Executive Summary

In publishing the second sustainability report for the College of Business and Economics (COBE) at Boise State University, COBE continues the practice of transparent reporting on social, economic, and environmental impacts as defined by our key stakeholders. Through the Responsible Business Initiative, COBE seeks to role model this leading corporate and organizational practice to share our progress and challenges, and to inspire our business and academic peers to follow suit. Additionally, as with the first report, student learning has been central. The Student Sustainability Reporting Team comprises 15 COBE graduate and undergraduate students, and this team researched, collected the data for, and wrote this report.

The majority of metrics reported this year are similar to last year’s results published in May 2015. For example, the lack of diversity in COBE’s faculty and students has not changed significantly year on year. However, reporters covered the increased efforts the college has undertaken to create an inclusive environment that values all types of diversity, with the aspiration of increasing diversity in the longer term. Additionally, another year of data collection and reporting has evolved and improved the reporters’ audit of COBE’s responsible business content and courses, but the variation across programs persists. The college has undertaken significant efforts to improve its graduation and retention rates, and this year’s research shows that these investments are paying off as rates are slowly trending upward. Reporters also recorded a change in energy consumption because of an increased use of geothermal water, and noted the installation of COBE’s first solar panels. The report tracks the growing conversation around the college’s focus on the health and wellness of student, faculty and staff and the programs available to help them as well. However, measuring and reporting on the number of stakeholders who are benefiting from these programs remains an aspiration for a future report.

While reporters uncovered a number of improving metrics, there are still some material issues for which data is unavailable, including commuting and transportation methods for COBE students and employees, as well as the amount of waste generated in the college. Our inability to measure these two items makes any type of carbon footprint calculation impossible. Additionally, reporters were unable to find measurable data on the amount and retention levels of first generation students in the college, an issue identified as material to students.

A comprehensive list of recommendations can be found on the next page of this report. Recommendations were generated by student reporters across two broad categories:

1. Actions the college can take in the short term, with minimal investment of time and resources, to improve key sustainability metrics.
2. Goals the college can set to track and improve key metrics for all material issues in the future.

Table of Contents

Recommendations................................................................. PG. 2
Summary of Key Findings..................................................... PG. 3
Social Impacts........................................................................ PG. 3
Health and Wellbeing.......................................................... PG. 5
Responsible Business Curriculum Integration at COBE..... PG. 6
Student Extracurricular Activities at COBE....................... PG. 7
Economic Impacts................................................................. PG. 11
Environmental Impacts........................................................ PG. 13
Reporting Frameworks and Materiality............................... PG. 17
Acknowledgments............................................................... PG. 18
# Recommendations

While gathering research on the economic, social, and environmental impacts the college has on its key stakeholders, reporters have identified areas of opportunity for improvement in the college. The items on the left are identified by reporters as taking less time and resources to implement than recommendations on the right.

## Short Term Opportunities for Improvement

**Social Impact:**
- Set goals for responsible business content integration in undergraduate and graduate programs
- Measure college employee satisfaction
- Reestablish COBE’s student advisory council

**Economic Impact:**
- Improve retention and graduation rates in the college
- Measure the quantity and retention of first generation college students
- Measure and track student internships and job offers

**Environmental Impact:**
- Promote sustainable purchasing options for office supplies and reduced paper consumption within the college through an educational campaign for decision makers and users
- Increase the amount of paper with recycled content from 30 percent to 50 percent of total purchased
- Collect commuting and transportation data for COBE students, faculty and staff

## Long Term Opportunities for Improvement

**Social Impact:**
- Develop a diversity strategy for the college including student and faculty recruitment and inclusivity efforts
- Measure usage and impact of health and wellness offerings

**Economic Impact:**
- Track and create strategies to reduce student debt
- Improve socially responsible investment options in college investments and retirement funds

**Environmental Impact:**
- Measure waste generation and recycling
- Calculate the college’s total greenhouse gas (GHG) emissions
Summary of Key Findings

