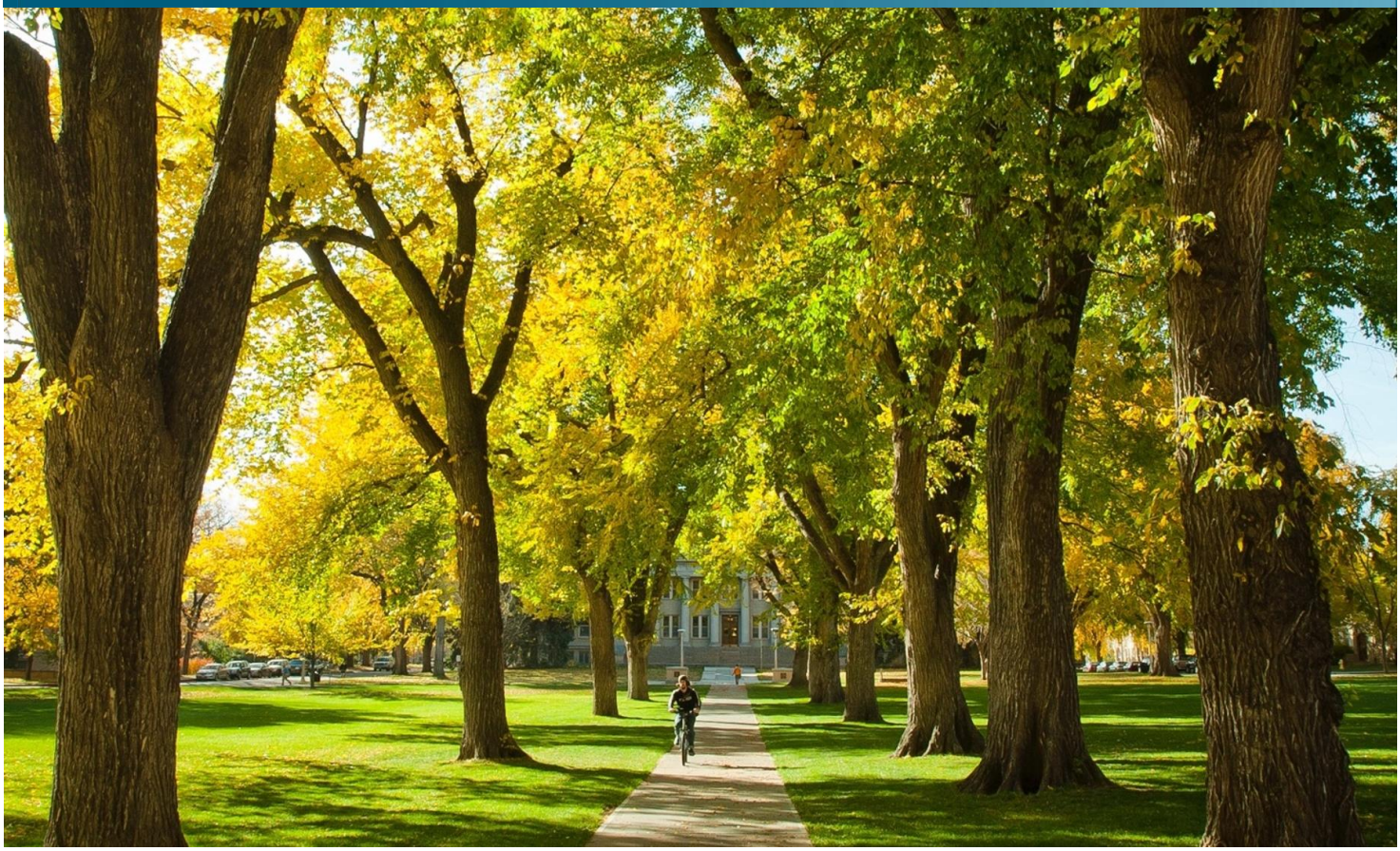
The President's Sustainability Commission

Sustainability Climate Report: Survey of Employees and Students

Spring 2025



INSTITUTE FOR RESEARCH
IN THE SOCIAL SCIENCES
COLORADO STATE UNIVERSITY

Introduction

Colorado State University's President's Sustainability Commission has been conducting a set of sustainability culture surveys of both the student body and the employee population since 2017. In Spring 2025, the surveys, based on the Fall 2021 surveys developed by the PSC's Engagement Sub-committee, were updated to reduce the number of open-ended questions and streamline demographic questions, while retaining the core survey questions used in longitudinal analyses. Sustainability literacy questions were asked of students for the first time. This report summarizes the qualitative and quantitative findings from the student and employee Spring 2025 Sustainability Climate Surveys.

Methods

The Spring 2025 surveys were conducted by Colorado State University's Institute for Research in the Social Sciences in collaboration with the PSC. IRISS obtained representative sampling frames from CSU Institutional Research, Planning and Effectiveness, receiving a sample representing 20% of both students and faculty/staff. The student survey was distributed to 5,083 students including both graduate and undergraduate students. The employee survey was distributed to 1,837 employees, including faculty, administrative professionals, state classified, part-time and temporary staff. IRISS Both surveys were administered via the online platform Qualtrics.

The sampling methodology and distribution of the Spring 2025 surveys had a renewed focus on increasing the overall response rate relative to 2021. The student response rate was 12%, with 621 respondents answering at least thirty percent of the survey, up substantially from the previous survey. The employee response rate was 26%, with 484 respondents answering at least thirty percent of the survey, also an increase from the prior survey round. Select demographics for the student and employee respondents are shown in the tables below. See Appendix for full demographic information.

Table 1: Student Demographics

Gender	N	%
Female	439	71%
Male	182	29%

First- Generation Student	N	%
Yes	76	17%
No	258	57%
N/A or No response	118	26%

Student Level	N	%
Undergraduate	483	78%
Graduate	138	22%

*Student demographic data from IR records

Table 2: Employee Demographics

Employee Type	N	%
Admin Professional	286	59%
Faculty	97	20%
State Classified	85	18%
Non-Student Hourly	11	2%
Other Salaried Employee	6	1%

Gender	N	%
Female	294	63%
Male	139	30%
Prefer not to answer	32	7%
Non-binary	3	0.6%
Self-identify	1	0.2%
Transgender	0	0%

*Faculty demographic data from survey

Findings

Sustainability Attitudes

Students and faculty were asked a series of questions about how important different aspects of sustainability are to them. Charts 1 & 2 assess the level of importance of sustainability for students and employees, respectively.

CSU students and employees continue to feel that sustainability is important to CSU, with at least 96% of both groups feeling that sustainability is moderately to extremely important to CSU. These findings align with the results from the 2023 survey, where 93% of students and employees at least somewhat agreed that sustainability is important to CSU.

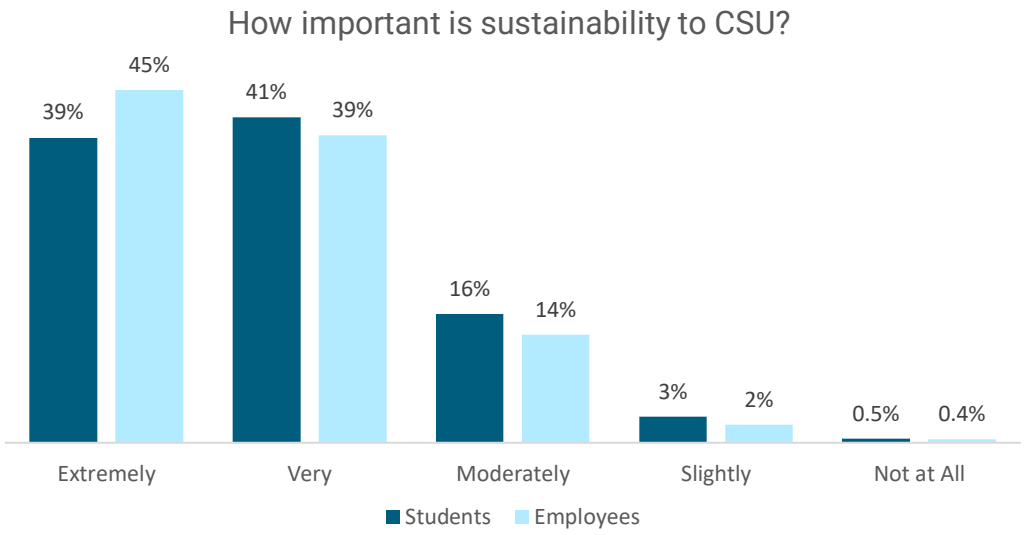


Chart 1: Importance of Sustainability

CSU students and employees also continue to report that sustainability is personally important, with 97% of students and employees stating that sustainability is at least moderately important to them. Comparing how important sustainability was to students prior to joining CSU and currently, students show an increased sense of importance: 58% said it was very to extremely important prior to CSU, compared to 84% who believe that now. Over half of students (55%) indicated the CSU's reputation around sustainability was moderately to extremely important in their decision to attend CSU.

