

8-1-2017

2016 College of Business and Economics Sustainability Report

College of Business and Economics at Boise State University



BOISE STATE UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS



PUBLISHED AUGUST 2017

COLLEGE OF BUSINESS AND ECONOMICS SUSTAINABILITY REPORT

2016

MICRON BUSINESS & ECONOMICS BUILDING



BOISE STATE UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS

SUSTAINABILITY REPORT



“A sustainability report is a report published by a company or organization about the economic, environmental, and social impacts caused by its everyday activities.

A sustainability report also presents the organization’s values and governance model, and demonstrates the link between its strategy and its commitment to a sustainable global economy.”

— Global Reporting Initiative

Table of Contents

01	Our Purpose	3	Responsible Business in Faculty Research	34
	Dean’s Letter	4	Responsible Business in Faculty Service	34
02	Our Organization	7	Setting up COBE Students for Success	36
	Overview	7	Student Extracurricular Opportunities	37
	Undergraduate Programs	8	COBE Living-Learning Community	41
	Graduate College	9	Diversity and Inclusion	41
	Centers, Programs and Initiatives	10	Outreach Programs for Underserved Students	46
	Stakeholders	12	Health and Wellbeing	48
	Speakers and Events	15	Environmental Impact	48
03	Recommendations	16	Resource Consumption	48
	Our Impact	20	Solar Panels	50
	Economic Impact	20	Greenhouse Gas Emissions	51
	Salary and Benefits	20	Purchasing	52
	Social Impact	21	Independent Report Review	55
	Student Satisfaction	22	Materiality Assessment	55
	Student to Faculty Ratio	26	Acknowledgments	56
	Student Retention and Graduation	27	Sustainability Reporting Team	57
	Responsible Business in the Classroom	31		



Executive Summary

In publishing our third sustainability report for the College of Business and Economics (COBE hereafter) at Boise State University, we are once again attempting to transparently report on the economic, social 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. This year, we combined our efforts with the College of Health Sciences (COHS) to assist in developing their initial sustainability report as well. To fully align with our mission, we put learning at the heart of this effort: 14 student sustainability reporters from both COBE and COHS researched, collected the data and wrote this report, and 30 students from the Beta Alpha Psi Honors Society and the graduate accounting class 505: Perspectives in Auditing conducted the report's review.

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 (G4), the UN Principles for Responsible Management Education (UNPRME) and the Association for the Advancement of Sustainability in Higher Education (AASHE) STARS guidelines. Because there isn't 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 material aspects to our various stakeholders.

Top Area of Excellence

COBE, with support from the Responsible Business Initiative (RBI), has crafted an Inclusive Excellence Strategy for the internal and external diversity and inclusion efforts of the college.

This strategy includes a number of actionable items related to previous recommendations from the 2015 COBE Sustainability Report (details on pg. 16).

Top Areas for Improvement

- Continue to increase responsible business integration in the graduate and undergraduate curriculum
- Begin to measure retention for diverse and underrepresented students

A brief note on this report

Last year's COBE sustainability report was incorrectly labeled the 2016 report. In order to better reflect the concentration of the reported data the current report is correctly entitled as the, "COBE 2016 Sustainability Report." Revisions have been made to the previous two COBE Sustainability Reports (hereafter referred to as the 2014 and 2015 reports) to reflect this change. This decision was made to represent our data more clearly and transparently, to better align with reporting standards, and to present our data in a consistent time-frame in previous, current, and future reports.

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 2018 to benchmark our economic, social and environmental impacts year on 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: RBI@boisestate.edu



PRME







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.



A MESSAGE FROM THE DEAN



As the Dean of the College of Business and Economics (COBE) at Boise State University, it is my pleasure to introduce our third annual sustainability report. I am also so pleased that our College of Health Sciences (COHS) will produce its first report this year! Both the COHS and COBE sustainability reports were researched, written and produced by a team of business and health science students. The interest in sustainability reporting and continuous improvement across campus is clearly growing, and COBE will continue to lead and support the advancement of sustainability reporting across Boise State University. Finally, I am very pleased to announce that our 2014 sustainability report has just been recognized by the United Nations PRME as one of the top 10 reports in the world; a distinction that is a credit to our students' effort towards this important and impactful work.

Within COBE, we continue to make progress on material issues: integrating responsible business topics into undergraduate and graduate curricula, operational resource conservation, enhanced procurement opportunities, and career and advising services that promote retention, graduation and job placement to ensure student success.

Our college has made a significant investment in improving diversity and inclusion this year. We have created a college level Inclusive Excellence Strategy to transparently measure and improve our culture and impact, building upon our ongoing efforts to lead in this arena. For example, we held our second summit titled, Diversity and Inclusion as a Business Driver, in partnership with Wells Fargo, the City of Boise, Boise Valley Economic Partnership and the University of Idaho-Boise, seeing a 30 percent increase in attendees and actionable commitments made by attendees to improve our business community's culture of inclusion.

Transparency and accountability are critical to our success, and it is in that spirit that we welcome you to read this report to learn more about the goals, strategies, operations, stakeholders and impacts in our college. Additional information on the college is available at cobe.boisestate.edu. Thank you for your interest in responsible business and our efforts in the College of Business and Economics at Boise State University.

Kenneth J. Petersen
Dean, College of Business and Economics







OUR ORGANIZATION

Overview

Located in Boise, Idaho's vibrant capital city, the College of Business and Economics at Boise State University offers dozens of degree programs to approximately 2,905 undergraduate students and 345 graduate students. COBE is proud of its 17,000 and growing alumni community 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, including faculty, staff and students.



Accreditation

COBE is one of five percent of business schools in the world, and the only one in the Treasure Valley, that has achieved the International Association to Advance Collegiate Schools of Business (AACSB) accreditation for its business school and its accountancy program. 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 employers recruiting from them and graduates that receive higher salaries.

Governance

The college is led by a dean, Ken Petersen, Ph.D., and two associate deans, Keith Harvey, Ph.D., who leads academic programs, 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, the dean 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.



Undergraduate College

The following programs are offered at the undergraduate level for COBE.

Department of Accountancy

- Accountancy BBA/minor
- Accountancy, Internal Audit Option BBA/minor

Department of Economics

- Business Economics BBA
- Business and Economic Analytics B.S.
- Economics B.A./minor
- Economics, Quantitative Emphasis B.A.
- Economics, Social Science, Secondary Education B.A.
- Sustainability Minor

Department of Finance

- Finance BBA/minor

Department of Information Technology and Supply Chain Management

- Business and Economic Analytics B.S.
- 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

Department of Marketing

- Marketing BBA/minor

Business Bridge to Career

- Business Minor
- Business Certificate

Graduate College

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 four different MBA programs:

- Career Track for recent graduates from any discipline
- Professional (part-time) MBA for professionals with two-plus years of business experience, with many of the classes offered in the evening to accommodate the working student
- Online MBA
- Executive MBA for seasoned executives

Economics and accountancy degrees are also offered in the graduate college.

They include:

- Master of Accountancy M.S.A.
- Master of Accountancy M.S.A., Taxation Emphasis
- Concurrent JD/M SAT: Partnership through University of Idaho College of Law
- Master in Economics M.E.C.
- Master of Science in Economics M.S.E.





Centers, Programs and Initiatives

International Business Programs

International Business Programs offers multidisciplinary, complementary curriculum and opportunities that provide high-value preparation to undergraduate, graduate and professional students. These opportunities, including the International Business minor and the Global Scholars Program, enable students to compete successfully in the global economy.

Responsible Business Initiative

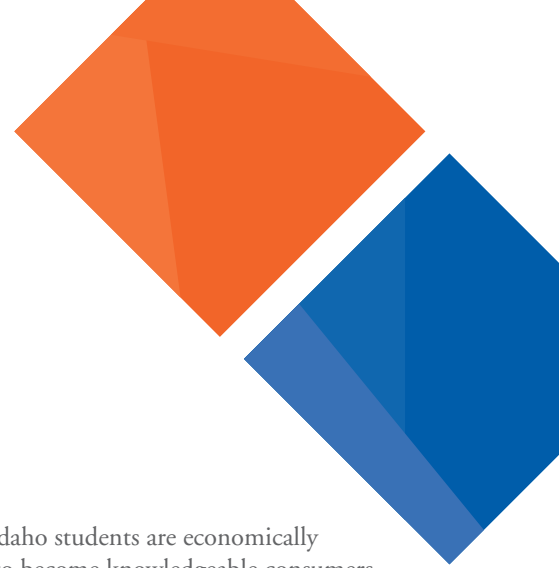
Launched by COBE, the Responsible Business Initiative (RBI) focuses on diversity and inclusion, measurement and reporting, purpose and impact and health and well-being. RBI's mission is to catalyze leaders to aspire to solve the world's wicked problems.

RBI is centered around integrating, collaborating and engaging with COBE, Boise State University and our community as leaders to inspire others in creating an inclusive, sustainable local and global economy that accounts for economic, social and environmental impacts. In order to accomplish this, RBI has the following objectives:

- Embed responsible business into COBE's culture
- Collaborate with leaders on campus and in the Treasure Valley to act on responsible business priorities
- Raise awareness of and share COBE's responsible business expertise and resources

RBI offers three badge programs to Boise State University students, including the Sustainability Reporting Badge, the B Corp Badge, and the Business Environmental Index Badge (read about these programs on pg. 37). Additionally, this year we have partnered with COBE to develop the Inclusive Excellence Strategy for internal and external diversity and inclusion efforts at our college (read about the Inclusive Excellence Strategy on pg. 42).





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 (SBDC)

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 with 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 Laboratories

Dykman Financial Trading Room

Located on the second floor of the Micron Business and Economics Building is a fully functional On-Demand Digital Display stock ticker. The ticker accurately displays the Dow 30, NYSE Movers and Shakers, indexes for DJIIJA, COMP and SPY; economic data – CPI, GDP and housing statistics; foreign currencies; and a financial news feed.



COBE Stakeholders

COBE Advisory Council

The COBE Advisory Council (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, Ken Petersen, with guidance, and support the strategic direction of the college.

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



Deans and Chairs Council

The Deans and Chairs Council comprises the faculty department chairs and directors of major initiatives within the college, this council exists to provide strategic guidance to the college deans.

Student Advisory Council

In last year's sustainability report, a recommendation was made to reestablish the Student Advisory Council at COBE. This year, the Student Advisory Council has returned and is working on the student portion of the new COBE Culture Agreement. They are seeking input from a broad cross-section of student groups and individual students. The agreement will establish cultural and behavioral norms in COBE, consistent with the college's core values that govern interactions among faculty, staff and students.¹

Responsible Business Initiative Faculty Council

The Responsible Business Initiative (RBI) Faculty Council comprises professors from all 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.

- Mark Buchanan, *Professor and Director, International Business Programs*
- Pat Delana, *Lecturer and Director, Undergraduate Studies Program*
- Michail Fragkias, *Associate Professor, Economics*
- Keith Harvey, *Professor and Associate Dean*
- Leslie Koppenhafer, *Assistant Professor, Marketing*
- Scott Lowe, *Professor and Director, Environmental Studies Program*
- Shaunn Mattingly, *Assistant Professor, Management*
- Diane Schooley-Pettis, *Professor and Associate Dean*
- Kit Scott, *Assistant Professor, Information Technology Management*

Responsible Business Initiative Advisors

The Responsible Business Initiative (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.