Social Impacts

Researched and written by MBA candidates: Hannah Coad, Nandini Ghosh, Mantrinya Pandarinathan, Alex Peck, Taylor Reed, Connor Sheldon and undergraduates Hannah Arnold (sophomore, business and economics, minor in Spanish), Angel D’az (business and economics analytics), and Andy Ridgeway (English literature)

Diversity

Diversity has been a material issue for all COBE stakeholders for the last two years and is a key strategic pillar for COBE, underscoring the college’s commitment to role modeling responsible business practices. Ethnic and gender diversity percentages among COBE employees and students have largely remained constant during our reporting years, however there is an evolving conversation within the college on how to better invest in and communicate the value of diversity with faculty and students. Below are examples of initiatives the college has implemented in the 2015-2016 school year to further our commitment to inclusivity of stakeholders representing all races, ages, genders, and perspectives.

International Students 2+2 Program

The 2+2 Program is an agreement between COBE and the National Economics University in Vietnam to invite qualified Vietnamese students to complete their final two years at COBE and graduate with a Boise State degree.

Diversity as a Business Driver Summit

In fall 2015, COBE’s Responsible Business Initiative, Wells Fargo and the City of Boise hosted the Diversity as a Business Driver Summit. The goal of the event was to engage local leaders and businesses to promote diversity in business.

Language Diversity and Teaching Community

COBE introduced a Language Diversity and Teaching Community in spring 2016. This group of self-selected faculty meets twice monthly to further the impact of diversity in the classroom by creating strategies and teaching materials, as well as discussing and fostering community in the classroom.

Diversity and Equity Coordination

Boise State University’s Diversity Committee comprises faculty and staff who advise and implement policies, programs, and trainings related to diversity and equity. Samia Islam, associate professor of economics, is the COBE representative on this committee. The Diversity Committee focuses on student and employee equity and the enhancement of diversity in people and curriculum on campus. Further, this committee works with the Undergraduate Academic Policy and Standards Committee (UPSC) to promote the University Learning Outcome (ULO) on Diversity and Internationalization.

Cultural Awareness Software Pilot

Through an in-kind donation from Micron Technology, COBE is piloting a software program called Culture Wizard with 28 faculty and staff members.
Diversity is a material issue for all college stakeholders, and COBE continues to invest in internal and external programs and partnerships to create an inclusive college and an inclusive business community. This strategic priority underscores COBE’s core value of respect and reflects the college’s commitment to role modeling responsible business practices.

STUDENT AND FACULTY DIVERSITY FALL 2015

Diversity is a material issue for all college stakeholders, and COBE continues to invest in internal and external programs and partnerships to create an inclusive college and an inclusive business community. This strategic priority underscores COBE’s core value of respect and reflects the college’s commitment to role modeling responsible business practices.

*Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
Health and Wellbeing

Health and wellbeing are key strategic focus areas for COBE. The college is committed to role modeling responsible business practices and has particular interest in health as a competitive advantage. The college has a BroncoFit champion in the Dean's office, and participates in campus-wide wellness events such as the Bronco Fitness Challenge and wellness classes. Additionally, during the 2015-2016 academic year, COBE held several events to empower students and faculty to invest in their own health and the health of the college community overall.

For example, COBE hosted preventative health screenings throughout the year in collaboration with BroncoFit, including services such as blood pressure, lipid panels, a thyroid test, BMI, hemoglobin AC1, height/weight, and a discussion with a nurse practitioner. While the college is improving its health offerings, more data is needed to measure the usage among employees and overall effectiveness of improving health outcomes. In February, the college also partnered with the Boise Fire Department and the American Heart Association to provide free training sessions for students, faculty and staff to learn about hands-only CPR, and how to use an automated external defibrillator (AED), training seventy-two participants to safely take action when faced with an emergency.