"Colorado State University's commitment to and leadership in the areas of sustainability, climate, and natural resources is a major factor in why I choose to attend CSU."

-Undergraduate

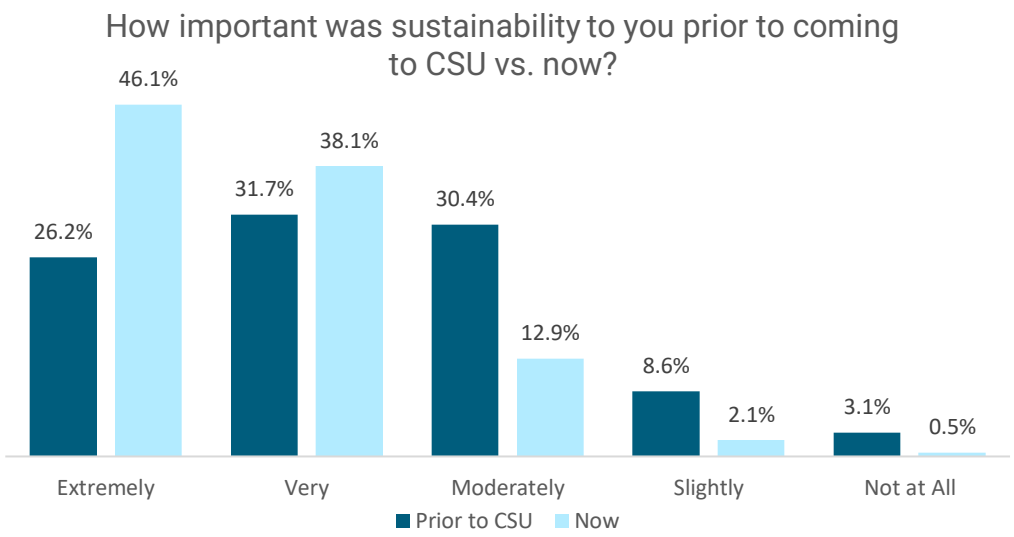


Chart 2: Change in Importance of Sustainability, Students

Figure 3 shows student and employee opinions on how CSU sustainability efforts successfully address the sustainability triad: environment, economy, and social equity. According to the results, at least 85% of both groups feel CSU has been somewhat to extremely successful in balancing these three goals. Students have a slightly more optimistic view on the successes of CSU.

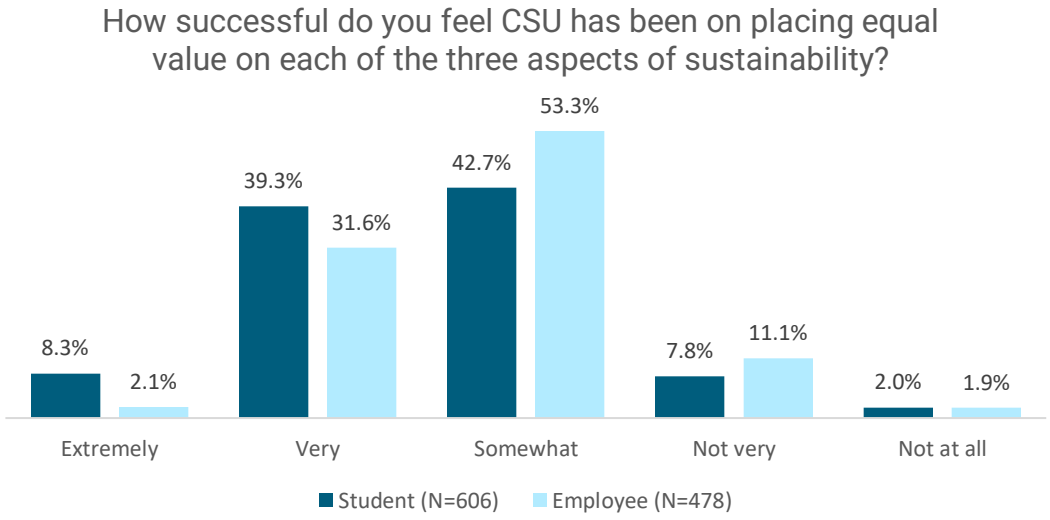


Chart 3: Balancing Sustainability Triad

Sustainability Awareness

This section examines students' and employees' awareness of sustainability on campus, including their understanding of sustainability concepts, familiarity with both social sustainability initiatives and environmental and operational efforts on campus.

The employee survey shows an increase in understanding of sustainability since working at CSU, with 75% of employees saying their understanding has increased somewhat to significantly (Table 3).

Table 3. Employee Sustainability Understanding

Since you started working at CSU, how much has your understanding of sustainability increased?(N=471)	Significantly	A Great Deal	Somewhat	Very Little	Not At All
	5%	32%	39%	19%	6%

Students and employees were also asked about how familiar they are with various sustainability-related initiatives or activities on campus. Compared to the 2021 survey, CSU students and employees alike show improvement in their familiarity with operational, environmental, and social sustainability initiatives on campus. The majority of students and employees say they are extremely, very, or somewhat familiar with these types of initiatives. This finding positively contrasts with 2021 results, where a minority of both employees and students said they were aware of these initiatives.

Employees and students were asked about their familiarity with CSU's efforts around social sustainability, including efforts around diversity, equity, and inclusion, first generation student support, living wages for CSU employees, etc. (Chart 4). Employee familiarity with these efforts remained consistent with the 2023 survey, with 40% of employees stating they are very or extremely familiar with these types of initiatives, compared to 37% previously. In contrast, the student responses indicate a substantial increase in awareness; over 50% of students stated they are very or extremely familiar with these initiatives, up from just 34% in the 2023 survey.

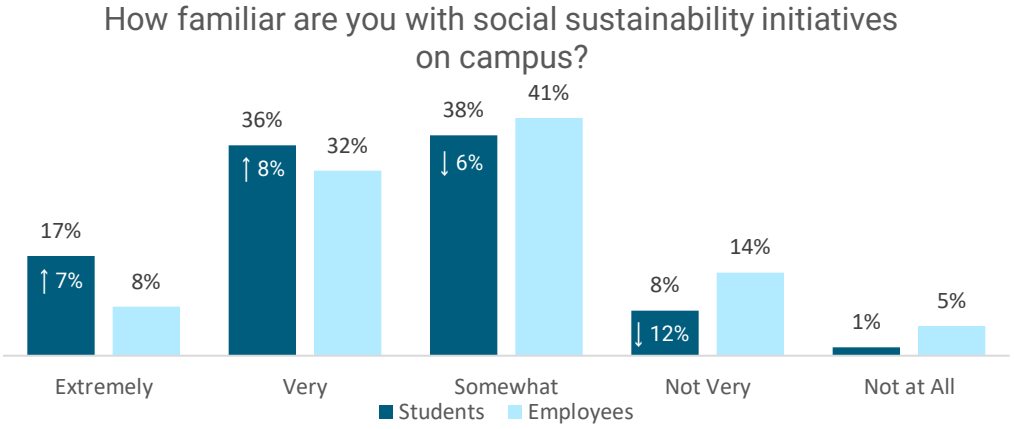


Chart 4: Social Sustainability Initiatives

When asked about how familiar they were with operational or environmental sustainability efforts on campus, such as the Eco Actions campaign, LEED buildings, and renewable electricity projects, students and employees alike reported being less familiar with these initiatives

compared to the social sustainability efforts (Chart 5). Only 21% of students and 15% of employees are very or extremely familiar with these initiatives, with 35% of students and 39% of employees saying they were not at all or not very familiar with these initiatives. These responses align closely with the responses from the 2023 survey.