- 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*
- Charity Nelson, *Director of Economic Development, Boise Valley Economic Partnership*
- Alex Peck, *MBA Student Representative, Net Impact*
- Ben Quintana, *Org Dev. Program Mgr., St. Luke's Health System & Council Member, City of Boise*
- Jeff Russell, *Founder and CEO, Jitasa*
- Katie Sewell, *State Director, Idaho Small Business Development Center*
- Russ Stoddard, *Founder and CEO, Oliver Russell*
- Shelley Zimmer, *Environmental Marketing Manager, HP*

¹ Keith Harvey, Associate Dean of Academics, COBE





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 COBE has a number of offerings that take place throughout the year, below are just a few examples:

CFOs Exposed

CFOs Exposed is an annual event in partnership with the Treasure Valley CFO Forum. COBE students are given the opportunity to network with top business leaders and experts in areas such as finance, accounting and business operations.

Ask Me Anything!

Ask Me Anything! Is a recurring event 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.

“I thought [Ask Me Anything!] was a great event led by business people with real-world business experience. As a student, it’s important to attend these events because once out of college, you won’t have the opportunity to have these experiences again.”
- *Ryan Eisenbach, second year Career Track MBA student*²

Professional Networking Week 2016

The college had four days of networking events lined up for COBE students this year. 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 and 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.

² <https://cobe.boisestate.edu/blog/2016/09/ask-anything-expert-panel-discussed-sales-entrepreneurship>



Recommendations

In the 2015-2016 academic year, 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 implement, while the long term recommendations will take significant investment to achieve. 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

Progress: We have determined that while improving the responsible business integration in each undergraduate department is material to our stakeholders, establishing a desirable level should be left up to the department and its faculty. There will be new initiatives, led by the RBI Faculty Council, to better determine how best to serve our students regarding responsible business integration in the classroom. Meanwhile, COBE has increased the number of courses with responsible integration in a number of disciplines and we are targeting additional improvements in the future. Read more about responsible business integration in our undergraduate programs on page 32.

Increase integration of responsible business topics into COBE's graduate programs

Progress: While we did not report on responsible business integration in COBE's graduate programs in the last report, in comparison to the 2014 COBE Sustainability report we have made strong improvement in this area. Our MBA programs have gone from a percentage of 24% responsible business integration to a present value of 32% and our Graduate Accounting program has gone from a percentage of 14% to a present value of 55%. Please read more about our efforts on page 32.

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

Progress: We will work with the university admissions department and the Office of Institutional Research on tracking these measures better in the future. Our inclusivity efforts for the college are in our new Inclusive Excellence strategy. Please read more about this strategy on page 42.



Develop a diversity statement or strategy for the college

Progress: COBE's Inclusive Excellence strategy addresses this recommendation and it will be implemented over the coming year.

Create diversity strategies for COBE faculty recruitment

Progress: COBE addresses our diversity strategies for faculty recruitment in our internal Inclusive Excellence strategy.

Reestablish COBE's Student Advisory Council

Progress: The COBE Student Advisory Council has been reestablished and is currently working on the COBE Culture Agreement. Learn more on page 13.

Environmental Impact

Create an educational campaign to promote sustainable purchasing options for office supplies and reduced paper consumption within the college

Progress: While we have not yet created an educational campaign, we made steps this year in gathering resources and recommendations for next year's student reporting team to use in a campaign for fall 2017.

Increase the amount of paper with recycled content from 30% to 50% of total purchased of paper with recycled content

Progress: 100% of the total paper purchased in 2016 had recycled content.

Collect commuting and transportation data for COBE students, faculty and staff

Progress: The student reporting team will be conducting a commuting and transportation survey in fall 2017 to begin collecting and reporting on this data.





Long Term Opportunities for Improvement

Economic Impact

Improve retention and graduation rates in the college

Progress: We have continued to track retention and graduation rates at COBE and have made steps to improve in this area. Please read more about these initiatives on page 27.

Track and make efforts to reduce COBE student debt

Progress: This recommendation is still material to our stakeholders and we will work with the university financial aid department in fall 2017 to see what efforts have been made, and what a college can contribute to reducing COBE student debt.

Social Impact

Measure college employee satisfaction

Progress: This is still material to our stakeholders and we will be working with the Office of Institutional Research in fall 2017 to begin measuring employee satisfaction to report on in next year's report.

Environmental Impact

Calculate the college's total greenhouse gas (GHG) emissions

Progress: We have made progress on this goal and calculated Scope 1 and Scope 2 CO₂-related emissions this year for our greenhouse gas (GHG) emissions inventory. Please read more about our findings on page 48.

Measure waste generation and recycling

Progress: These metrics were not measured by our sustainability team this year, but we intend to initiate efforts to measure and report on these areas moving forward.



COBE is committed to continuous improvement and has made additional recommendations below based on this year's sustainability research and reporting.

New Recommendations

Opportunities for Improvement

Allow students and faculty to select a non-binary gender option in surveys conducted by both COBE and Boise State University

Work with campus facilities to determine a date to energize all COBE-based solar panels

Additionally we previously had two recommendations made in past COBE sustainability reports, including measuring usage and impact of health and wellness offerings at COBE, along with improving socially responsible investment options in college investments and retirement funds. These recommendations have been determined to be immaterial at this time. We welcome your feedback on these recommendations: RBI@boisestate.edu





ECONOMIC IMPACT

Salary and Benefits

Average Salary by Role³

Professor	Associate Professor	Assistant Professor	Lecturer	Professional Staff	Administrative	Overall Average
\$107,802.90	\$107,968.00	\$112,649.59	\$48,662.61	\$52,491.54	\$35,224.27	\$80,949.16

Average Salary by Role and Gender⁴

	Professor	Associate Professor	Assistant Professor	Lecturer	Professional Staff	Administrative	Overall Average
male	\$110,579.56	\$110,125.44	\$116,021.33	\$50,763.90	\$62,384.75	\$35,256.00	\$95,097.92
female	\$98,917.60	\$103,113.75	\$104,557.40	\$46,036.00	\$48,094.56	\$35,221.10	\$63,004.39

The data suggest a material difference in salary by gender, however deeper analyses confirmed that the difference is not a function of salary negotiation. Instead, the major determinants of differences in faculty salaries are his or her discipline and year of hire. Faculty whose disciplines have higher demand relative to supply, such as accounting and finance, are hired at higher salaries than those in other fields, and those fields also have substantial gender imbalances. We utilize data provided by AACSB International members to gauge market salaries for each discipline and hire based on that information. With fewer women entering some fields, it contributes to the salary gap between male and female faculty members at the same year of service.

Additionally, after being hired, pay raises for faculty are not substantial enough to keep up with market salaries. Generally, the longer that a faculty member has been at Boise State University, the lower his or her salary is relative to those in the same discipline at other AACSB accredited universities. In addition, pay increases that accompany promotions are higher now than they were 15 years ago, exacerbating the salary compression for longer-term faculty.

Thus, the root cause for differences in salaries across gender is not a bias in negotiating faculty salaries, but rather differences resulting from discipline and/or year of hire. Each instance of lower average salaries for female faculty by rank can be explained by one or both of these factors. As part of the college's inclusive excellence strategy, departments with a gender imbalance are being encouraged and supported to recruit and retain qualified diverse candidates. If successful, the college should see this salary gap lesson over time.⁵

Employee Benefits

In addition to compensation, Boise State University employees are entitled to a variety of fringe benefits and voluntary, employee-paid benefits including health insurance, dental insurance and retirement benefits. These benefits are selected and administered according to this policy and can be found at

³ Rhonda Reagan, Human Resources, Boise State University

⁴ Rob Pangaro, Management Assistant, COBE Deans Office

⁵ Dr. Diane Schooley-Pettis, Associate Dean and Professor of Finance, COBE



hrs.boisestate.edu/benefits. Boise State University's Human Resource Services is responsible for the administration of these benefits.

Faculty also enjoy a discounted membership to access the university's recreation center. Benefit-eligible permanent employees and their spouses can also enroll in classes at Boise State for a \$20 registration fee and \$5 per credit up to nine credits. Additionally, the university offers a tuition fee-waiver benefit to eligible dependent children of current employees.

Employees are eligible to enroll on the first day of the month following their date of hire if they are:

- in a regular full-time, part-time, or temporary benefit eligible position.
- assigned to work a minimum of 20 hours per week.
- working in an appointment lasting a minimum of five consecutive months.

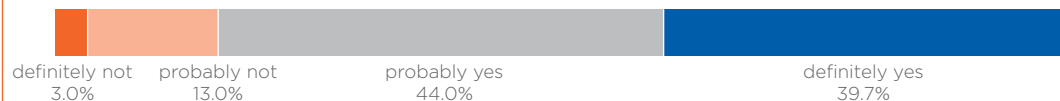
SOCIAL IMPACT

Student Satisfaction

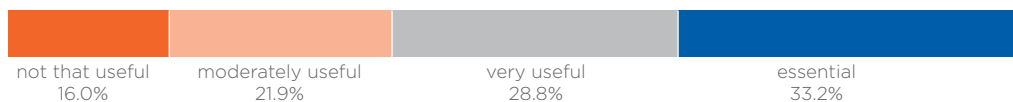
COBE aims to improve student satisfaction based on improved educational and career related success. As part of this commitment, Boise State University gathers information from graduating students to assess their current satisfaction and to make improvements for enhanced graduate success. COBE had 278 graduates (representing a 42% response rate) of both undergraduate and graduate programs, respond to the survey in 2016. The following charts show the summary of their responses.⁶

What is the overall satisfaction for COBE Students?

Would you recommend to a friend with similar educational/career interests as you that they enroll in your academic plan in your department or school at Boise State?



To what extent did your Boise State education help you secure your post-graduation plans?



Would you encourage others to attend Boise State University?



Overall, the majority of students from COBE are satisfied with the department and with the college in terms of faculty, classes and their peers, with 88.7% of students likely to encourage others to attend Boise State University.

⁶ <https://public.tableau.com/profile/boise.state.institutional.research#!/vizhome/GraduatingStudentSurvey/Respondents>

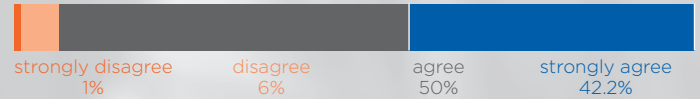
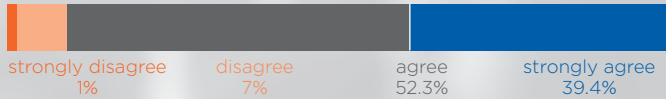


**TO WHAT EXTENT DO YOU AGREE
WITH THE FOLLOWING STATEMENTS
ABOUT YOUR DEPARTMENT
OR SCHOOL IN PURSUING
YOUR ACADEMIC PLAN?**

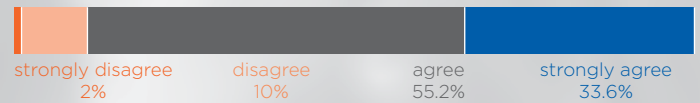
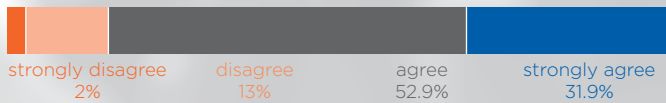
MALE

FEMALE

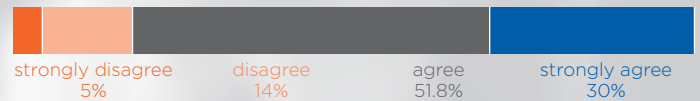
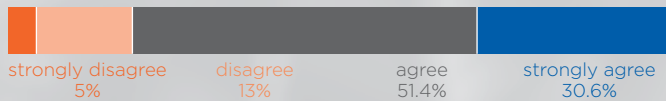
Faculty members seemed genuinely interested in the welfare of students.



