

University of Wisconsin-Milwaukee

The following information was submitted through the [STARS Reporting Tool](#).

Date Submitted: Feb. 27, 2015

STARS Version: 2.0

Table of Contents

Institutional Characteristics	3
Institutional Characteristics	3
Academics	11
Curriculum	11
Research	28
Engagement	33
Campus Engagement	33
Public Engagement	60
Operations	76
Air & Climate	76
Buildings	84
Dining Services	95
Energy	102
Grounds	110
Purchasing	116
Transportation	128
Waste	140
Water	152
Planning & Administration	161
Coordination, Planning & Governance	161
Diversity & Affordability	177
Health, Wellbeing & Work	190
Investment	198
Innovation	203
Innovation	203

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

"---" indicates that no data was submitted for this field

Institution type:

Doctorate

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	Yes	Yes
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	Yes	Yes

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

"---" indicates that no data was submitted for this field

Endowment size:

25,649,183 US/Canadian \$

Total campus area:

483.22 Acres

IECC climate region:

Cold

Locale:

Large city

Gross floor area of building space:

7,712,037 Gross Square Feet

Conditioned floor area:

6,709,232 Square Feet

Floor area of laboratory space:

364,000 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

1,243,625 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	0.80
Coal	53.50
Geothermal	0
Hydro	1
Natural gas	13
Nuclear	27.10
Solar photovoltaic	0
Wind	4.60
Other (please specify and explain below)	0

A brief description of other sources of electricity not specified above:

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	0
Fuel oil	0.10
Geothermal	0
Natural gas	99.90
Other (please specify and explain below)	0

A brief description of other sources of building heating not specified above:

Academics and Demographics

Criteria

n/a

Submission Note:

FTE of distance education students unknown at time of submission.

"---" indicates that no data was submitted for this field

Number of academic divisions:

14

Number of academic departments (or the equivalent):

75

Full-time equivalent enrollment:

22,729

Full-time equivalent of employees:

3,463

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

23,031

Total number of graduate students:

4,782

Number of degree-seeking students:

27,401

Number of non-credit students:

412

Number of employees:

3,949

Number of residential students:

4,224

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	---	---
Number of sustainability courses offered	---	---
Number of courses offered that include sustainability	---	---

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

38

Total number of academic departments (or the equivalent) that offer courses (at any level):

75

Number of years covered by the data:

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

[Sustainability-Focused Courses_1.pdf](#)

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

<http://www4.uwm.edu/pps/Sustainability/left/academic-programs.cfm>

A brief description of the methodology the institution followed to complete the course inventory:

UW-Milwaukee used several methods to complete the course inventory. A definition of sustainability as well as sustainability-related and sustainability-focused courses was agreed upon by an ad-hoc group of faculty and staff. The UWM Office of Assessment and Institutional Research provided a list of possible course offerings for FY2013, which Sustainability Office staff then went through and added all Special Topics Courses and syllabi where possible, determined whether courses were offered, and assessed whether the course would count to the total number of classes (no independent classification courses included). In addition, surveys were sent to department chairs and students to seek recommendations for sustainability-related courses. Finally, Sustainability Office staff went through each department

course listing to determine inclusion (based on course summary and syllabi where possible).

How did the institution count courses with multiple offerings or sections in the inventory?:

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	---
Practicums	---
Independent study	---
Special topics	---
Thesis/dissertation	---
Clinical	---
Physical education	---
Performance arts	---

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

Submission Note:

Learning outcomes are available from learning outcomes/objectives posted on UWM's WEAVEonline portal. Office of Sustainability staff analyzed each degree program for sustainability learning outcomes and compiled spreadsheet listing outcomes. Many programs did not have learning outcomes posted to WEAVEonline and therefore, not included.

"---" indicates that no data was submitted for this field

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

753

Total number of graduates from degree programs:

5,690

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

Actuarial Science, B.A.
Administrative Leadership, M.S. - Educational Administration
Anthropology, B.A.
Architectural Studies, B.S.
Architecture and Urban Planning, M.Arch/M.U.P.Coordinated Degree
Architecture, M.Arch.
Civil Engineering, B.S.E.
Community Education and Engagement, B.S.
Electrical Engineering, B.S.E.
Environmental and Occupational Health, Ph.D.
Freshwater Sciences and Technology, MS (Professional Track)
Freshwater Sciences and Technology, MS (Thesis Track)
Freshwater Sciences, Ph.D.
Geography, B.A./B.S.
Global Studies, B.A., Global Cities Track (Joint Program)
Global Studies, B.A., Global Communications Track (Joint Program)
Global Studies, B.A., Global Management Track (Joint Program)
Global Studies, B.A., Global Security Track
Health Care Administration, B.S.
Library and Information Science, M.L.I.S.
Materials Engineering, B.S.E.
Occupational Therapy, M.S., Professional Entry Track (B.S./M.S. Combination)

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

The website URL where information about the institution's sustainability learning outcomes is available:

Undergraduate Program

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

The name of the sustainability-focused, undergraduate degree program (1st program):

Global Studies: Global Sustainability

A brief description of the undergraduate degree program (1st program):

The Global Sustainability track (BA in Global Studies) develops student expertise in the diverse concepts of global sustainability and their application to development fields. Students following this track are expected to:

- Recognize and explain principles of sustainability in human, environmental, and governance systems; and
- Evaluate and identify methods for planning and implementing sustainable development strategies in differing contexts.

