program, there is also a guaranteed ride home in the event of unexpected circumstances. Each program member is entitled to up to six rides, or \$300 worth of transportation (whichever comes first). Currently, no studies have been performed to evaluate the number of COBE students and employees that utilize this option.

Boise State University participates in a car/vanpool or ride sharing program and offers reduced parking fees or preferential parking for car/vanpools. Students can get "carpool passes" that allow for carpool vehicles to use special parking spots. They cost the same as regular parking permits, but are located in premium locations.

Boise State University also provides electric vehicle charging stations. There are three electric charging stations in the Brady parking garage directly across the street from COBE, as well as at the Lincoln Parking Garage, and in front of the Student Union Building.

Environmental Friendly Purchasing

Currently there is no specific policy regarding regulations on how much of the purchases are "eco-friendly" but here is a list of a few small additions that can be implemented to make a big difference:

- Pilot G2 Retractable Gel Ink Rollerball Pens, Fine Point, 0.7 mm Point, Refillable, Blue, Pack of 12.
- Pilot® Ballpoint Pen Refills, For Dr. Grip Retractable Pens, Fine Point, 0.7 mm, Black Ink, Pack of 2.
- Post-it® 4" x 6" Notes, Helsinki Collection, 100% Recycled, Lined, 100 Sheets per Pad, Pack of 5 Pads.
- Office Depot® Brand File Folders, Letter Size, 50% Recycled, Manila, Pack of 100.

Refillable pens are an important purchase to invest in to obtain optimal sustainability within office supply purchasing. Making this change can reduce the cost of purchasing new pens and ultimately reduce the amount of plastic refuse contributed to the waste stream.

Cleaning Supplies

Boise State's Facilities Operations and Maintenance Department makes purchasing decisions for cleaning supplies for MBEB. The university does not currently have an established green product purchasing policy or directive. However, maintenance staff prefers "green" or "eco-friendly" products as long as they clean just as efficiently as traditional cleaning products.

The "green" cleaning products used in MBEB include:

- Crew® Na Sc Non-Acid Bowl & Bathroom Disinfectant Cleaner
- Virex® Ii 256
- Stride® Citrus Hc Neutral Cleaner (Green Seal)
- Glance® Glass & Multi-Surface Cleaner (Green Seal)
- 100% recycled paper towel rolls
- Reusable Rags for cleaning surfaces



BOISE STATE UNIVERSITY

PUBLISHED JULY 2018