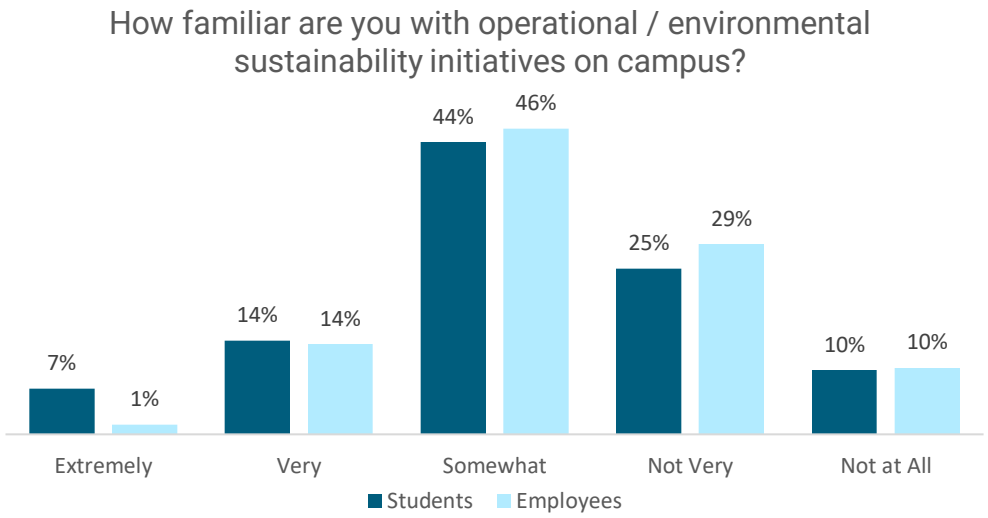


Chart 5. Operational & Environmental Sustainability Initiatives

CSU continues to improve in terms of student and employee perceptions about how successful at communicating that the university operates on traditional and ancestral homelands of the Arapaho, Cheyenne and Ute Nations and Peoples. The vast majority, 87% of students employees surveyed feel that CSU is extremely, very, or somewhat successful. Chart 6 shows the changing results over time, showing substantial shifts in perspectives since the 2019 survey.

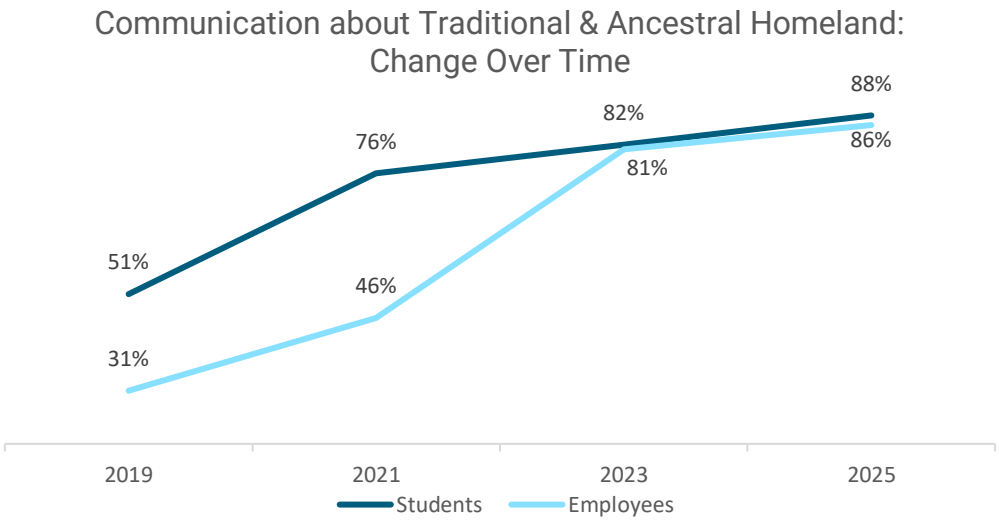


Chart 6: Land Acknowledgement, Change Over Time

Sustainability Behaviors

This section looks at how students and employees engage with sustainability on campus, focusing on participation in sustainability-related courses, attendance at relevant trainings or events, and engagement in sustainable practices on campus.

Chart 7 shows how many students had courses that have addressed sustainability. Over 90% of students had at least one course, with just 7% indicating they had not had any classes that had addressed sustainability.

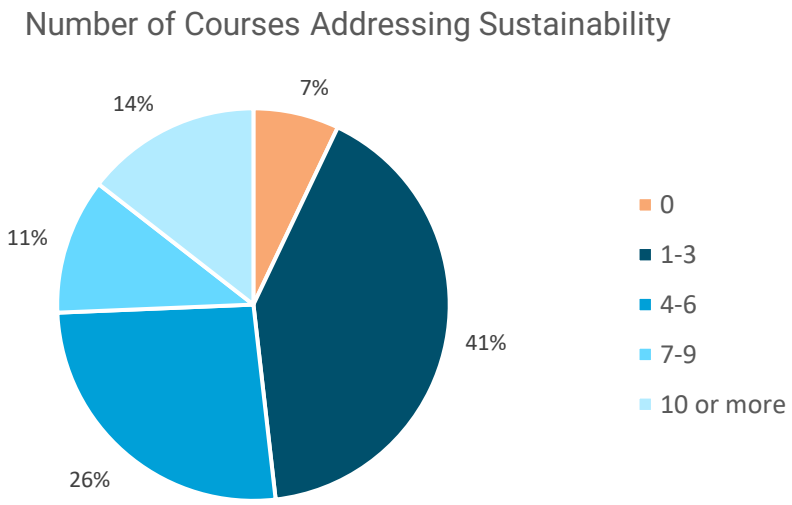


Chart 7: Sustainability Courses

When students were asked about what sustainability-related activities at CSU they have participated in within the last year, the two primary activities were that they have learned about sustainability in class and that they engaged in sustainability-related campus activities. These activities could include biking to campus, taking public transportation, composting or recycling, utilizing on-campus services such as the Food Pantry, participating in campus clean-ups, or attending a farmer's market. (Chart 8).

> *The sustainability projects that CSU has been included in have a major effect on the way that I view sustainability; especially because it's on such a large scale. CSU is truly one to admire when it comes to sustainability.*
>
> Undergraduate

Employees also engaged a number of sustainability-related activities on campus. Almost all employees recycle (92%) and try to print less (80%), tracking with the responses from the 2023 survey (96% and 78%, respectively) (Chart 9). Other activities engaged in by over a third to a half of employees include changing the thermostat to conserve energy seasonally, utilizing sustainable transportation, composting, and integrating sustainability into their position at CSU. These numbers are fairly consistent with the 2023 survey findings, with two exceptions: composting

and participation in department or campus committee, organization, or event related to sustainability appear to have potentially declined slightly, down 6 - 7% from the previous survey.

Several employees (N=29) indicated that there were 'other' sustainability-related activities they engaged in that were not in the response options given. Employees mentioned their work as educators and researchers (e.g., research, courses, or workshops focused on sustainability), as well as personal efforts to inform and motivate others. Remote work or telecommuting was also noted by several employees.