The website URL for the undergraduate degree program (1st program):

<http://www4.uwm.edu/cie/students/28>

The name of the sustainability-focused, undergraduate degree program (2nd program):

A brief description of the undergraduate degree program (2nd program):

The website URL for the undergraduate degree program (2nd program):

The name of the sustainability-focused, undergraduate degree program (3rd program):

A brief description of the undergraduate degree program (3rd program):

The website URL for the undergraduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Certificate in Peace Studies and Conflict Resolution

A brief description of the undergraduate minor, concentration or certificate (1st program):

The Peace Studies and Conflict Resolution Certificate is premised on the notion that helping people work together to creatively manage conflict will result in more peaceful and just societies, locally and internationally. The UWM College of Letters and Science Peace Studies Program works in collaboration with the Mediation Center, the Conservation and Environmental Science degree, and the Master of Sustainable Peacebuilding degree, and is a member of the Alliance for Peacebuilding.

The purpose of the Certificate in Peace Studies and Conflict Resolution is to equip students with the knowledge and skills needed to help people work together effectively and to manage their conflicts constructively. As the world becomes evermore interconnected it means that in whatever occupation students pursue, there will be a critical need to help people work through their differences, bridge diverse perspectives, and resolve their conflicts efficiently. Moreover, the cause of building peace in our community, nation and world will depend on our ability to work well together to solve problems and pursue opportunities. The Certificate aims to help students build the foundation in these essential skills.

The website URL for the undergraduate minor, concentration or certificate (1st program):

<http://www4.uwm.edu/lets/ci/certificates/peace/>

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

School of Architecture Ecological Design Concentration

A brief description of the undergraduate minor, concentration or certificate (2nd program):

The Department of Architecture provides a focused course of study in ecological and sustainable design. This concentration provides students with the tools to design buildings to be carbon neutral as well as resource-conserving and environmentally non-polluting.

The website URL for the undergraduate minor, concentration or certificate (2nd program):

<http://www4.uwm.edu/sarup/program/certificates/ecologicaldesign.cfm>

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

Yes

The name of the sustainability-focused, graduate-level degree program (1st program):

PhD in Freshwater Sciences

A brief description of the graduate degree program (1st program):

The website URL for the graduate degree program (1st program) :

<http://www4.uwm.edu/freshwater/academics/>

The name of the sustainability-focused, graduate-level degree program (2nd program):

Masters of Architecture Program-Ecological Design Concentration

A brief description of the graduate degree program (2nd program):

The website URL for the graduate degree program (2nd program):

<http://www4.uwm.edu/sarup/program>

The name of the sustainability-focused, graduate-level degree program (3rd program):

A brief description of the graduate degree program (3rd program):

The website URL for the graduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

A brief description of the graduate minor, concentration or certificate (1st program):

The website URL for the graduate minor, concentration or certificate (1st program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

The website URL for the graduate minor, concentration or certificate (2nd program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

Submission Note:

Germany-Engineering: Environmental Engineering & Renewable Resources-This unique English-language program features lectures by professors from Kassel University. The seminar will focus on the important issues of climate policy and renewable energy resources, specifically: solar-thermal, wind energy, biomass, and photovoltaics. The program includes visits to local German renewable energy sites and companies. Workshops include field trips and hands-on project work.

Morocco Global Health: Maternal and Infant Health in Morocco: Women's Rights and Family in Islam-This program provides an integrated linguistic, cultural, and public health experience in the Islamic African country of Morocco. Students will examine maternal and infant health in the third world - The social, religious, economic, epidemiological, technological, legal and family issues that impact birth, pregnancy, motherhood and the health of newborns and children. In urban Rabat, we examine the efforts of directors of national programs in public health and HIV prevention, Islamic and feminist NGOs, and the U.S. Peace Corps will guide us through the factors that affect birth and lead to child abandonment and the "social death" of unwed mothers. Students will explore issues of urbanization in the developing world with visits to shantytowns, new urban quarters, and historic urban areas. In the remote rural region of Zawiya Ahansal in the Central High Atlas Mountains, students will live with local families and have hands-on experience in environmental health, community health, and an introduction to the Midwife Training Program. Moroccan traditional healing practices (eating earth from saints' graves, sleeping at saint tombs) have their origins in Islamic belief and practice.