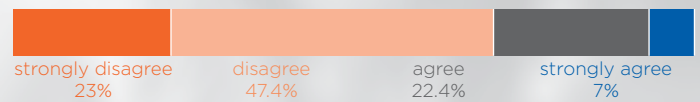
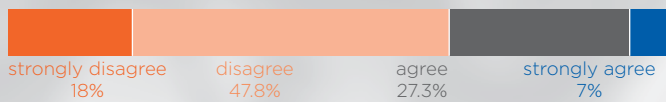
Faculty were outstanding teachers.



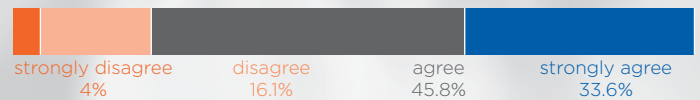
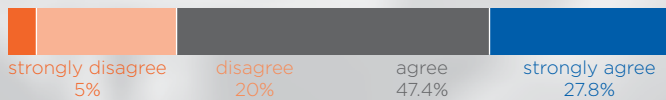
I received sound academic advice.



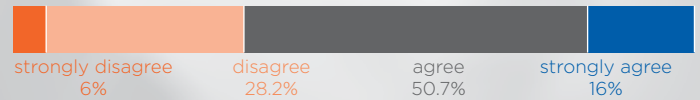
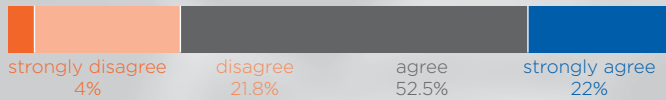
Many courses were NOT offered at a good time for me.



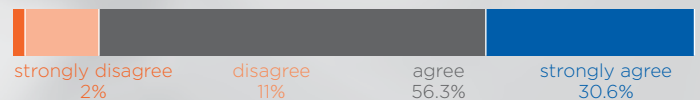
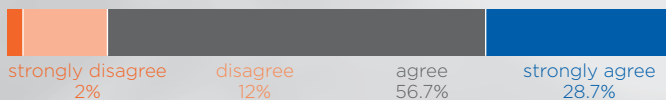
Interactions and discussions with my peers were a major source of motivation and support.



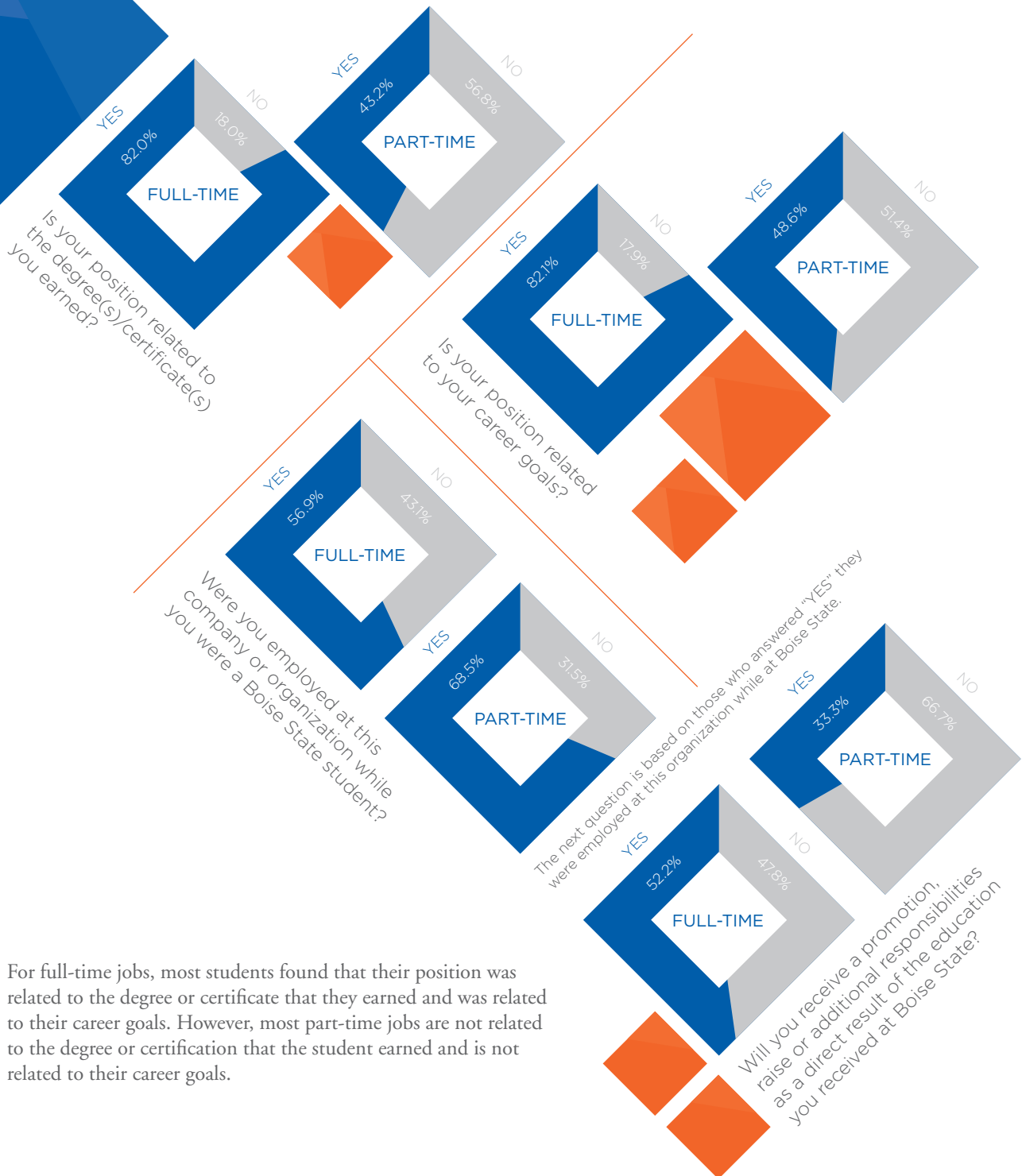
Many opportunities existed outside of class for interactions between students and faculty.



The material covered across the courses in my major were well integrated.



Where will COBE students be working after graduation?



For full-time jobs, most students found that their position was related to the degree or certificate that they earned and was related to their career goals. However, most part-time jobs are not related to the degree or certification that the student earned and is not related to their career goals.



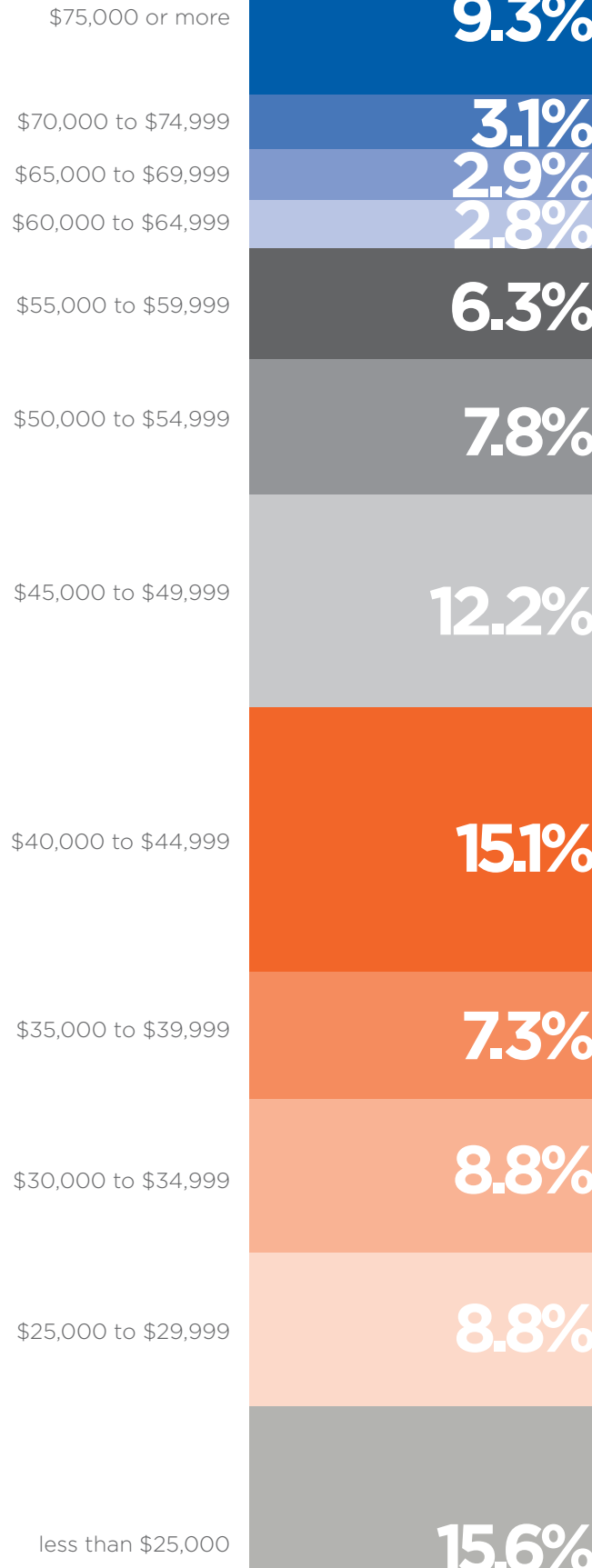
What will your annual income be the first year following graduation from all jobs?

What will your actual income be the first year following graduation from all jobs (U.S. dollars)?



While many COBE students will be immediately entering the workforce, 16.1 percent of students plan to further their education in a degree program with 72.5 percent of these students pursuing a master's degree. After graduation, 26.3 percent of COBE graduates make more than \$50,000 a year in the first year following graduation.

A recommendation in last year's report was to measure college employee satisfaction in addition to student satisfaction. This is still material to our stakeholders and we will be working with the Office of Institutional Research to begin measuring employee satisfaction for reporting in next year's report.



Student to Faculty Ratio

Average Students per Section⁷

	Department	Total Number of Students Enrolled	Number of Sections	Average Number of Students per Teacher
ACCT	Accounting	2,728	60	45
ECON	Economics	2,009	33	61
FIN	Finance	894	22	41
ITM	Information Technology Management	2,357	32	74
MBA	MBA	1,330	50	27
MGMT	Management	3,370	63	53
MKTG	Marketing	1,978	56	35
SCM	Supply Chain Management	1,480	34	44
	Overall Average	16,146	350	46

The table above shows the average number of students per teacher for COBE in 2016. The table displays how many students, on average, are registered for each section taught by each department, giving a reasonable approximation of how many students are likely to be in any given course in the above departments.