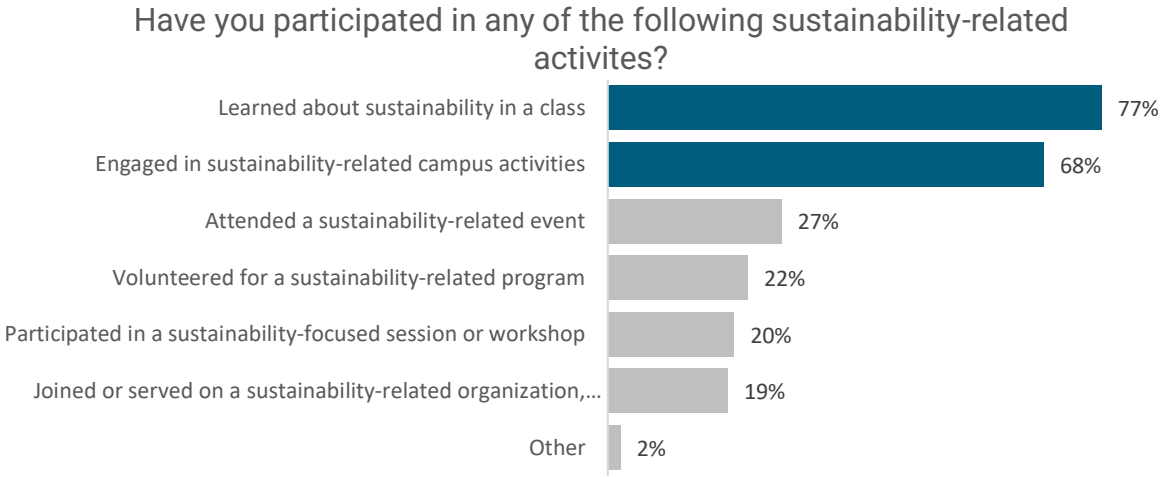


Chart 8: Sustainability Activities, Students

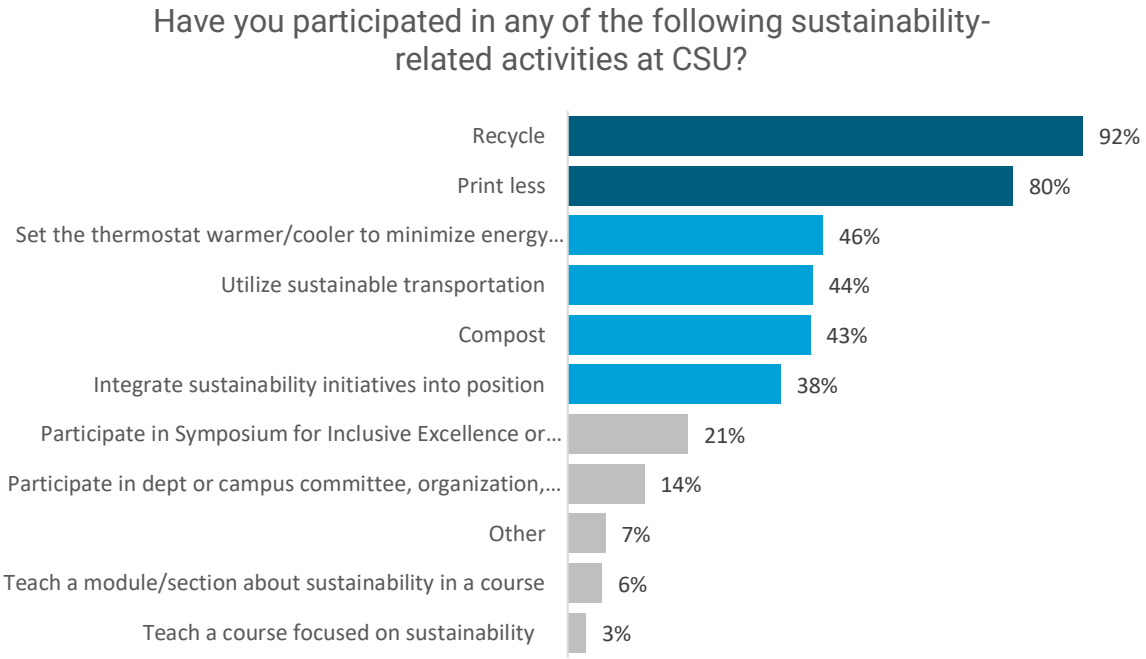


Chart 9: Sustainability Activities, Employees

Employees were also asked about how often they have attended sustainability-related events or trainings/professional development. Nearly 65% of employees have attended one or more sustainability-related event on campus, and nearly 60% have had had some kind of training or professional development related to sustainability (Table 4).

Table 4. Employee Sustainability Events or Trainings

In the past year, how many sustainability-related events or trainings have you attended on campus?	More Than Ten Times A Semester	Five To Ten Times A Semester	Two To Four Times A Semester	Once A Semester	Never
Attended sustainability events on campus (N=477)	0.8%	1%	12%	50%	36%
Attended sustainability-related education, PD, or trainings (N=471)	0.4%	3%	17%	40%	40%

Future Action

Thinking about the future of sustainability at CSU, students and employees were asked what they believed were the most important sustainability initiatives that CSU should continue to invest in. Students identified increasing energy efficiency (51%), student education and research related to sustainability (43%), and solar and wind energy production (42%) as the three initiatives most important to them. Chart 10 shows the rankings and how some have shifted since the 2023 survey, most notably the decreased ranking of renewable energy production.

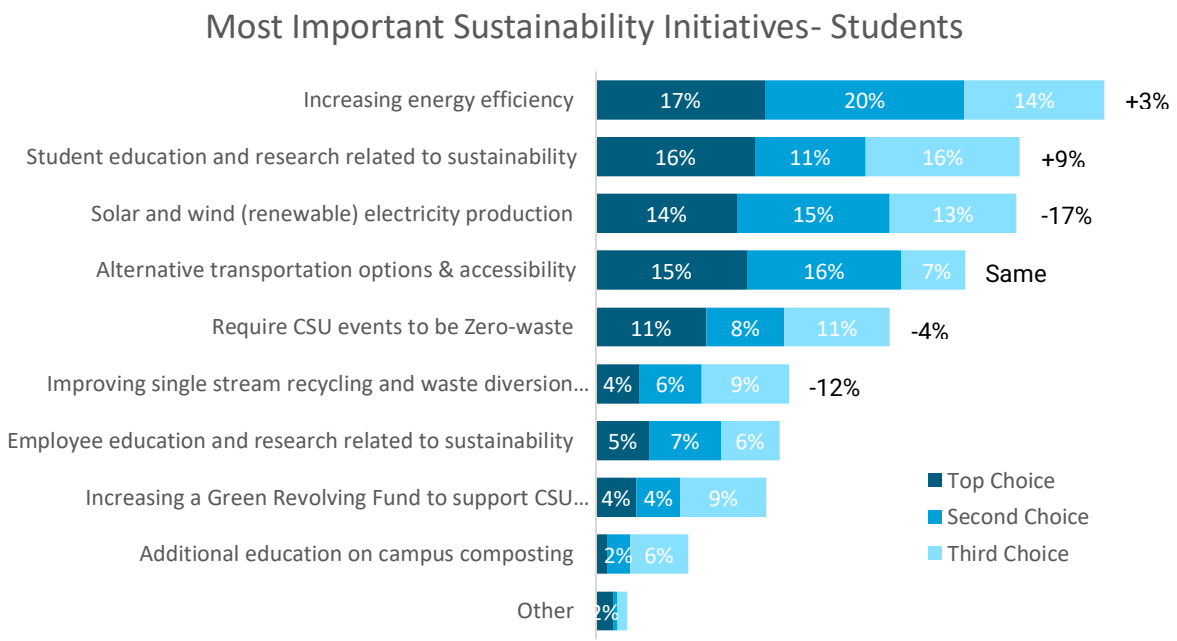


Chart 10: Important Initiatives- Students

Employees top three sustainability initiatives closely aligned with students, also identifying increasing energy efficiency (66%) and solar and wind energy production (48%). The other initiative prioritized by employees was alternative transportation options and accessibility (35%). Chart 11 shows how the initiatives were ranked by employees, as well as notable changes from the 2023 survey. Most notably, there was a substantial increase in the perceived importance of increasing energy efficiency and renewable electricity production, and a decrease in the importance of events being zero-waste, which had been the top priority in 2023.