In line with the college’s strategic priority related to health and well being, COBE is collaborating with the College of Health Sciences (COHS) to leverage innovate research, teaching and community partnerships in our community and across the globe. COBE and COHS introduced the new, cross-diciplinary Blue Sky Institute. The first area of priority is population health, an area where COHS and COBE can contribute expertise and serve as a facilitator for the many external stakeholders focused in this area. The institute will also invest in on-campus innovations, including BroncoFit, that seek graduate students who are physically, mentally, and financially healthier than when they arrive at Boise State, and to improve the health and wellness of university faculty and staff.
COBE Responsible Business Curriculum Integration

COBE’s inaugural sustainability report provided early results from an audit performed on the college’s curriculum to calculate the percentage of classes, by program, that integrate responsible business into the course’s curriculum. As this audit practice evolves, we believe our reporting processes and results have improved year upon year. The data provided by this study allows the college to analyze where and when students are being exposed to responsible business concepts in their education. Below are the results of this audit separated by program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Percent of courses offered that integrate responsible business topics into the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>International business</td>
<td>71%</td>
</tr>
<tr>
<td>Management (includes general business core curriculum)</td>
<td>69%</td>
</tr>
<tr>
<td>Economics</td>
<td>61%</td>
</tr>
<tr>
<td>Accounting</td>
<td>50%</td>
</tr>
<tr>
<td>Marketing</td>
<td>27%</td>
</tr>
<tr>
<td>Supply chain management and informational technology management</td>
<td>12%</td>
</tr>
</tbody>
</table>

While 100% of COBE undergraduate students take at least one course that integrates responsible business content, there are also two minors offered by the college that have a deeper focus on responsible business topics. These include COBE’s sustainability minor and nonprofit management minor.

**Sustainability Minor**

Beginning in the 2012-2013 academic year, students have been able to minor in sustainability. The academic focus of the sustainability minor is on courses at the confluence of environmental science, social science, and business. Students from across campus may complete this minor provided they have completed all pre-requisites. The sustainability minor prepares students to help organizations change the ways in which they design policies, processes, products and services, and allocate resources, by applying tools such as sustainable cost-benefit analyses and problem solving strategies. The long-term goal of the sustainability minor is to provide students with the tools that they need in order to positively transform the organizations and communities with whom they interact, in ways that seek to balance economic, social, and environmental needs and impacts.

**Nonprofit Management Minor**

A separate undergraduate program working in the realm of sustainability is the nonprofit management minor. This minor consists of 20 credit hours and focuses on nonprofit management and community development efforts. Students from all majors across the university can use this minor to pursue their interests in all manner of philanthropy and community development in a variety of policy areas.
COMMUNITY INVESTMENT AND SERVICE ARE KEY BUSINESS RESPONSIBILITIES

Many COBE faculty members contribute their skills and knowledge to nonprofits and companies seeking social or environmental impact each year as part of their service commitment. Additionally, students learn about the central role that business leaders play in serving their communities by volunteering through campus organizations and completing courses with embedded service learning projects.

327 COBE students completed 6,468 hours of service.

The same time it would take someone to walk from Boise State to Wall Street and back 4 times.

14 COBE classes integrate service-learning in the curriculum.

31 COBE faculty members participated in 57 service projects related to responsible business.
Students also gain knowledge and experience in responsible business by participating in relevant student organizations, badges, and extracurricular opportunities. These opportunities allow undergraduates and graduate students to engage with responsible business topics beyond the curriculum and provide experiential learning. Below are the examples of opportunities COBE provides to students outside of the classroom:

**Student Led Sustainability Report**

Sustainability reports are becoming more common in business, as well as in universities. COBE has innovated the reporting process because, for two consecutive years, the college’s sustainability report has been researched, analyzed, written and produced entirely by students. Sustainability is a critical topic in the current business landscape, and providing an opportunity for COBE’s students to gain knowledge and experience producing reports is a valuable, marketable skill for new graduates.

**Sustainability Reporting Badge**

This extracurricular badge is for the students producing COBE’s sustainability report and it signals their interest and skills in analyzing and reporting on sustainability measures. The badge gives students a foundational understanding in non-financial reporting, in addition to hands on opportunities that allow them to put newly learned skills into action. Students execute research, attend workshops, learn about industry frameworks, produce the college’s sustainability report, and pitch strategic sustainability action plans to COBE’s leadership.