⁷ CJ Martin, Executive in Residence, COBE



Student Retention and Graduation

The college has continued efforts relating to increasing 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 2014 and fall 2015 semesters. Specifically, this table indicates the percentage of freshmen that were still enrolled in COBE, switched to another college at Boise State, or were no longer enrolled at Boise State the following fall semester (one year later). For example, the amounts reported below for fall 2015 reflect the enrollment status of freshman students a year later (fall 2016).

Freshman Student Retention

Year (fall)	Still Enrolled in COBE	Switched College	No Longer Enrolled
2015	61%	14%	25%
2014	60%	15%	25%

The Freshman Student Retention table above shows a slight increase (1%) in full-time, degree-seeking freshman students in COBE being retained in the college for fall 2015 in comparison with fall 2014.

The following table provides descriptive statistics regarding graduation and retention of COBE students. The Senior Student Graduation and Retention table reports the percentage of full-time, degree-seeking seniors enrolled in COBE for the fall 2014 and fall 2015 semesters. Specifically, the table indicates the percentage of seniors that graduated, were still enrolled in COBE, switched to another college at Boise State, or were no longer enrolled at Boise State by the following fall semester (one year later). For example, the amounts reported below for fall 2015 reflect the enrollment status of senior students a year later (fall 2016).



Senior Student Graduation and Retention

Year (fall)	Retained in College	Graduated	Not Enrolled	Switched College
2015	61%	32%	1%	6%
2014	54%	39%	2%	5%

The Senior Student Graduation and Retention data provides mixed evidence with regard to student graduation and retention year-over-year. While graduation rates increased (7%), the number of seniors that were no longer enrolled at Boise State increased slightly (1%), and total retention within COBE was unchanged (7% v. 7%). It should be noted, however, that the information presented in the Senior Graduation and Retention table is a lagged measure. Thus, ongoing efforts to improve student retention and graduation may not be readily observable given the intertemporal limitations of the metric and the amount of time that has passed since the implementation of programs and initiatives designed to help improve COBE graduation and retention.

Below are examples of programs and initiatives COBE has implemented in the past year to further our commitment in providing an inclusive educational experience and improving graduation rates.⁸

- Reviewed all undergraduate and graduate COBE curriculum.
- Initiated performance 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.
- Eliminated many prerequisites and additional courses to make curriculum more efficient and to speed up graduation for qualifying students.
- Began offering a new business minor for non-COBE students that is accessible online. Students complete four classes for a certificate and six classes for the minor. The minor is specifically provided for non-business students to supplement their major discipline with foundational business concepts.
- Expanded COBE student advising staff by adding six full-time academic advisors. These advisors provide advice and assistance on course planning and achieving academic goals.
- Shifted to a model where every student will receive academic advising and mentoring, through direct connection to a mentor, in an attempt to prevent students from graduating with surplus credits that are not required.
- Increased capacity in GB101 class for undergraduates. This allows students to have an effective early COBE experience through a well-developed and inclusive introductory business course, while also eliminating an existing bottleneck and increasing capacity for future cohorts.

⁸ Dr. Keith Harvey, Associate Dean of Academics, COBE



Undergraduate Programs – Degrees Conferred

COBE offers five undergraduate degree programs. Below is the graduate composition and number of degrees awarded to COBE's undergraduate student population for 2015 and 2016.⁹

Program	COBE Degrees Awarded in 2015	Percentage that graduated in six years or less	COBE Degrees Awarded in 2016	Percentage that graduated in six years or less
Accountancy	113	65.5%	114	82.5%
Economics	34	73.5%	24	66.7%
IT-SCM Management	43	67.4%	87	87.4%
Management	241	81.9%	226	83.2%
Marketing and Finance	164	84.1%	164	88.7%

⁹ This data is collected during the year-end student graduation process. <https://cobe.boisestate.edu/undergraduate-programs/>







RESPONSIBLE BUSINESS IN THE CLASSROOM

Overview

At COBE, it is our core mission to be a collaborative, engaged and dynamic community of learners. We aim to deliver relevant, high quality teaching, research and service to our students. We do this in part by addressing important business and societal issues including business ethics, corporate social responsibility, sustainability, corporate governance and diversity. These areas are now essential in organizational success and we believe our students graduate from COBE with a strong understanding of these economic drivers as well as the tools to catalyze positive impact in their future employment opportunities.

Note: The data reflected in this section is, and historically has been, based on the academic year rather than the calendar year. In future reports, we will be changing our reporting in this area to reflect the calendar year to be more consistent with the rest of the report's time frame.



Undergraduate Courses

Percentage of undergraduate courses that integrate responsible business topics into the curriculum by department

Department	2015-2016	2016-2017
Accounting	79%	69%
Management*	70%	95%
Economics	55%	19%
Marketing	55%	58%
International Business	50%	100%
Supply Chain Management	50%	25%
Finance	47%	40%
Information Technology Management	20%	25%

*Includes general business curriculum

Graduate Courses

Percentage of graduate courses that integrate responsible business topics into the curriculum by degree program

Program	2014-2015*	2016-2017
MBA Programs	24%	32%
Graduate Accounting	14%	55%

*The 2015 COBE Report did not report on the responsible business integration in graduate courses

MBA Courses Broken-down*

Percentage of courses that integrate responsible business topics into the curriculum by MBA Program Category

Program	2016-2017*
Career Track MBA	41%
Online MBA	23%
Professional MBA	14%
Executive MBA	58%

*The 2014 and 2015 COBE Report did not previously break down the MBA programs



The current process of measuring the responsible business content in the curriculum continues to be refined so while some departments may appear to have less responsible business content in the 2016-2017 academic year than they did in the 2015-2016 academic year, this may not always be the case. One of the reasons for these discrepancies is that some faculty do not include responsible business in a course's syllabus, even though the class may include responsible business content. The RBI Faculty Council will be working to find a better way to measure responsible business integration in the curriculum and we will use their improvements to report more transparently and accurately in future COBE sustainability reports.

In the 2015 COBE Sustainability report, a short term goal was to increase integration of responsible business topics into COBE's graduate curriculum. While we did not report on the graduate courses in the 2015 report, when comparing this year's data to the 2014 report we see that progress has been made. Our MBA programs have 32% of courses integrating responsible business topics into the curriculum, up from 24% of courses in the 2015-2016 academic year. Along with this, we have also seen an increase in the graduate accounting program with 55% of the courses integrating responsible business topics into the curriculum, up from 14% in the 2015-2016 academic year.

Another recommendation from the 2015 COBE Sustainability Report was to identify a desirable level for responsible business integration in courses for each undergraduate department. We have determined that while improving the responsible business integration in each undergraduate department is material to our stakeholders, a desirable level should be left up to the department and its students. There will be new initiatives, led by the RBI Faculty Council, to better determine how best to serve our students regarding responsible business integration in the classroom.

While 100% of COBE undergraduate students take at least one course that integrates responsible business into the curriculum, there are also two minors the college offers that have a particular focus on responsible business topics: the Sustainability minor and the Nonprofit Management minor.

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 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 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/>



Responsible Business in Faculty Research¹⁰

In 2016, 15 faculty members, 30% of the faculty members currently engaged in research in the college, have done research in areas of responsible business. Below is an example of faculty research in the area of responsible business.

Exploring Muslim Attitudes towards Corporate Social Responsibility: Are Saudi Business Students Different?

Dr. Jason B. MacDonald's study investigates potential differences in attitudes towards corporate social responsibility (CSR) between Saudis and Muslims from other predominantly Islamic countries. After proposing that Saudi Arabia's unique rentier-state welfare and higher education systems account for these distinctions, a survey of Saudi undergraduate and graduate business students indicates that, in comparison to other predominately Muslim countries, Saudi's maintain higher expectations for corporations' social responsibilities in their supply chain. In contrast, Saudi students have lower expectations for corporations in supporting societal development and poverty alleviation. Additionally, the survey found that females and subjects at higher academic levels are more inclined to hold corporations responsible for social issues related to CSR than males and subjects in lower academic levels.

Responsible Business in Faculty Service⁵

In 2016, 17 faculty members, 34% of the faculty members currently engaged in service in the college or in the community, have done research in areas of responsible business. Below is an example of faculty service in the area of responsible business.

Boise Refugees Research for the International Rescue Committee

Dr. Michail Fragkias guided three groups of students in applied research projects related to Boise refugee issues. The context for this work was a Service Learning designated 'Economics of Sustainability' class. The class typically explores all pillars of sustainability holistically: the economic, the social and the environmental. The aim is to get Economics and Business students to "connect the economic, social and environmental dots" when it comes to a variety of global and local challenges.

The work was not only student-driven but also stakeholder-driven. Dr. Fragkias and the students engaged with a community partner, the International Rescue Committee (IRC) — a refugee resettlement agency with offices in Boise and the world — in spring 2016. Together, the group identified three pressing research questions that IRC needed answers to. The groups collected data on a number of identified topics related to refugee resettlement. Students analyzed employment outcomes of recently arrived refugees, skills and strengths brought by refugees and how they correlate to job placement outcomes, refugee employment barriers related to gender and ethnicity, and various consumption or cash transfer options for refugees as defined by Federal guidelines. The students produced three reports and presented their findings to the International Rescue Committee.¹¹

¹⁰ Faculty180 Database

¹¹ Dr. Fragkias, Professor of Economics, COBE



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 (including Diversity)

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.

12 undergraduate classes have integrated Service-Learning projects, 228 students participated, 7055 service hours over the 2016-2017 academic year.¹²

Note: The data reflected in this section is based on the academic year rather than the calendar year. In future reports, we will be changing our reporting in this area to reflect the calendar year to be more consistent with the rest of the COBE sustainability report's time frame.

Example Projects

ECON 432: Urban Economics

The Community Planning Association of Idaho (COMPASS) uses state and federal funding to complete community projects in southwest Idaho. There are more projects planned than there are funds and therefore, many projects get shelved due to lack of funding. A pain point that prevents many transportation projects from being funded is the ability to match the goals of funders with the goals of projects presented to COMPASS. As a service-learning project, advised by Dr. Samia Islam, a Econ 432: Urban Economics research team created a solution to address this issue. The research team selected identifiable categories to find commonality between funders and projects. Then, using information on the criteria that funding agencies focus on when screening applicants for eligibility, the team built a tool that effectively displays compatible funders and projects.¹³

¹² Kara Brascia, Director, Service-Learning Program, Boise State University

¹³ Dr. Samia Islam, Associate Professor, Economics, COBE



MKTG 407: Marketing Communication

Students, under the direction of Dr. Leslie Koppenhafer, developed a feasible and implementable marketing campaign for Interfaith Sanctuary to appeal to a new target market that will help the organization increase their number of recurring donors. Each student team was able to use their own creative approach in finding an effective solution keeping within a budget of \$2,500. Starting in January 2017, students completed a situational analysis of Interfaith Sanctuary and their competitors, identifying key points of difference between each. Next, students performed research to identify and understand a new target market. Finally, students created a marketing campaign to appeal to the newly identified target market. The campaign included a rationale for the chosen campaign concept and slogan, campaign objectives and goals, a media schedule, explanation of media vehicles and mock-ups of creative elements. The project concluded with a presentation to the client and providing the client documents with the detailed campaign information. Students spent an average of 70 hours working on the project over the course of the semester.¹⁴

Setting up COBE Students for Success

Business: Total Immersion¹⁵

This past year, COBE professors Shelle Poole, Ph.D. and Ruth Jebe, J.D., M.S., began work on what is known as the Immersion Project. The functional objective of this project aims to help students think like “business people” by utilizing various types of information, from finance, marketing, product development, human resource management, law and many other fields to make business decisions. The immersion framework’s objective is to replicate the environment within which managers make decisions and operate a business, thus improving student decision-making abilities. This project helps to ensure COBE graduates are learning how to make responsible business decisions as well as setting up these graduates for success in the business world outside of an academic setting.