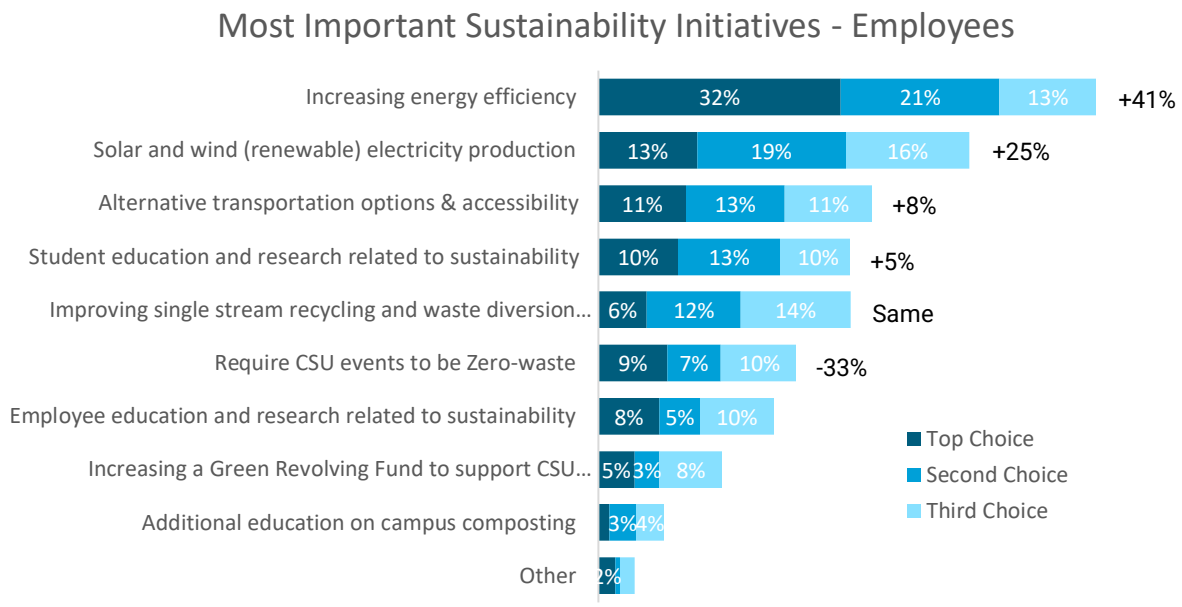


Chart 11: Important Initiatives- Employees

Employees were also asked if they would like to see more financial resources devoted to sustainability projects and initiatives on campus. A large majority of employees (71%) somewhat or strongly agree that CSU should devote more financial resources to sustainability projects and initiatives. [1]

[1] Note: open-ended responses to the 'other' category were combined with the responses to the final open-ended question because there was significant overlap between them (see section: Participant Suggestions).

Civic Engagement

A new section was added to the 2025 survey to understand students' participation in civic engagement activities. Chart 12 shows that a majority of students (67%) dedicate some time to volunteering or engaging in community service.

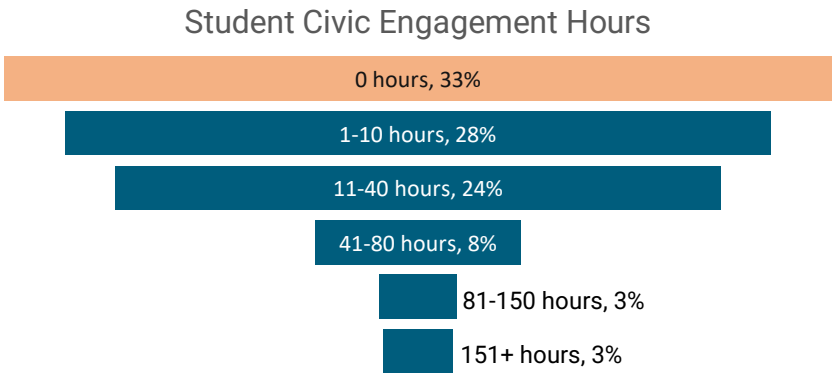


Chart 12: Student Civic Engagement Hours

Students were also asked what types of civic engagement activities they had participated in within the past year. The three most noted activities were community service (49%), political engagement (45%), and cultural engagement (31%).

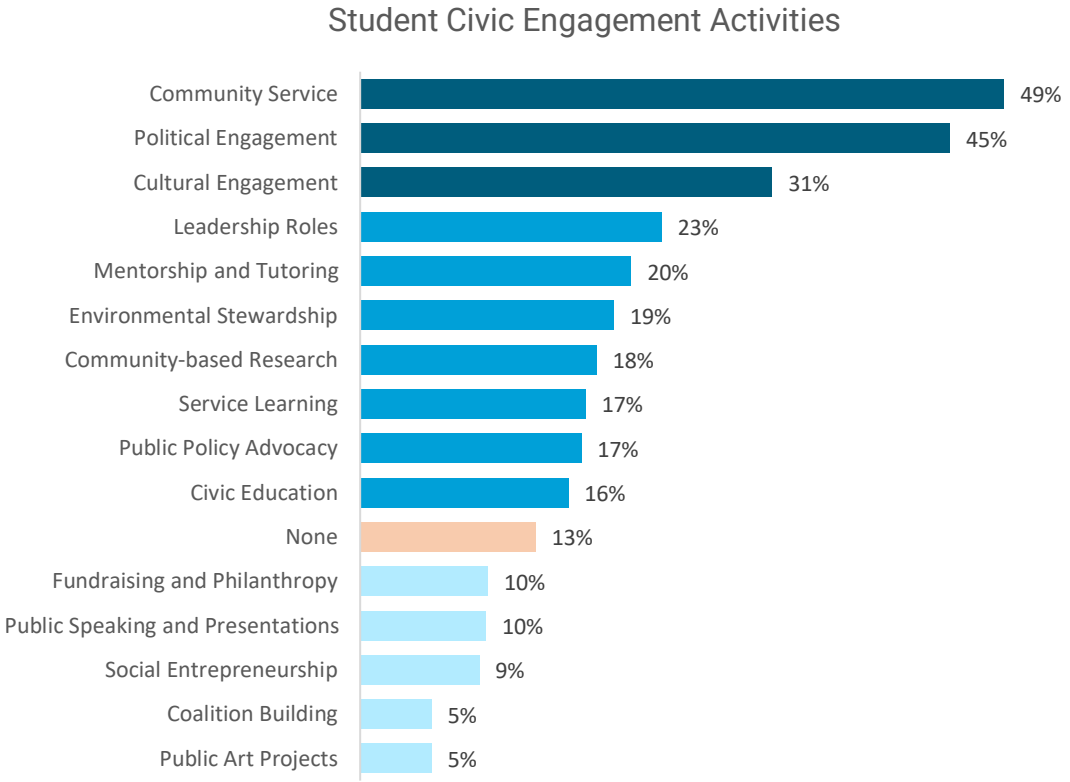


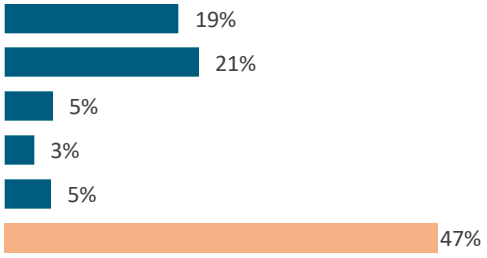
Chart 13: Student Civic Engagement Activities

Sustainability Literacy

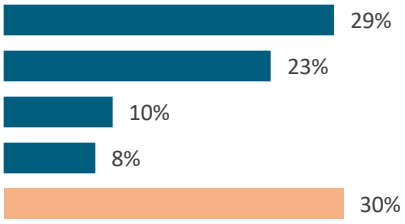
The 2025 survey introduced another new set of questions focused on sustainability literacy to assess students' understanding of sustainability. The tables and charts below summarize the students' responses to these questions. They are organized by questions about sustainability at CSU, understanding definitions, and understanding renewable energy.