**B Corp Badge**

The B Corp Badge promotes awareness of, and student skill building related to, certified B Corporations and Benefit Corporations, including their value to both companies and society. Examples of registered Idaho B Corporations include the CAPROCK Group, Consilio, Happy Family, Eco2librium, Flynner Homes, Jitasa, Oliver Russell, Treefort Music Festival, and Výykn. The badge provides students with practical experience using the B Corporation impact assessment tool and the Benefit Corporation filing process in Idaho.

Students assist a company in registering either for 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 and Benefit Corp concepts into practice and gain meaningful industry experience, build relationships with the external business community, and gain certification of their skills.

**Student Board Fellows Program**

COBE’s Student Board Fellows Program places exceptional graduate and undergraduate students on boards of directors with local nonprofits. This program provides experiential learning for students and helps to fulfill the college’s responsibility to educate students to understand investments in, and service to, the community are key business responsibilities. The program seeks to build a pipeline of diverse business leaders for continued board service, and to deepen nonprofit capacity with millennial perspectives and business expertise.

In its first two cohort of fellows, this program selected 13 students for placement on boards as full voting members or as non-voting fellows. In some cases, students from the 2015-2016 will continue their board service beyond the one-year fellowship, creating a sustainable long-term relationship between COBE and the nonprofit. In an effort to continue the education of the board fellows, fellows are invited to participate in trainings provided by Boise Young Professionals and the National Associate for Corporate Directors Boise Chapter.
Net Impact

Net Impact is an affiliate of an international organization consisting of undergraduate, graduate, and professional level clubs throughout the world whose mission is to empower a new generation to drive social and environmental change on campus and throughout their careers. COBE’s Net Impact chapter delivers consulting projects and hosts events throughout the academic school year designed for networking and educational opportunities with local business leaders who excel in sustainability, corporate social responsibility, and business ethics. During the 2015-2016 school year, this student organization had 34 members and worked on projects with local organizations such as the Alzar School and the Ronald McDonald House.

Hult Prize

For the fourth consecutive year, COBE funded a team of MBA students to travel and compete in the Hult Prize. This international business competition is produced in collaboration with the Clinton Global Initiative and challenges competitors to create an innovative social enterprise to address one of the world’s most pressing problems, including poverty, health and education in developing nations. This program helps students reach a global stage to share their innovative business models, and to solve wicked problems with the concepts they learn in their MBA program. Students that compete in the Hult Prize are able to network with other driven, innovative young scholars, pitch their solutions to a panel of corporate executives and social entrepreneurs, and create global connections.

Global Scholars Program

The Global Scholars Program (GSP) offers COBE’s undergraduate students a combination of an internship, a live case study, and an international service project for students interested in learning about global business. Along with experiential learning, this opportunity allows students to actively participate in creating strategic business solutions for an international client. Students perform international market research, and critically analyze economic development issues (for example, education, business development, agriculture, engineering, health or poverty) in order to develop and apply a realistic solution.

For 2016, the GSP partner was the Idaho Bean Commission (IBC), which sought to develop markets and export Idaho disease-free beans and bean seeds to Puerto Rico. The GSP team spent twelve days in Puerto Rico researching market entry opportunities, as well as networking and establishing relationships with the key players in the local bean market. The GSP team concluded their project by presenting their findings in the Undergraduate Research Conference, as well as to the Idaho Bean Commission Board of Directors. The IBC will use the team’s market analysis to determine if Puerto Rico is a viable market for their bean seed, and use the international connections made to begin negotiations for market access.
COBE aspires to develop leaders that create inclusive and sustainable local—and global—economies. In order to do so, we support international experiences for our students whenever possible.

PROVIDING INTERNATIONAL EXPERIENCES FOR OUR WORLD-CLASS STUDENTS

GLOBAL SCHOLARS
The Global Scholars program has engaged in business in three countries. Since the program's launch in 2014, 28 students have participated in the program gaining hands-on experience creating strategic business solutions for international clients.