Proposed objectives for the framework are to:

- Provide students with the opportunity to practice the role of business decision-maker
- Improve students’ ability to identify the boundary conditions of decisions in specific contexts
- Assist students in becoming reasoned decision-makers through the application of relevant concepts, frameworks, and models as part of decision-making
- Ensure students can integrate and incorporate information from across functional boundaries (accounting, marketing, product development, legal, strategy, etc.) into decision-making
- Familiarize students with feedback models to improve their ability to identify the effects of decisions and utilize feedback to improve their decision-making
- Improve students’ cognitive development by focusing attention on higher levels of Bloom’s taxonomy of cognitive development

The initial phase of the project consists of the creation of an immersion framework that can be adapted for use across the business curriculum, thus allowing instructors to incorporate immersion into their own courses. During this phase in the project, Professors Poole and Jebe will also re-design individual courses around the immersion concept with these courses slated for fall 2017.

¹⁴ Dr. Leslie Koppenhafer, Assistant Professor, Marketing, COBE

¹⁵ Dr. Shelle Poole, Assistant Professor, COBE





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 world.¹⁹

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 Extracurricular Opportunities

Clubs, organizations and honors 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 help students maintain their involvement in COBE, which in turns help improve retention and graduation rates.¹⁶

Responsible Business Initiative Badges

The Responsible Business Initiative (RBI) offers three 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 and Badge

COBE's sustainability report is unique in that it is researched, analyzed, written and produced entirely by students, and has been for all three COBE reports. The students producing COBE's sustainability report are awarded a Sustainability Reporting Badge, signaling their 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 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 COBE and the first College of Health Sciences report this year, and pitch strategic sustainability-related initiatives to COBE's leadership.¹⁷

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.¹⁸ In the 2016-2017 academic year, teams worked with companies including Garage Wine Co. (based out of Chile), Joga-Ki, Pinnacle Integrated Medicine, Proof Eyewear and Treefort Music Festival.



¹⁶ Jon Kurtz, Lecturer and Faculty-in-Residence, COBE

¹⁷ *The College of Business and Economics 2015 Sustainability Report*

¹⁸ *The College of Business and Economics 2015 Sustainability Report*

¹⁹ <https://www.bcorporation.net/what-are-b-corps>



Business and Environmental Index Badge

The Business and Environmental Index Badge (BEI Badge) promotes measurement and analysis of energy and water use, and waste generation and recycling by companies. It provides participating student direct experience in gathering, confirming and analyzing usage data in an effort to develop an economic and environmental index based upon energy use/water use/waste generation per square foot of business space. The developed index is shared with area businesses as a means of comparison and goal-setting for reduced operating costs through more efficient operations.

An additional benefit to students and businesses is the opportunity for students to observe business operations as an outsider and suggest process revisions or technological additions that enhance operational efficiencies. The businesses involved this year were BodyBuilding.com, Boise Fry Company and Saint Alphonsus.

Net Impact

Net Impact is an affiliate of an international organization consisting of undergraduate, graduate and professional level clubs throughout the world. Its mission is to use the power of business to educate and enable members and the local community in creating a more socially and environmentally sustainable future. The organization at Boise State University currently has 63 members.²⁰ Notably, Net Impact completed an awareness and fundraising campaign for Interfaith Sanctuary in fall 2016 as well as co-hosted a fireside event with W.O.W. (Women of the Workplace), bringing in Michelle Stacy, former president of Keurig, Inc., to discuss her career path and how other women can make it to C-suite status within their companies. The spring semester of 2017 was spent on strategic planning for the organization, focusing on building a stronger foundation for Net Impact at Boise State going forward.²⁰

Beta Alpha Psi

Beta Alpha Psi fosters an environment where accounting students can develop themselves both personally and professionally. This includes providing members with career education and opportunities to make meaningful connections. In 2016 there were approximately 50 members. This year, Beta Alpha Psi members were an integral part COBE Student Sustainability Report Review Team, once again putting students at the heart of this report. In spring 2017, Beta Alpha Psi held its annual CFOs Exposed event where CFOs from across the Treasure Valley network with members and students. In addition, the organization hosts weekly panels where professionals from different accounting positions present on their career path to help members learn about opportunities in the accounting profession. Beta Alpha Psi members also volunteered their time by hosting Refugee Tax Day, the second annual Financial Literacy Program with the Boy & Girls Club, the River of Life Men's Shelter and Rake Up Boise. Beta Alpha Psi additionally engages in a peer-to-peer mentorship program where members mentor lower classmen accounting students.²¹

Beta Gamma Sigma

The purpose of Beta Gamma Sigma is to recognize academic achievement and cultivate ethical leaders. The Boise State University chapter of Beta Gamma Sigma has inducted 1,238 lifetime members since 1983. In the 2016-2017 academic year the club worked to build awareness and presence within COBE and the Boise business community. This included a campaign involving outreach, informational meetings for potential inductees and a networking breakfast for Boise State University students to meet professionals in the area. Beta Gamma Sigma also put together a Christmas-time blanket-making event. These blankets are made by current and potential Beta Gamma Sigma members and donated to the Women's and Children's Alliance and the City Light Mission. Members of Beta Gamma Sigma are additionally given the opportunity to receive an Ethical Leadership Certification through the National Association of State Boards of Accountancy (NASBA) Center for the Public Trust.²²

²⁰ Alex Peck, Career Track MBA Student

²¹ Reagan Haldi, Beta Alpha Psi President

²² Karla Gonzalez, Beta Gamma Sigma Co-President



Student Board Fellows Program

COBE's Student Board Fellows Program helps place exceptional graduate and undergraduate students on boards of local nonprofits. This program provides experiential learning for students and helps to fulfill COBE's responsibility to educate students to understand investments in, and service to, the community as key business responsibilities. Further, this 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 past cohorts, students have been placed on boards as non-voting fellows or as full-voting members. In some cases, students continue their board service beyond the one-year fellowship, creating a sustainable long-term relationship between COBE and the nonprofit organization. Nonprofits that have been involved in this program include: The Arc Idaho, Boise Bike Project, Family Advocates Programs Inc., Idaho Business for Education, Idaho Nonprofit Center, Ronald McDonald House Charities of Idaho and Treasure Valley Habitat for Humanity.²³

Hult Prize

In collaboration with Boise State University's Blue Sky Institute, COBE helped to sponsor the Hult Prize at Boise State in fall 2016, which was organized by Campus Director Connor Sheldon, a career track MBA student and former Hult Prize regional competitor. The Hult Prize Foundation is an organization seeking to encourage young leaders to solve the world's most pressing challenges in a social and sustainable way. Through this competition, students compete for \$1 million dollars in seed funding. The 2017 challenge was about reawakening the human potential by "building sustainable, scalable start-up enterprises which restore the rights and dignity of 10 million refugees by 2022."²⁴

After a campus-wide Hult Prize competition, the winning team, Team Cultivate, from the College of Arts and Sciences, immediately secured a spot at the regional finals in Dubai. This team included Brandon Sams, a Mathematics major, Steve Silva, an Applied Science major, Janice Witherspoon, a Communications and Political Science major, and Luke Yeates, a Communications major. Their solution, the P.O.T.T. (portable one-time toilet), "promotes safety and privacy for individuals, removes build-up of sewage that pollutes water, and can even help generate food."²⁵

In addition, two COBE Hult Prize teams applied directly to the regional finals in Shanghai and London and were accepted to compete, making a total of three teams representing Boise State University at the regional competitions across the globe. These teams were Project Recover, including MBA career track students Alexandria Allen, Becky Davis, Cody Huckvale and Austin Legg, and Team Dream, including MBA career track students Ashleigh Anderson, Jessica Bottelberghe, Ethan Lopez and Steven Gabrielsen.

Project Recover aims to provide refugees with materials to develop products representative of their culture to then be purchased by Project Recover and listed on an ecommerce site similar to Etsy.com, with a portion of the proceeds used to purchase more supplies for future expansion. Team Dream aims to create an online platform "A Story to Be Told" to share the stories and photos of refugees as a way to give light to their experiences. These stories will later be compiled to form a book, other merchandise and events, with a portion of the proceeds going to refugee-related organizations that are promoting better conditions for refugee camps.

²³ *The College of Business and Economics 2015 Sustainability Report*

²⁴ hultprize.org

²⁵ <https://news.boisestate.edu/update/2017/01/19/three-boise-state-teams-compete-1-million-hult-prize/>



International Business Organization (IBO)

The International Business Organization's overall mission is to provide opportunities for its members to build relationships with those in COBE's Business Programs, The Idaho Department of Commerce and local exporting businesses. As a result, IBO members learn skills necessary to become future international business leaders and entrepreneurs.

In 2016-2017, IBO club members were focused on connecting with business professionals in San Francisco in the fall, in Seattle in the spring, and in Boise throughout the year. Activities include inviting guest speakers to the IBO meetings on campus and visiting companies' facilities and headquarters. Through this approach, IBO is aiming to expose students to real-world problems and practical solution techniques, while inspiring business professionals with new ideas and collaborative opportunities.²⁶

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 such as education, business development, agriculture, engineering, health or poverty in order to develop and apply a realistic and effective solution.

The GSP is administered through International Business Programs at COBE. The associated student club, the International Business Organization (IBO), has agreed to co-sponsor the service abroad project for the 2016-2017 year. The selection process of becoming a Global Scholars Program Awardee is highly competitive and recipients are carefully selected after completing a rigorous application. Each year a different research project is selected in relation to the overarching goal of developing the GSP model.²⁷

Other COBE organizations include:

- Alpha Kappa Psi co-ed business fraternity
- Association of Certified Fraud Examiners
- Business Professionals of America, Boise Information Technology and Supply Chain Management Association
- Economics Association
- Financial Management Association
- Human Resource Association
- Omicron Delta Epsilon economics honor society.²⁸



²⁶ Eldar Sakebaev, Career Track MBA Student
²⁷ Department of Management. (n.d.). Global Scholars Program Info. Retrieved February 23, 2017, from <https://cobe.boisestate.edu/internationalbusiness/global-scholars-program-info/>
²⁸ COBE Advising Services. (n.d.). COBE Student Organizations. Retrieved January 23, 2017, from <https://cobe.boisestate.edu/studentadvising/business-clubs-fraternities/>



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. They learn from each other and Faculty-in-Residence Jonathan (Jon) Krutz.