Table 5. Understanding Sustainability at CSU

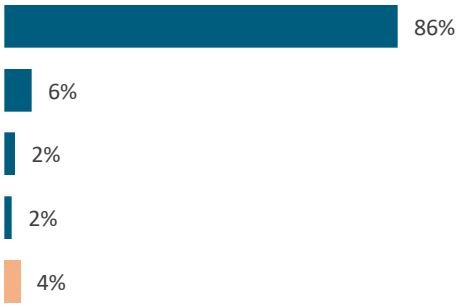
CSU has a 100% renewable electricity goal by what year? (N=596)	Responses	
	N	%
2030	112	19%
2035	125	21%
2040	31	5%
2045	19	3%
2050	30	5%
I do not know	279	47%



What is the largest contributor to greenhouse gases at CSU? (N=596)	Responses	
	N	%
Electricity	173	29%
Transportation	140	23%
Solid Waste	57	10%
Methane from Livestock	48	8%
I do not know	178	30%



Which of the following represents sustainable modes of transportation at CSU, from most to least sustainable? (N=595)	Responses	
	N	%
Walking/biking, riding the bus, carpooling, driving alone	514	86%
Walking/biking, carpooling, riding the bus, driving alone	36	6%
Walking/biking, riding the bus, driving alone, carpooling	14	2%
Carpooling, driving alone, walking/biking, riding the bus	10	2%
I do not know	21	4%



What percent of CSU's greenhouse gas footprint is related to waste? (N=596)	Responses	
	N	%
12%	55	9%
10%	130	22%
5%	81	14%
1%	42	7%
I do not know	288	48%

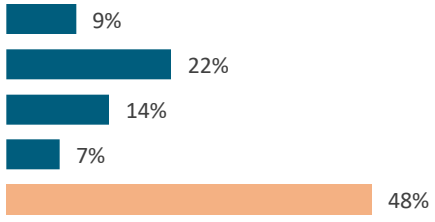
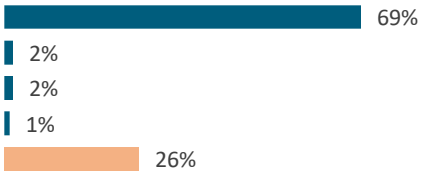
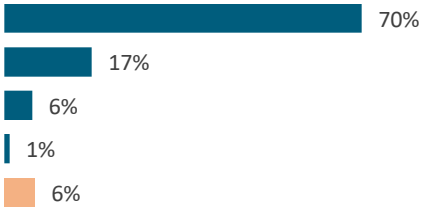


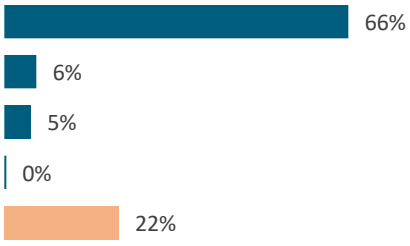
Table 6 Understanding Definitions

Which of the following best describes environmental justice?	Responses	
	N	%
The equitable treatment of all people in the development, implementation, and enforcement of environmental policies and laws	524	90%
A court that hears environmental cases	10	2%
A department in the federal government	7	1%
A type of lawsuit	5	1%
I do not know	35	6%
The Triple Bottom Line in sustainability refers to what?	**Responses**	
	N	%
Environmental quality, social equity, and economic stability	403	69%
Sustainable development	10	12%
Decision making for sustainable living	10	2%
Business practices to ensure revenue	6	1%
I do not know	152	26%
Carbon Footprint is a measure of what?	**Responses**	
	N	%
Greenhouse gases released by burning fossil fuels	408	70%
Carbon created by human footprints	100	17%
The size of a carbon chain in a given quantity of gasoline	32	5%
The amount of toxins released by cattle	6	1%
I do not know	35	6%
The Life Cycle Assessment is a tool used to evaluate what?	**Responses**	
	N	%
Environmental impact of a product or service system from conception to end of use	385	66%
Changes in human life expectancy due to environmental issues	36	6%
Damage a product might have on the environment	30	5%
Age of a society	2	0.5%
I do not know	128	22%
Which of the following are principles of systems thinking?	**Responses**	
	N	%
Considering the impact of actions beyond environmental, economic and social to also include time and space	117	20%
Measuring outcomes within the larger, more complex system	24	4%
Addressing problems in a way that does not create new problems in the future	20	3%
All of the above	324	56%
I do not know	96	17%









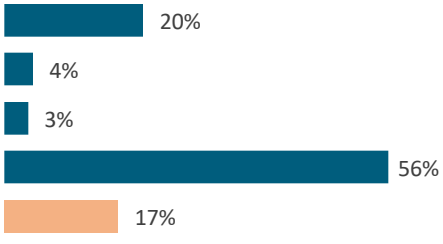
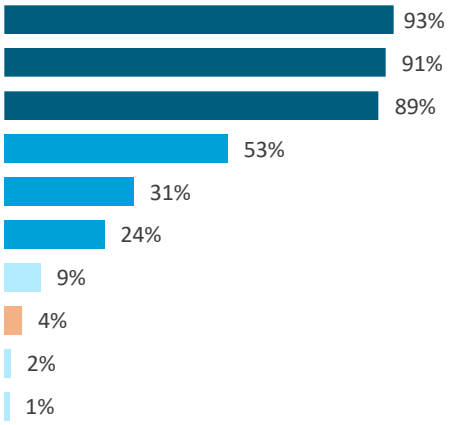


Table 7. Understanding Renewable Energy

Please indicate which of the following are renewable energy sources (N=586)	Responses	
	N	%
Solar	544	93%
Wind	533	91%
Hydro (Moving Water)	523	89%
Geothermal	312	53%
Nuclear	181	31%
Wood	140	24%
Natural Gas	51	9%
I don't know	25	4%
Coal	9	2%
Oil	7	1%



Participant Suggestions

To complete the survey, respondents were asked if there were anything more they would like to share related to sustainability efforts on campus. A primary concern shared in both student and employee responses was the issue of reducing waste on campus. Several suggestions were made to decrease single-use packaging on campus, instead using compostable or reuseable items. An issue of particular importance to students was having more bins to collect compost around campus. Many participants expressed frustration that recycling and composting efforts at CSU are undermined by contamination and mismanagement. Campus education around this point may be useful if this in fact is or is not an issue at CSU. Other concerns shared included mixed waste (trash placed in recylcing or compost bins) and custodial practices (concerns about facilitities personnel combining trash and recycling). Suggestions for improvement include clearer signage, campus-wide education campaigns, and staff training.

"I am continually proud to work for an institution that recognizes the importance of sustainability and has stepped up to be an example. It is more important now than ever."

-Admin Professional

Students and employees alike highlighted ways to improve campus infrastructure to make it more sustainable. Energy inefficiencies in CSU buildings was an issue that concerned many who wrote about their experience with poor temperature control, outdated HVAC systems, and excessive lighting use. Suggestions included retrofitting buildings, adding solar panels, improving water use, and reinstating electric vehicle incentives. Many respondents also expressed strong support for more sustainable landscaping on campus. There were some concerns about the campus grass and sprinkler systems, with several people calling for a shift toward native plants, xeriscaping, gardens, and permeable surfaces. These changes would help conserve water and be a better utilization of the campus areas.