Guatemala 2014 10 students
Costa Rica 2015 10 students
Puerto Rico 2016 8 students

HULT PRIZE
The Hult Prize is a competition for entrepreneurs from around the world to innovate and revolutionize the way society thinks about addressing social problems. COBE has been represented at this international competition by five teams over the last four years.

<table>
<thead>
<tr>
<th>Location</th>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco</td>
<td>2013</td>
<td>5 students</td>
</tr>
<tr>
<td>Dubai</td>
<td>2014</td>
<td>4 students</td>
</tr>
<tr>
<td>London</td>
<td>2014</td>
<td>5 students</td>
</tr>
<tr>
<td>London</td>
<td>2015</td>
<td>5 students</td>
</tr>
<tr>
<td>Shanghai</td>
<td>2016</td>
<td>4 students</td>
</tr>
</tbody>
</table>
COBE continues to improve graduation and retention rates

Helping our students finish their degree in four years was an aspiration identified in our 2015 Sustainability Report and continues to be a priority for the college. Below are some ways COBE is working to achieve this goal.

Hired five additional academic advisors to help students exercise better planning, change majors less frequently, and graduate with fewer credits.

Auditing curriculum by department to streamline majors—helping students finish in four years.

Restructuring COBE’s core curriculum to make it more relevant and navigable for students.

Created a new business minor that is accessible online and lightens the prerequisites needed.

COBE’s graduation rate as a percentage of its student population increased from 15% in 2013 to 19% in 2014, while the dropout rate decreased from 20% to 18% in the same period.

19% of COBE’s students graduated in 2014

SNAPSHOT OF COBE STUDENTS, FALL 2014*

*Most recent data available. Note: rounding creates total greater than 100%.
Summary of Key Findings

Economic Impacts

Researched and written by MBA candidates: Alex Peck, and Taylor Reed

Student Retention and Graduation Rates

The college has made significant investments to increase retention and graduation rates for COBE students. According to fate data provided by Boise State’s Office of Institutional Research, graduation rates have increased from 15% in 2013 to 19% in 2014, while retaining 57% of students within the college and reducing the “not enrolled” or dropout rate to 18% in 2014 from 20% in 2013. Data for 2015 is not yet available.

COBE investments to increase graduation and retention rates include:

• Hiring five additional academic advisors to provide additional advising support to students.
• Restructuring COBE’s advising efforts so that students exercise better planning, change majors less frequently, and graduate with fewer credits.
• Performing audits by department of each program’s curriculum to ensure relevancy and navigability for students, and to streamline majors to make it easier for students to finish in four years.
• Offering a new business minor for non-COBE students that is accessible online and has fewer prerequisites needed for completion. Students complete four classes for a certificate and six classes for a minor. The minor is specifically provided for non-business students to supplement their major discipline with foundational business concepts.

Student Debt

As a national conversation continues around the growing expense of higher education, COBE students and college leaders are also focused on the investment needed to earn a degree and the return on investment that COBE degrees provide. While the college does not currently track the average amount of debt of COBE students at graduation, the average federal student loan debt for a general undergraduate student at Boise State in the 2014-2015 academic school year (the most recent data available) was $27,369.

Boise State’s average financial aid package for incoming freshmen is $12,525, with approximately 83% of incoming students receiving some form of financial assistance, the majority of which is in the form of loans. Incoming freshmen also receive an average of $5,160 of assistance in the form of scholarships and grants, which are primarily provided by the university. In 2015-16, the College of Business and Economics awarded $278,495 to 162 students ($1,719 per student average) from endowed scholarship funds.