Jon Krutz is a lecturer in the Department of Marketing and Finance and the Boise State University Graduate College within the professional MBA program. This is the second academic year he has been a Faculty-in-Residence. Jon, along with his wife and daughter, live with the 27 LLC students in Kaiser Hall on campus. The COBE LLC is also overseen by program assistant, Busayo Apampa (COBE senior) and two peer mentors, Ryan Benson and Aaron Benagey (sophomores and COBE LLC alumni).

The students take a weekly course from Jon, GenBus 150, where they learn various business skills and experience real-world business applications. In the fall 2016 semester, students heard presentations from various functional managers to help them decide the capacity in which they would most like to work. Students also partnered with Aramark to analyze the J.R. Simplot Cafe and were challenged to pitch to a management panel possible improvements for both this location and/or campus wide. The seven most viable proposals would then be the basis for the students' spring project, which was to implement these plans in teams. Additional to their work with Aramark, students have been given the opportunity to tour Trailhead, Micron and JUMP, as well as listen to a panel of business attorneys.

The LLC shows its support for the community by volunteering regularly. Each student is required to fulfill 15 volunteer hours per semester, either individually or in a group setting.²⁹ Students have been involved in The PurpleStride walk for pancreatic cancer, Boise State Dance Marathon for Children's Miracle Network, writing cards for senior citizens and soldiers and more.

As part of a well-rounded experience, the COBE LLC also has a great deal of fun! Activities have included camping and visiting a hot springs in Garden Valley, rafting on the Payette River, braving a cosmic ropes course, hiking in Leslie Gulch, visiting a volcanic valley in Southeastern Oregon, participating in Relay for Life, taking a tour of the Idaho State Capitol Building, ice skating and movie nights.

The COBE Living-Learning Community provides students with a unique opportunity to build life-long relationships, make connections with the local business community and experience real world business decisions.

As evidence for the value of this program to the college, this well-rounded structure has been proven to result in higher GPAs, retentions rates and graduation rates.²⁹

Here's a few quotes to support the benefits of the LLC Program at COBE:

"We act like siblings, there's always someone there for you."

- **Ellie Walsh**, LLC Student

"Jon is very approachable. I can talk to him about whatever and he is open and supportive."

-**Garrett Pedersen**, LLC Student

"This is life changing work that I am happy to be a part of."

- **Jonathan Krutz**,

Faculty-in-Residence and COBE Marketing
and Finance Department

²⁹ Jon Kurtz, Lecturer and Faculty-in-Residence, COBE



Diversity and Inclusion

COBE has taken a leadership role in improving the diversity and inclusion efforts in the college, on the Boise State University campus and in our community

Diversity and Inclusion at COBE

In the 2015 COBE Sustainability Report, one opportunity for improvement was to develop a diversity statement or strategy for the college. Making this recommendation a top priority for the college in the 2016-2017 academic year, Dean Ken Petersen and Associate Dean Keith Harvey, with support from the Responsible Business Initiative (RBI), have been crafting an Inclusive Excellence Strategy for both the internal and external diversity and inclusion efforts at COBE. The college also leveraged the expertise of Francisco Salinas, Director of Student Diversity and Inclusion at Boise State, Lesley Slaton-Brown, Global Director of Diversity and Inclusion for Hewlett-Packard, Jose Berrios, former Vice President of Human Resources and Diversity for Gannett News, and Lisa Cooper, founder and CEO of Figure 8 Investment Strategies in order to refine its approach to diversity and inclusion and provide national oversight for this work. The strategy outlines actionable items related to the four pillars of this strategy: culture, people, community and work.

Reflecting on last year's report, a recommendation was to measure recruitment and retention for international students and underrepresented students. This opportunity for improvement has expanded to focus on a variety of students on the basis of 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. We have a number of initiatives in our Inclusive Excellence Strategy that addresses this recommendation such as:

- Conducting focus groups with diverse students, faculty and staff within the college to understand our inclusion challenges and successes
- Reviewing all recruitment platforms, orientation programs and acclimation processes to see if diversity and inclusion is depicted
- Tracking student recruitment and retention for the previously mentioned groups to identify any signs of exclusion or struggle
- Tracking student recruitment and retention across majors to identify opportunities for increased diversity and better support for diverse students who are a minority in a field

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 college of business in the region for our commitment to inclusive excellence.



Diversity and Inclusion at Boise State University

In addition to COBE's internal diversity and inclusion work, Boise State University's Commission on Diversity and Inclusion was established in early 2017 by President Bob Kustra. The Commission was established to "advance our commitment by better serving our campus community and maintaining our competitive edge and reputation." The commission is led by co-chairs Donna Llewellyn, executive director, Institute for STEM and Diversity Initiatives, Gayla Thomas-Dabney, Equal Opportunity and Affirmative Action officer, and includes representation from COBE.³⁰

One of the first objectives of the commission was to finalize the definitions of diversity and inclusion for the campus; COBE will utilize these definitions, seen below, within its own diversity and inclusion work.

Diversity is the variety of intersecting identities that make individuals unique, including but not limited to race, ethnicity, gender, sexual orientation, gender expression or identity, socioeconomic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs and political beliefs. Diversity recognizes the uniqueness of individuals, populations, groups and their perspectives and experiences.

Inclusivity is the conscious and deliberate decision to continuously work towards the creation of an accepting and nurturing campus climate where similarities and differences are respected, supported and valued by ensuring the active participation of the entire campus community.

Leading a Diverse and Inclusive Community

In fall 2016, RBI hosted the second annual summit on Diversity and Inclusion as a Business Driver, with 135 attendees signaling strong interest from across the community and the Boise State University campus. This represents 30% attendee growth over the first summit, held in 2015. The summit included two keynote speakers, Wells Fargo Senior Vice President Alejandro Hernandez, who spoke on respecting human rights as a business responsibility, and Boise State University mechanical engineering student Camille Eddy, who spoke on bias in technology systems and in communities. The summit included two panels where panel members offered concrete and practical advice on how to hire highly skilled refugees in our community and tools that help support the creation of an inclusive work environment.

Additionally, new this year was an afternoon of hands on workshops, one related to the Collaborative Operating System methodology used to create inclusive meetings, and the other related to creating inclusive work environments using playwriting as a tool for workplace inclusion. The feedback from participants was overwhelmingly positive, with a large majority stating that they would recommend our summit to a colleague.

Further, on November 16, 2016, leaders from 16 leading companies and organizations attended the Diversity and Inclusion Roundtable, hosted by RBI, Wells Fargo, the City of Boise, Boise Valley Economic Partnership and the University of Idaho-Boise, to discuss this opportunity and other ways that the business community can further diversity and inclusion efforts in the Treasure Valley. The primary recommendation for Idaho business leaders to actively engage and lead in Idaho's diversity and inclusion efforts is to create and transparently communicate a company diversity statement to show commitment to diversity and inclusion in the workplace. The collaborating organizations will host workshops in the spring and summer of 2017 to build capacity and create a community of practice to support this work in area companies, with progress presented at the third annual diversity summit in fall 2017.

³⁰ <https://president.boisestate.edu/diversity-commission/>



Student Diversity

The College of Business and Economics (COBE) currently serves 2,905 undergraduate students and 345 graduate students. Below is the ethnic composition of COBE's student population.*³¹

Race/Ethnicity	Undergrad	Male	Female	Graduate	Male	Female	Unknown
American Indian, Alaska Native	0.3%	44.4%	55.6%	0%	0%	0%	0%
Asian	2.8%	53.1%	46.9%	2.6%	44.4%	44.4%	11.1%
Black/African American	1.9%	87.5%	12.5%	2.6%	88.9%	11.1%	0%
Hispanics of any race	11.4%	59.4%	40.6%	6.4%	59.1%	36.4%	4.55%
Native Hawaiian/Other Pacific Islander	0.4%	54.5%	45.5%	0%	0%	0%	0%
Non-resident Alien**	6.2%	80.0%	20.0%	5.2%	55.6%	44.4%	0%
Race and Ethnicity Unknown	1.7%	54.2%	45.8%	4.3%	33.3%	13.3%	53.3%
Two or more races	3.9%	66.7%	33.3%	2.3%	75.0%	25.0%	0%
White/Caucasian	71.5%	59.1%	40.9%	76.5%	64.0%	32.6%	3.41%
Total	100%			100%			

Note: For the totals given for the tables above, figures may not add up to 100% due to rounding.

In the fall 2016 semester, Boise State University's Office of Institutional Research administered a campus-wide survey of students and the results of that survey detail that the student population comprises 38% women, 61% men, and 1% (19 individuals) "Unknown."

We recommend that Boise State University make appropriate policy and implementation changes that 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. Additionally, as part of the Inclusive Excellence Strategy, COBE will continue its efforts to recruit and retain a diverse student population.

*This data is collected during the student application process.

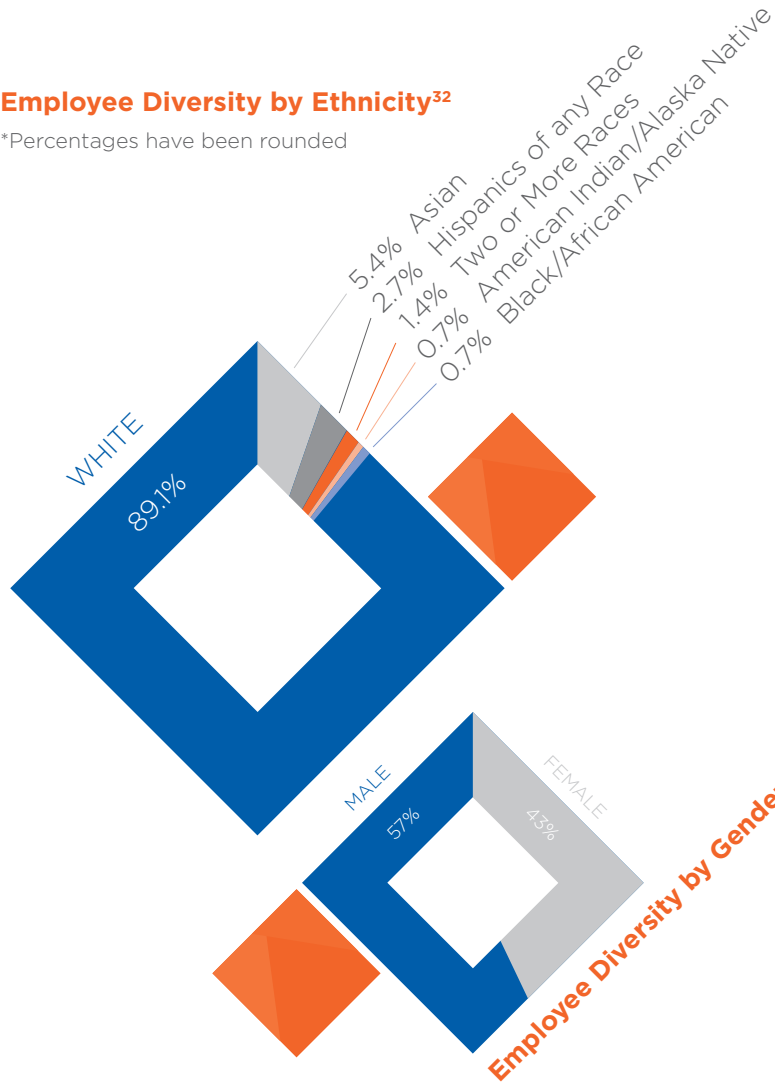
**Non-resident alien definition - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. This was previously reported as 'other country of origin or birthplace'.