Other topics raised included the need to involve people beyond CSU's main campus in events and decision-making, the importance of ensuring fair wages for employees and students, general critiques about areas where the university could improve, along with various other miscellaneous suggestions (see Table A.21 in Appendix).

Many respondents also took the time to give praise and express appreciation for CSU's sustainability efforts. They praise the unviersity's commitment to sustainability and feel that it sets a strong example. Overall, respondents were proud to be a part of a university that priorizes sustainability.

Conclusion

This year's President's Sustainability Commission survey reveals significant progress and strong engagement across the CSU community, backed by substantially higher response numbers than in the previous iteration. The higher participation not only increases the statistical validity of the findings relative to prior surveys; it also signals a campus-wide commitment to sustainability.

CSU's culture around sustainability appears to be deeply influencing students. A clear shift is evident when comparing the importance students placed on sustainability before attending CSU to how they view it now. While 58% rated sustainability as very or extremely important before coming to CSU, that number rose to 84% after joining the campus community. Moreover, more than half of students (55%) indicated that CSU's sustainability reputation was a moderately to extremely important factor in their decision to attend. This reinforces the university's role not just in education, but in shaping values and lifelong commitments to sustainability.

Another key success is the noticeable growth in awareness of social sustainability initiatives. Awareness has risen substantially, from 34% of students reporting strong familiarity with these efforts in 2023 to over 50% today. This suggests that ongoing education and engagement campaigns are effectively reaching students. There remains room for growth in awareness of environmental and operational sustainability initiatives, where familiarity is lower in comparison.

Among employees, engagement is also strong despite the many demands on their time. Nearly two-thirds of employees have attended at least one sustainability-related event on campus, and about 60% have participated in related training or professional development. This demonstrates meaningful buy-in from staff and faculty and shows that sustainability is becoming embedded not just in campus operations, but in the professional culture of CSU.

The President's Sustainability Commission should take pride in the high levels of sustainability knowledge and civic engagement across the CSU community. Year-over-year improvements in key indicators, coupled with growing engagement and awareness, demonstrate the university's leadership in this space.

Appendix

Respondent Demographics

Student Demographics

Gender	N	%
Female	439	71%
Male	182	29%

First- Generation Student	N	%
Yes	76	17%
No	258	57%
N/A or No response	118	26%

Student Level	N	%
Undergraduate	483	78%
Graduate	138	22%

Race/Ethnicity	N	%
American Indian or Alaska Native	3	.5%
Asian	23	4%
Black or African American	10	2%
Hispanic or Latino	79	13%
International	38	6%
Multi-Racial	38	6%
White	424	69%
No response, prefer not to answer	3	.5%

*Student demographic data from IR records

Employee Demographics

Employee Type	N	%
Admin Professional	286	59%
Faculty	97	20%
State Classified	85	18%
Non-Student Hourly	11	2%
Other Salaried Employee	6	1%

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Self-identify	1	0.2%
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American Indian or Alaska Native	7	.5%
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Asian	30	4%
Black or African American	6	2%
Hispanic or Latino	38	13%
Multi-Racial	38	6%
White	362	69%
No response, prefer not to answer	43	.5%

*Faculty demographic data from survey

Sustainability Attitudes

Table A.1. Importance of Sustainability- Employees & Students

How important is sustainability to CSU and to you?	Extremely Important		Very Important		Moderately Important		Slightly Important		Not at all important	
	N	%	N	%	N	%	N	%	N	%
How important is sustainability to CSU?										
Students (N=608)	235	38.7%	251	41.3%	99	16.3%	20	3.3%	3	0.5%
Employees (N=483)	216	44.7%	188	38.9%	66	13.7%	11	2.3%	2	0.4%
How important is sustainability to you?										
Students (N=607)	280	46.1%	231	38.1%	78	12.9%	13	2.1%	3	0.5%
Employees (N=482)	227	47.1%	195	40.5%	45	9.3%	9	1.9%	6	1.2%

Table A.2. Importance of Sustainability- Students

Please rate the level of importance for the following statements	Extremely Important		Very Important		Moderately Important		Slightly Important		Not at all important	
	N	%	N	%	N	%	N	%	N	%
Sustainability to you prior to CSU (N=608)	159	26.2%	193	31.7%	185	30.4%	52	8.6%	19	3.1%
CSU's sustainability reputation in your decision to attend CSU (N=606)	68	11.2%	106	17.5%	161	26.6%	123	20.3%	148	24.4%
Knowledge of sustainability for your career after CSU (N=606)	225	37.1%	184	30.4%	114	18.8%	56	9.2%	27	4.5%

Table A.3. Importance of Sustainability- Employee

Please rate the level of importance for the following statements	Extremely Important		Very Important		Moderately Important		Slightly Important		Not at all Important	
	N	%	N	%	N	%	N	%	N	%
Sustainability to the students who attend CSU (N=483)	109	22.6%	224	46.4%	131	27.1%	16	3.3%	3	0.6%

Table A.4. Sustainability Triad- Students & Employees

How successful do you feel CSU is on placing equal value on each of these aspects (the environment, the economy, and social equity)?	Extremely Successful		Very Successful		Somewhat Successful		Not very Successful		Not at all Successful	
	N	%	N	%	N	%	N	%	N	%
Student Opinion (N=606)	50	8.3%	238	39.3%	259	42.7%	47	7.8%	12	2.0%
Employee Opinion (N=478)	10	2.1%	151	31.6%	255	53.3%	53	11.1%	9	1.9%

Table A.5. Top 3 Important Initiatives- Students

What are the top three most important sustainability initiatives that CSU should continue to invest in?	Responses			
	Top Choice	2nd Choice	3rd Choice	Total
Increasing energy efficiency	17%	20%	14%	51%
Student education and research related to sustainability	16%	11%	16%	43%
Solar and wind (renewable) electricity production	14%	15%	13%	42%
Alternative transportation options & accessibility	15%	16%	7%	38%
Require CSU events to be Zero-waste	11%	8%	11%	30%
Improving single stream recycling and waste diversion process	4%	6%	9%	20%
Employee education and research related to sustainability	5%	7%	6%	19%
Increasing a Green Revolving Fund to support CSU sustainability infrastructure and initiatives	4%	4%	9%	17%
Additional education on campus composting	1%	2%	6%	9%
Other*	2%	0%	1%	3%

**Responses in the "other" category were combined with the responses to the final question, Table A.21*

Table A.6. Top 3 Important Initiatives- Employees

What are the top three most important sustainability initiatives that CSU should continue to invest in?	Responses			
	Top Choice	2nd Choice	3rd Choice	Total
Increasing energy efficiency	32%	21%	13%	65%
Solar and wind (renewable) electricity production	13%	19%	16%	48%
Alternative transportation options & accessibility	11%	13%	11%	36%
Student education and research related to sustainability	10%	13%	10%	34%
Improving single stream recycling and waste diversion process	6%	12%	14%	33%
Require CSU events to be Zero-waste	9%	7%	10%	26%
Employee education and research related to sustainability	8%	5%	10%	23%

Increasing a Green Revolving Fund to support CSU sustainability infrastructure and initiatives	5%	3%	8%	16%
Additional education on campus composting	1%	3%	4%	9%
Other	2%	1%	2%	5%

**Responses in the "other" category were combined with the responses to the final question, Table A.21*

Table A.7. Future Financial Resources- Employees

I would like to see CSU devote more financial resources to sustainability projects and initiatives on campus (N=484)	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
	158	32.6%	185	38.2%	104	21.5%	18	3.7%	19	3.9%

Table A.8. Day-to-Day Knowledge of Sustainability- Employees

How important is knowledge of sustainability in your day-to-day work at CSU? (N=472)	Very Important		Somewhat Important		Neutral		Not very Important		Not at all Important	
	N	%	N	%	N	%	N	%	N	%
	114	24.2%	180	38.1%	110	23.3%	52	11.0%	16	3.4 %