Career Counseling

COBE has made significant investments in its career services offerings in order to help students realize the value of the time, money, and effort needed to earn a COBE degree.
Summary of Key Findings

Environmental Impacts

Researched and written by MBA candidates: Sam Johnson, Sarada Rekhana, Griff Tweeten, and undergraduates Rylee Lewis (junior, supply chain management, minor in marketing) and Benjamin Rees (junior, finance)

We continue to track the key resources consumed at COBE: geothermal energy, natural gas, electricity, water, and paper. In FY15, COBE used less natural gas compared to FY14 (less natural gas usage leads to less GHG emissions). Additionally, COBE increased the use of geothermal energy compared to FY14. While greater geothermal use over natural gas is good for COBE’s GHG emissions, this number must be analyzed over a matter of years before a positive trend can be identified. Finally, COBE decreased the electricity consumption compared to FY14, however, similar to geothermal energy usage; reporters must track this metric over time to identify the sustainability of this improvement. In December 2015 solar panels were installed on the Micron Business and Economics Building (MBEB). The panels are capable of producing 25 kilowatts of power. The newly installed infrastructure is capable of accommodating additional solar panels, which could bring the total power produced to 65 kilowatts. Student reporters will continue to monitor the use of the solar panels to discover how it affects the college’s energy consumption. Finally, as the college’s practice of sustainability reporting continues, measurements continue to improve and become more accurate.

Greenhouse Gas Emissions

During the data collection for this year’s report, students attempted to account for the greenhouse gases emitted by the operations of COBE. While a valuable learning experience, the results of this study were inconclusive, largely due to a lack of data, specifically around student and faculty transportation and the waste generated by the college.
COBE IS WORKING TO REDUCE GREENHOUSE GAS EMISSIONS

The Micron Business and Economics Building relies on geothermal water and natural gas for heating; electricity and natural gas for cooling; and electricity for the building’s outlets. In 2015, COBE used geothermal energy for the majority of its heating needs—decreasing the need for natural gas.

In December 2016, solar panels capable of producing 25 kilowatts of power were installed on the COBE Building. Students plan to track how the panels change the building’s dependence on nonrenewable energy sources.

In 2015, COBE increased clean geothermal energy use by 49% and decreased natural gas use by 42%.
Data tracking modes and usage of alternate transportation for students, faculty and staff are only available at the university level. If the college wishes to calculate total greenhouse emissions in the future, identifying how students and employees are commuting is essential, given that transportation will comprise a large part of this metric. However, the college and wider university have a number of programs set in place to encourage more eco-friendly methods of transportation. Below is a list of those programs and offerings:

- Convenient and secure bicycle storage—accommodating up to 214 bicycles
- Shower facilities (for employees only)
- Lockers
- Convenient access to the Boise Greenbelt (a major pedestrian path that connects much of the city of Boise) and several bike-only paths that make it easy for cyclists to safely reach the rest of the campus
- Two Boise Green Bike stations (publicly shared bicycles that can be rented on an hourly basis, and returned to one of 26 locations throughout the city) on Boise State’s campus—the nearest station to COBE located right outside of the MEBE
- Two Boise State shuttle lines (the Blue line and the Orange line) that are free for Boise State students and pass directly by the MEBE, and connect faculty/staff/students to student housing complexes and downtown Boise
- Free bus passes for students, staff, and faculty to use the local bus system: ValleyRide
- Boise State is served by the Ada County Highway Department’s Commuteride program to provide carpool matching, and commuter-tracking platforms to help connect people with commuters with similar schedules
- Three electric vehicle charging stations are located in the parking garage directly across the street from the MEBE
- Online courses and flexible work schedules for faculty members depending on their course-load and class times
Prior to the publication of COBE’s first Sustainability Report in 2015, the college did not purchase any paper with recycled content.

Choosing paper with thirty percent post-consumer recycled content adds up to significant environmental offsets during production, including:

- **29,584 gal** less water used
- **6,843 lbs** less greenhouse gas emitted—equivalent to one car’s average emissions over 6 months
- **2,372 lbs** less solid waste produced

By using more recycled content, COBE reduced the wood used in producing its paper by 53%—saving 38 trees.

Environmental impact estimates were made using the Environmental Paper Network Paper Calculator Version 3.2.1. For more information visit [www.papercalculator.org](http://www.papercalculator.org).