³¹Nick Warcholak, Institutional Research, Boise State University



Employee Diversity by Ethnicity³²

*Percentages have been rounded



A recommendation from last year's report was to create diversity strategies for COBE faculty recruitment. COBE's Inclusive Excellence Strategy has many initiatives to accomplish this goal of attracting and retaining more diverse employees for the college. These initiatives include reviewing and revising job postings, interview protocols and offer packages annually to invite continuous improvement based on the most recent research on effectively ridding 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 and if there is change over time, ensuring hiring committees represent diverse views and experiences, and providing training on issues and skills critical to inclusive excellence.

Note: This data reflects COBE's part time, full time and temporary employees.

³² Rhonda Reagan, Human Resources, Boise State University



Outreach Programs for Underserved Students

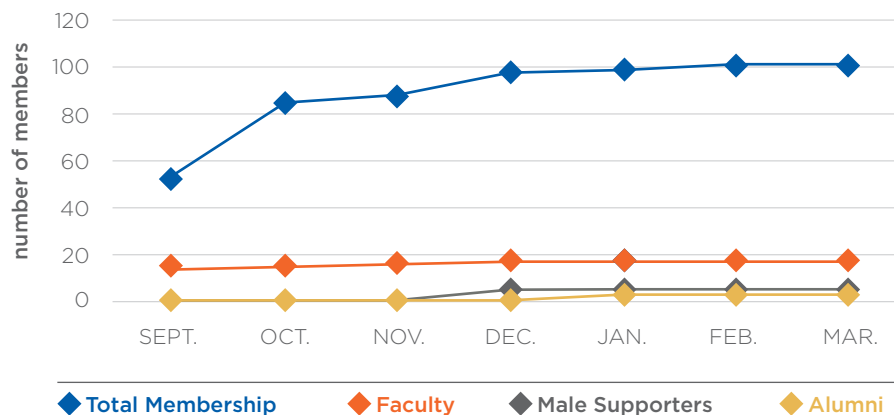
Women of the Workplace

In fall 2016, COBE Professors Shelle Poole, Ph.D. and Leslie Koppenhafer, Ph.D., sponsored the creation of a new student organization, Women of the Workplace (W.O.W.). The organization is cross-disciplinary and aims to mentor, educate, encourage and strengthen female students from across Boise State University to prepare them for the workplace.³³ This year, W.O.W. hosted a total of 11 events and 23 meetings.³⁴ The organization's community supporters include Idaho Women Lawyers and Go Lead Idaho.

Some of the topics W.O.W. addresses include:

- Work life balance
- Language/vocabulary at work
- Breaking stereotypes
- Supporting other women at work
- Delegating
- Stepping up/leaning in
- Owning your space
- Professional etiquette
- Working in a male-dominated culture
- Salary negotiations
- Multi-generational workplace

W.O.W. Membership Demographics³⁴



³³ <https://cobe.boisestate.edu/blog/2016/09/new-student-organization-w-o-w-women-workplace-created-cobe-faculty/>

³⁴ Dr. Shelle Poole, Professor and co-creator of W.O.W., COBE



W.O.W. Success Points³⁴

- COBE funding of W.O.W. startup for \$2,500
- Completed ASBSU constitution
- Hosted 11 W.O.W. events in 8 months
- Started ABSU financial account March 2017
- Received \$500 from outside donor
- Reached 102 total members
- Built Org-synch site

Boise State University Initiatives

Outside of COBE, 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. This space offers free computer use and an open place to lounge and study. Additionally, the Director of Student Diversity and Inclusion, Francisco Salinas, works with these students to connect them to the outreach programs listed below:³⁵

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

Another campus-wide initiative is the First Forward Success Program. This program reaches out to first generation students and assists them in meeting peers and connecting them with mentors. All registered first generation graduating students will receive a teal cord to wear at the main commencement ceremony as a sign of their achievement.³⁶

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.³⁷

³⁵ <https://sdi.boisestate.edu/directors-bio/>

³⁶ <https://mss.boisestate.edu/first-forward/>

³⁷ <https://iss.boisestate.edu/>



Health and Wellbeing

Boise State University offers a wide variety of health services to its various stakeholders. These services include, but are not limited to, medical services, counseling services, wellness services, and insurance and billing services. A full list of services can be found at: <https://healthservices.boisestate.edu/services/>.

COBE is committed to responsible business practices and believes health plays a vital role in its success. COBE 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. BroncoFit is a "campus-wide initiative to encourage Boise State students, faculty and staff to engage in all aspects of health and well-being."³⁸ In structuring this mission, the BroncoFit initiative has seven primary dimensions of wellness: social, financial, emotional, occupational, environmental, physical and spiritual.

In last year's report, a recommendation was to measure usage and impact of health and wellness offerings at COBE. We will be working with the College of Health Sciences to begin measuring the usage and impact of these offerings at the university level and college level in fall 2017.

Further, the Idaho State Board of Education approved Boise State University's proposal in fall 2016 for the Blue Sky Institute, co-sponsored by COBE and the College of Health Sciences (COHS). This institute serves as a neutral space for diverse stakeholders to come together to solve the world's wicked problems. The Blue Sky Institute's first priority is to dive into relevant population health issues in our community.

ENVIRONMENTAL IMPACTS

Resource Consumption

Key resource consumption continues to be tracked and monitored at the College of Business and Economics (COBE). This includes: geothermal energy, natural gas, electricity, water and paper.

Geothermal Energy:

FY 2016 Geothermal Energy Consumption ²⁶	FY 2016 Total Spend ²⁶
4.123e+10 BTU	\$27,190
FY 2015 Geothermal Energy Consumption ²⁷	FY 2015 Total Spend ²⁷
5.919e+10 BTU	\$18,387

Note: Increased costs are a result of lowered efficiencies in reducing geothermal water temperature during building usage.

³⁸ <https://healthservices.boisestate.edu/broncofit/what-is-broncofit/>



Natural Gas

FY 2016 Natural Gas ²⁶	FY 2016 Total Spend ²⁶
6,411 Therms	\$4,538
FY 2015 Natural Gas ²⁷	FY 2015 Total Spend ²⁷
3,566 Therms	\$2,787

Note: Natural Gas consumption increased significantly from 2015 to 2016 due to reduced reliance on central steam system.

Electricity

FY 2016 Electricity Consumption ²⁶	FY 2016 Total Spend ²⁶
1,498,442 kWh	\$98,153
FY 2015 Electricity Consumption ²⁷	FY 2015 Total Spend ²⁷
1,386,255 kWh	\$89,384

Water

FY 2016 Water Consumption ²⁶	FY 2016 Total Spend ²⁶
2,022,733 Gallons	\$4,923
FY 2015 Water Consumption ²⁷	FY 2015 Total Spend ²⁷
2,458,676 kWh	\$5,739



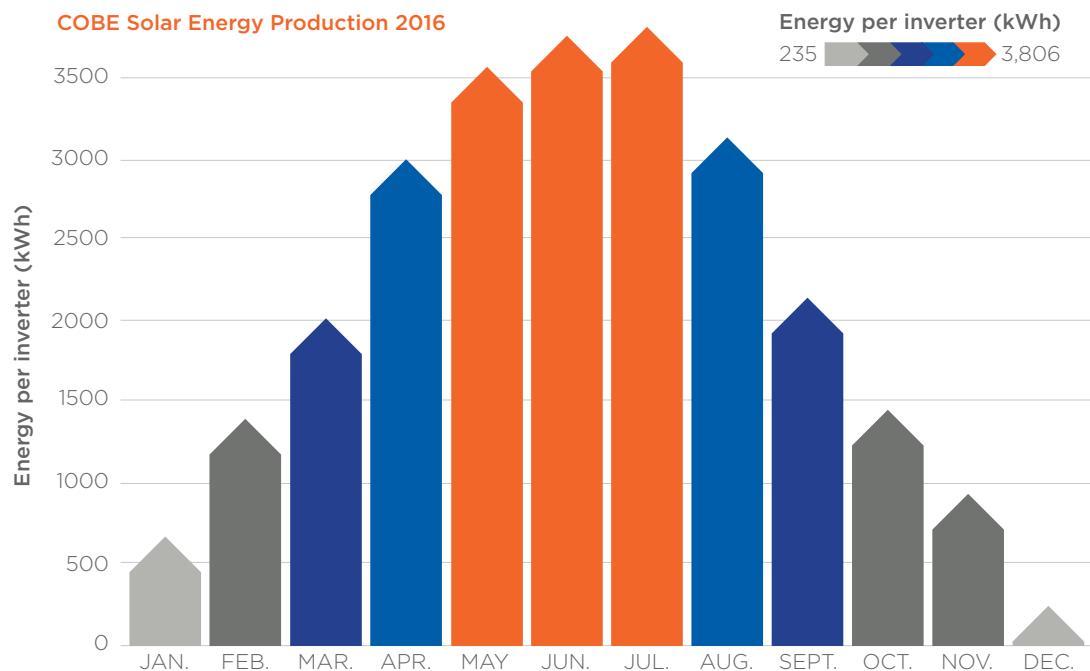


COBE Solar Panels

Installing solar panels on the top of Skaggs Hall at COBE has helped to address the college's environmental sustainability goals. The solar panels help to offset energy costs for the college, while also offering research and educational opportunities for our students and staff.³⁹

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 2016.⁴⁰



Sum of Energy per inverter (kWh) for Date and time Month. Color shows sum of Energy per inverter (kWh)

Figure 1: Shows sum of energy per inverter throughout the year. COBE currently has one inverter.

Currently 27 out of 35 solar panels are in use. While the revision of the Public Utilities Commission Tariff in November of 2016 granted Boise State University the approval to begin utilizing the remaining panels, the date to begin doing so has yet to be determined. A recommendation for the future is to work with campus facilities to utilize these remaining panels to maximize the benefits associated with this renewable energy source.⁴¹

³⁹ <https://cobe.boisestate.edu/rbi/2016/01/04/solar-panels-installed-on-micron-business-and-economics-building/>

⁴⁰ Fronius International http://www.fronius.com/cps/rde/xchg/SID-1D97CA2F-ACCE3DC5/fronius_international/hs.xsl/83_25310_ENG_HTML.htm

⁴¹ John Bernardo, Executive in Residence, COBE



Sustainable Campus Improvements

In 2016, the solar panels created a net reduction of 13.85 TCO₂ (tons of carbon dioxide). A total of 26,088 kWh was produced for 2016 creating a savings of \$1,625.00.