Sustainability Awareness

Table A.9. Increased Understanding of Sustainability- Employees

Since you started working at CSU, how much has your understanding of sustainability increased? (N=471)	Completely		A great deal		Somewhat		Very little		Not at all	
	N	%	N	%	N	%	N	%	N	%
	22	4.7%	150	31.8%	184	39.1%	88	18.7%	27	5.7%

Table A.10. Sustainability Awareness: Social

How familiar are you with social sustainability initiatives on campus?	Extremely Familiar		Very Familiar		Somewhat Familiar		Not Very Familiar		Not At All Familiar	
	N	%	N	%	N	%	N	%	N	%
Student Survey (N = 608)	104	17.1%	219	36.0%	229	37.7%	47	7.7%	9	1.5%
Employee Survey (N=477)	40	8.4%	151	31.7%	194	40.7%	68	14.3%	24	5.0%

Table A.11. Sustainability Awareness: Operational/Environmental

How familiar are you with operational / environmental sustainability initiatives on campus?	Extremely Familiar		Very Familiar		Somewhat Familiar		Not Very Familiar		Not At All Familiar	
	N	%	N	%	N	%	N	%	N	%
Student Survey (N = 607)	42	6.9%	86	14.2%	268	44.2%	152	25.0%	59	9.7%
Employee Survey (N=477)	7	1.5%	65	13.6%	220	46.1%	137	28.7%	48	10.1%

Table A.12. Employee Sustainability Awareness: Transportation

How familiar are you with alternative transportation options to/from campus including Transfort, MAX, e-scooters and e-bikes, biking, etc.? (N=478)	Extremely Familiar		Very Familiar		Somewhat Familiar		Not Very Familiar		Not At All Familiar	
	N	%	N	%	N	%	N	%	N	%
	78	16.3%	186	38.9%	186	38.9%	23	4.8%	5	1.0%

Table A.13. Success in Traditional Communication- Students & Employees

How successful do you think that CSU is at communicating that the university operates on traditional and ancestral homelands of the Arapaho, Cheyenne and Ute Nations and Peoples?	Extremely Successful		Very Successful		Somewhat Successful		Not very Successful		Not at all Successful	
	N	%	N	%	N	%	N	%	N	%
Student Opinion (N=606)	128	21.1%	210	34.7%	193	31.8%	64	10.6%	11	1.8%
Employee Opinion (N=468)	112	23.9%	153	32.7%	135	28.8%	49	10.5%	19	4.1%

Sustainability Behaviors

Table A.14. Student Courses

In your courses at CSU, how many have addressed sustainability in some way? (N=608)	Responses	
	N	%
0	43	7.1%
1-3	250	41.1%
4-6	159	26.2%
7-9	68	11.2%
10 or more	88	14.5%

Table A.15. Participation in Sustainability-Related Activities- Students

In the past year, have you participated in any of the following sustainability-related activities at or hosted by CSU? (N=610)	Responses	
	N	%
Learned about sustainability in a class	469	76.9%
Engaged in sustainability-related campus activities	414	67.9%
Attended a sustainability-related event	165	27.0%
Volunteered for a sustainability-related program	133	21.8%
Participated in a sustainability-focused session or workshop	120	19.7%
Joined or served on a sustainability-related organization, committee, or club	114	18.7%
Other*	12	2.0%

**Responses in the "other" category include conducting sustainability-related research, being a part of sustainability-related organizations, and lifestyle choices.*

Table A.16. Participation in Sustaionability-Related Activities- Employees

I participate in the following sustainable practices at CSU: (N=489)	Responses	
	N	%
Recycling	450	92.0%
Printing less	389	79.6%
Setting the thermostat warmer in the summer and cooler in the winter to minimize energy use	223	45.6%
Utilizing sustainable transportation	214	43.8%
Composting	212	43.4%
I integrate sustainability initiatives into my position as an employee	186	38.0%
Participating in the CSU Symposium for Inclusive Excellence or other sustainability trainings/lectures at CSU	105	21.5%
Participating in department or campus committee, organization, or campus event related to sustainability	67	13.7%
Other*	33	6.7%
I teach a module/section about sustainability in my course	30	6.1%
I teach a course focused on sustainability	16	3.3%

**Responses in the "other" category highlighted a wide range of sustainability-related activities, including teaching, research, and mentorship; promoting climate awareness; reducing commuting through remote work; and driving electric vehicles, along with various other individual efforts.*

Table A.17. Frequency of Attendance to Sustainability Events- Employees

How frequently do you attend sustainability events on campus including lectures, Earth Week activities, or student organization events? (N=477)	Never		Once A Semester		Two To Four Times A Semesters		Five To Ten Times A Semester		More Than Ten Times A Semester	
	N	%	N	%	N	%	N	%	N	%
	170	35.6%	239	50.1%	58	12.2%	6	1.3%	4	0.8%

Table A.18. Sustainability-Related Education & Professional Development- Employees

In the past year, how many sustainability-related education/professional development events or trainings have you attended on campus? (N=471)	Never		Once A Semester		Two To Four Times A Semesters		Five To Ten Times A Semester		More Than Ten Times A Semester	
	N	%	N	%	N	%	N	%	N	%
	190	40.3%	186	39.5%	80	17.0%	12	2.5%	2	0.4%

Student Civic Engagement

Table A.19. Student Civic Engagement Hours

How many total hours have you volunteered or been engaged in community service in the past year? (N=605)	Responses	
	N	%
0	201	33.2%
1-10	171	28.3%
11-40	147	24.3%
41-80	50	8.3%
81-150	19	3.1%
151+	17	2.8%

Table A.20. Student Civic Engagement Attendance

In the past year, have you participated in any of the following civic engagement activities? (N=610)	Responses	
	N	**%**
Community Service	297	48.7%
Political Engagement	272	44.6%
Cultural Engagement	190	31.1%
Leadership Roles	139	22.8%
Mentorship and Tutoring	125	20.5%
Environmental Stewardship	117	19.2%
Community-based Research	109	17.9%
Service Learning	104	17.0%
Public Policy Advocacy	102	16.7%
Civic Education	96	15.7%
None	81	13.3%
Fundraising and Philanthropy	59	9.7%
Public Speaking and Presentations	58	9.5%
Social Entrepreneurship	55	9.0%
Public Art Projects	33	5.4%
Coalition Building	33	5.4%

Participant Suggestions

Table A.21. Open-Ended Responses

Reducing Waste	
Employees (N=18)	• Suggestions to expand compost/recycling access in campus buildings • Concerns about contamination of recycling bins & poor separation of trash/recycling/compost • Concerns about custodial staff mixing bins after collection • Interest in banning or reducing single-use plastics • Suggestions for greater education / communication to students and staff about recycling/composting
Students (N=36)	• More compost bins around campus • Concerns about contamination of recycling bins & poor separation of trash/recycling/compost • Suggestions for greater education / awareness
Improving Infrastructure	
Employees (N=19)	• Concerns about energy usage in campus buildings: thermostat settings / inefficient heating/cooling / excessive light • Suggestions to improve campus landscaping: reducing grass, more native species, xeriscaping, reducing water consumption
Students (N=9)	• Mention of temperature control in buildings • Suggestions to improve campus landscaping: reducing grass, more native species, xeriscaping, and gardens / reducing water consumption
MISC	
Employees	• Campus branches- efforts often focused on main campus • Wages- fair wages for employees and students • Remote Work- as a sustainable option / reason can't be involved in sustainability-related events • Concerns about DEI (and related concepts) and it's inclusion in sustainability metrics
Students	• Miscellaneous calls for greater communication & education about all that CSU is doing related to sustainability • Some comments about bus stops/routes and incentives/chargers for electric vehicles
Positive	
Employees	• Praise for the work CSU is doing, pride in CSU, and thanks
Students	• Praise for the work CSU is doing, value this about CSU, is a reason they considered CSU, and thanks