<table>
<thead>
<tr>
<th></th>
<th>FY 2015</th>
<th>FY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>B&amp;W Pages Printed</td>
<td>1,129,261</td>
<td>1,115,233</td>
</tr>
<tr>
<td>Color Pages Printed</td>
<td>322,369</td>
<td>250,375</td>
</tr>
<tr>
<td>Total Pages Printed</td>
<td>1,451,630</td>
<td>1,365,608</td>
</tr>
</tbody>
</table>
Reporting Frameworks and Materiality

Two frameworks inspired COBE’s first report in 2015: The United Nation Principles for Responsible Management Education (UNPRME), and the Global Reporting Initiative G4 (GRI). UNPRME has six principles that include purpose, values, teaching, research, partnerships, and stakeholder dialogue and is a story-driven approach that complements GRI’s economic, social and environmental metrics especially well. The GRI framework also provides a context for articulating the college’s strategy, governance, and organizational profile. Most importantly, the GRI framework offers an approach to assessing the material aspects of COBE’s impacts to focus reporting in key areas for our stakeholders, such as employment and energy use.

The GRI framework has many qualities that encourage students to use and learn non-financial reporting methods, however the Student Sustainability Reporting Team also found that the robust framework asked many questions that were more relevant to corporate operations than to our college’s operations. While relevant material issues derived from GRI and UNPRME frame this report, the reporting team integrated a third framework produced under the Association for the Advancement of Sustainability in Higher Education (AASHE). Known as the Sustainability Tracking, Assessment and Rating System (STARS), this framework is focused on reporting quantitative and qualitative measures specific to higher education.

Sustainability reporting could cover a vast number of social, economic and environmental topics. Therefore, assessing the materiality of key issues and impacts helped student reporters ensure this report contains the topics of most interest and value to the college’s primary stakeholders. The reporting team leveraged all three frameworks to identify and report material issues to COBE’s stakeholders. Given the unique nature of the higher education academic calendar year, material issues reported qualitatively follow the academic year (fall 2015-spring 2016), and material issues reported quantitatively data reflect fiscal year 2015 (with a few noted exceptions where FY2014 data is the most recent available).

This summary report includes those areas that have significant changes year on year from the 2015 report. A comprehensive report covering all metrics and issues listed above is available upon request by contacting RBI@boisestate.edu.
Acknowledgments

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

Our Boise State University colleagues, who provided critical information for our sustainability report:
COBE Dean’s Office, COBE Faculty and Staff, Facilities, Human Resource Services, Institutional Research, Office of Budget and Planning, Office of Information Technology, Operations and Maintenance, Responsible Business Initiative Faculty Council, Responsible Business Initiative Stakeholder Advisory Board, Service Learning, Transportation and Parking Services, University Foundation.

Our external vendors, who provided critical communications support for our sustainability report:
Dreamporch and Oliver Russell

Our sponsors:
The Responsible Business Initiative (RBI), whose mission is to catalyze leaders to create sustainable value for business and society, with a strong focus on building capacity for teaching and researching responsible business as part of the core business curriculum, and building bridges with leaders in the business community.

Wells Fargo has been the lead partner and funder for the Responsible Business Initiative since its inception in May 2014. We are grateful for their leadership as a responsible business, their stellar examples of impact reporting, and for their ongoing support for RBI, which made the publication of this report possible.
College of Business and Economics Sustainability Reporting team:
Hannah Arnold, business and economics with a minor in Spanish, Hannah Coad, MBA Candidate, Angel D’az, business and economics analytics, Nandini Ghosh, MBA Candidate, Sam Johnson, MBA Candidate, Rylee Lewis, supply chain management with a minor in marketing, Mantrinya Pandarinathan, MBA Candidate, Alex Peck, MBA Candidate, Andy Ridgeway, English literature, Taylor Reed, MBA Candidate, Benjamin Rees, Finance, Sarada Rekhana, MBA Candidate, Connor Sheldon, MBA Candidate, Griff Tweeten, MBA Candidate