COBE will continue to track these metrics and the associated benefits will increase when the remaining solar panels are utilized.⁴²

Greenhouse Gas Emissions

Electricity⁴³

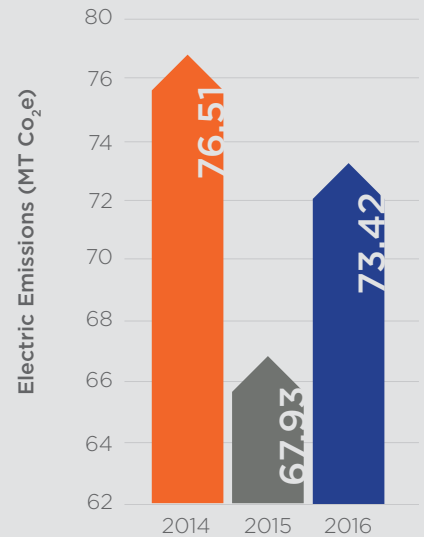
Fiscal Year	Electricity Consumption (MWhr)	Electric Emissions MT CO ₂ e
2014	1561.49	76.51
2015	1386.26	67.93
2016	1498.44	73.42

Natural Gas⁴⁴

Fiscal Year	Natural Gas Usage (Therms)	Natural Gas Emissions MT CO ₂ e
2014	8,543	45.28
2015	3,566	18.90
2016	5,505	29.18

Recommendations for the future include researching and reporting college transportation (e.g employee and student car/bus/bike/walk numbers) as well as travel data (employee travel, etc.) and waste/recycling impacts to analyze our greenhouse gases and resource consumption more effectively. We will be conducting a commuting and transportation survey in fall 2017 to begin collecting and reporting on this data.

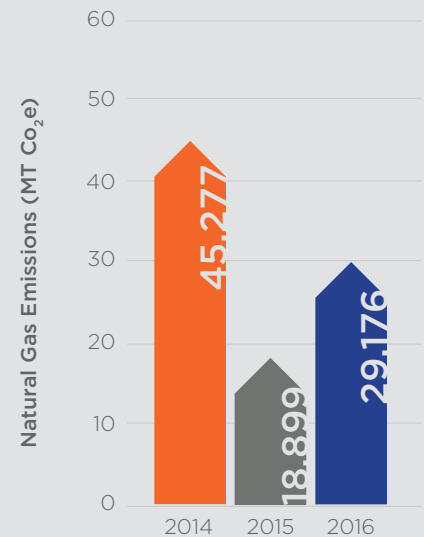
COBE Scope 2 Emissions (MT CO₂e)



Conversion factor:
0.049 MT CO₂/MWh

Formula: Electric Emissions
MT CO₂e = (Electricity
Consumption (MWh) * 0.049)

COBE Nat. Gas Emissions (MT CO₂e)



Conversion factor:
0.0053 MT CO₂/Therms

Formula: Natural Gas Emissions
in MT CO₂e = (Natural Gas Usage
in Therms * 0.0053)

⁴² Scott Stultz, Energy Engineer Campus Planning A&E Services, Boise State University

⁴³ hEPA E-GRID 2014: <https://www.epa.gov/energy/emissions-generation-resource-integrated-database-egrid>

⁴⁴ https://www.eia.gov/environment/emissions/co2_vol_mass.cfm

Purchasing

Printing at COBE⁴⁵

COBE Fiscal Year 2016:	COBE Fiscal Year 2015:
Black/White Pages Printed: 1,065,568 (\$.05 per page)	Black/White Pages Printed: 1,129,261 (\$.05 per page)
Color Pages Printed: 390,221 (\$.12 per page)	Color Pages Printed: 322,369 (\$.12 per page)
Total Pages Printed: 1,455,789	Total Pages Printed: 1,451,630
Printing Charges: \$100,104.92	Printing Charges: \$98,147.33
Sheets of Paper 965,400	Sheets of Paper 952,286
Paper Costs: \$5,406.24	Paper Costs: \$5,332.80

The chart above was compiled using data for COBE's printers managed by Boise State University's Office of Information Technology (OIT). The data shows that we have not made improvements in our printing processes having had more pages printed with higher printing charges in 2016 when compared to 2015.

However, in 2016, 100% of our purchased paper had 30% post-consumer waste (PCW), up from only 40% of purchased paper in 2015.⁴⁵

Cleaning Supplies

Boise State's Facilities Operations and Maintenance Department makes purchasing decisions for cleaning supplies for the College of Business and Economics. 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 as efficiently as traditional cleaning methods.

The "green" cleaning products used in COBE 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
- COBE's Office Depot "Green Spend" Performance

COBE's Greener Purchasing Performance

Understanding Office Depot "Green Spend" categories

Office Depot's greener purchasing program evaluates office supplies including: copy paper, filing, storage, binding, envelopes, labels, mailing, desk accessories, writing, dated goods, ink and toner cartridges and batteries. Buyers are encouraged to buy greener office supplies that meet one or more of the following specifications:

- Minimum of 30% post-consumer recycled copy paper
- Minimum of 10% post-consumer recycled and/or 20% total recycled content for other paper products
- Minimum of 30% plant-based materials such as sugarcane bagasse or agricultural residues
- Virgin paper products with fiber from Forest Stewardship Council (FSC) certified responsibly managed forests
- Re-manufactured ink and toner cartridges
- Refillable writing instruments and refills
- Rechargeable batteries

⁴⁵ Marc Dhoore, HelpDesk Manager, OIT-Customer Care, Boise State University



**COBE Office Depot
2016 Fiscal Year**
(June 2015-July 2016)

**Total Spend: \$15,839.24
(100%)**

Overall Green Performance:

\$7,076.36 (44.68%)

Meets Norms:

\$460.69 (2.91%)

Light Green:

\$3,975.65 (25.10%)

Medium Green:

\$3,094.00 (19.53%)

Dark Green:

\$6.71 (0.04%)

Not Green:

\$8,302.19 (52.42%)

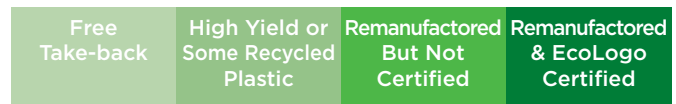
In last year's report, a recommendation was to create an educational campaign to promote sustainable purchasing options for office supplies and reduced paper consumption within the college. Using the above information, additional resources and collaboration with the COBE's OIT department and Office Depot, next year's student reporting team will be creating and launching a campaign for fall 2017.



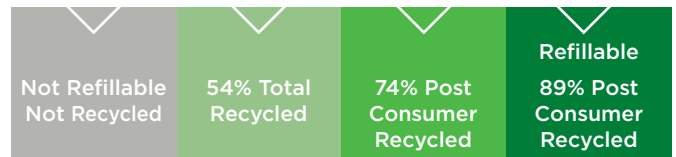
Example Eco-ratings for Greener Paper



Example Eco-ratings for Greener Toner



Example Eco-ratings for Greener Office Supplies



Example Eco-ratings for Greener Lighting



Example Eco-ratings for Greener Drinkware







INDEPENDENT REVIEW REPORT

Review Report Regarding the COBE 2016 Sustainability Report

To the Stakeholders of the College of Business and Economics,

We have reviewed the College of Business and Economics' (COBE hereafter) 2016 Sustainability Report. COBE is entirely responsible for the information reported herein. Our responsibility is to express a conclusion on the COBE 2016 Sustainability Report based on our review.

Our review was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. Those standards require that we plan and perform the review to obtain limited assurance about whether any material modifications should be made to the COBE 2016 Sustainability 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 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 2016 COBE Sustainability 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.

Based on our review procedures we have the following recommendations for future COBE Sustainability Reports. First, we recommend that whenever possible future sustainability reports include at least three years of applicable data. Second, we recommend that any discrepancies between prior and existing metrics (i.e., new or omitted metrics) be explicitly identified and justified in the body of the report or appendix to the report. Third, to the extent possible, we believe that future reports should focus on the key metrics identified in the Sustainability Accounting Standards Board's (SASB) provisional Sustainability Accounting Standards for Education. Lastly, consistent with COBE's commitment to reducing its environmental impact, we recommend that future sustainability reports be limited to digital distribution methods, rather than printing copies of the report.

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 could cover a vast number of social, economic and environmental topics. Assessing the "materiality" of key issues and impacts allowed the Sustainability Reporting Team to ensure this report contained the topics of most interest and value to the college's primary stakeholders. Material issues, according to the Global Reporting Initiative, are those that "have a direct or indirect impact on an organization's ability to create, preserve or erode economic, environmental and social value for itself, its stakeholders and society at large."

How did COBE Assess Materiality?

This year, COBE relied on both previous years' assessments to form our materiality list for the report. We felt the need to address our initial opportunities for improvement as many were still material and in need of our attention in order to make progress and real change at the college and university level.

Eric S. Gooden, PhD,
on behalf of the COBE
Student Sustainability
Report Review Team

Boise, Idaho

August 2017



2016

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:

- John Bernardo, Executive in Residence and Faculty Advisor for the report
- Angeli Weller, Responsible Business Initiative Director and Faculty Advisor for the report
- The College of Business and Economics Dean's Office, including Dean Ken Petersen, Associate Dean Diane Schooley-Pettis, Associate Dean Keith Harvey, Loraine Hand, CJ Martin, Rob Pangaro and Allison Wilde
- RBI Faculty Council and Stakeholder Advisors
- Accounting 505: Perspectives in Auditing Class, Beta Alpha Psi Honors Society, and Dr. Eric Gooden for reviewing this report
- And our additional subject matter experts: Rob Anson, Suzy Arnette, Connie Aschenbrenner, Christine Boyles, Kara Brascia, Matt Bravo, Martha Brocke, Rusty Brummer, Janet Callahan, Patrick Delana, Marc Dhoore, Jessica Economy, Emily Erickson, Michail Fragkias, John Gardner, Tom Gattiker, Karla Gonzalez, Eric Gooden, Reagan Haldi, Zeynep Hansen, Roger Howell, Troy Hyatt, Ruth Jebe, Jonathan Krutz, Jon Larkin, Jason MacDonald, Brian O'Morrow, Susan Park, Alex Peck, Shelle Poole, Gail Puccetti, Rhonda Reagan, Eldar Sakebaev, Kirk Smith, Caile Spear, Terri Spinazza, Scott Stultz, Rick Ubic, Grayson Walker, Nick Warcholak, Jade Willey.

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.

Sustainability Reporting Team



Alexandria Suggs,
MBA Candidate (Reporting Lead)

Kodi Romero,
Health Service Leadership, Masters
of Health Science (Reporting Co-Lead)

- 1 **Carson Addison**, Junior- Health Science Major
- 2 **Hannah Arnold**, Junior- Business Economics Major
- 3 **Paul Bridle**, Senior- Health Science and Psychology Major
- 4 **Jessica Carolina**, MBA Candidate
- 5 **Sarah Fortunati**, Freshman- Public Health Major
- 6 **Jessica Guy**, Senior- Occupational and Environmental Health and Safety Major
- 7 **Lauren Haggerty**, Senior- Environmental Occupational Health Major and Sustainability Minor
- 8 **Amalka Jayasundera**, MBA Candidate
- 9 **Ellie Johnson**, MBA Candidate
- 10 **Blake Plaster**, MBA Candidate
- 11 **Sarada Rekhana**, MBA Candidate
- 12 **Emily Walker**, MBA Candidate