"---" indicates that no data was submitted for this field

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the

criteria for this credit?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

UW-Milwaukee offers several immersive, sustainability-focused educational study programs, including study abroad programs such as:
Germany-Engineering: Environmental Engineering & Renewable Resources and
Morocco-Global Health: Maternal and Infant Health in Morocco: Women's Rights and Family in Islam.

The website URL where information about the immersive program(s) is available:

<http://www4.uwm.edu/cie/students/2099>

Sustainability Literacy Assessment

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Incentives for Developing Courses

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

"---" indicates that no data was submitted for this field

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

No

A brief description of the program(s), including positive outcomes during the previous three years:

A brief description of the incentives that faculty members who participate in the program(s) receive:

The website URL where information about the incentive program(s) is available:

Campus as a Living Laboratory

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Support for Research

Responsible Party

Kate Nelson

Chief Sustainability Officer
Office of Sustainability

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
-

"---" indicates that no data was submitted for this field

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage student research in sustainability:

Students have multiple opportunities for sustainability research through the Office of Sustainability at UW-Milwaukee. Recent programs include paid and/or for-credit regarding bicycle transit, waste & recycling, on-campus composting, campus forest preservation and enhancement, energy management, and community garden design. New opportunities emerge through a partnership of the Office of Sustainability and the School of Architecture & Urban Planning, in particular.

The website URL where information about the student research program is available:

<http://www.sustainability.uwm.edu/>

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

No

A brief description of the institution's program(s) to encourage faculty research in sustainability:

The website URL where information about the faculty research program is available:

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

No

A brief description or the text of the institution's policy regarding interdisciplinary research:

The website URL where information about the treatment of interdisciplinary research is available:

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

No

A brief description of the institution's library support for sustainability research and learning:

The website URL where information about the institution's library support for sustainability is available:

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Engagement

Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

"---" indicates that no data was submitted for this field

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

27,401

Name of the student educators program (1st program):

Eco Reps

Number of students served (i.e. directly targeted) by the program (1st program):

4,224

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The Eco Reps program offers training and workshops for Eco Rep student hall/tower leaders on broad sustainability and specifically alternative transportation, energy conservation, recycling and water conservation. The students then build their own programs in their designated hall/tower.

A brief description of how the student educators are selected (1st program):

The students are elected as part of University Housing student governance. Volunteer students also participate as part of the programs that the student leaders put together.

A brief description of the formal training that the student educators receive (1st program):

Formal training handbooks were designed around alternative transportation, energy conservation, recycling and water conservation. These themes run for 2 months before the next training.

A brief description of the financial or other support the institution provides to the program (1st program):

Training materials were designed and given out as part of the Office of Sustainability and other program materials come through Housing's student governance committee.

Name of the student educators program (2nd program):

Number of students served (i.e. directly targeted) by the program (2nd program):

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

A brief description of how the student educators are selected (2nd program):

A brief description of the formal training that the student educators receive (2nd program):

A brief description of the financial or other support the institution provides to the program (2nd program):

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

A brief description of how the student educators are selected (3rd program):

A brief description of the formal training that the student educators receive (3rd program):

A brief description of the financial or other support the institution provides to the program (3rd program):

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):

A brief description of how the student educators are selected (all other programs):

A brief description of the formal training that the student educators receive (all other programs):

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

720

The website URL for the peer-to-peer student outreach and education program(s):

<http://uwm.edu/housing/life-uwm/shac/>

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

"---" indicates that no data was submitted for this field

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

A brief description of how sustainability is included prominently in new student orientation:

Fall Welcome at UWM interweaves sustainability into zero-waste events, city bike rides, garden and farm tours, as well as being a feature "Panther Fest Street Festival" that is the largest all campus event at UWM. UWM Parking and Transportation also offers students their free bus pass at fall welcome and the Outdoor Pursuits plans several outings with a "leave no trace" intention.

Also, over the past 10 years, a student involvement fair is held in the opening weeks of the fall semester, in order to engage new and returning students in what is available on campus for student interest. A special section is related to sustainability. Participants include "green" student organizations such as Conservation Club, Engineers Without Borders, Emerging Green Buildings, and so forth. Other participants include The Office of Sustainability, Restaurant Operations, Conservation and Environmental Sciences department, and the School of Architecture & Urban Planning.

The website URL where information about sustainability in student orientation is available:

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

"---" indicates that no data was submitted for this field

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
--	------------------

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	---

The name and a brief description of each student group focused on sustainability:

Engineers without Borders (EWB@UWM) designs and implements sustainable engineering projects locally and around the world. The Conservation Club strives to provide an enhanced awareness of issues within local and global ecosystems, providing education and volunteer opportunities in order to increase environmental literacy through the lens of conservation science within our campus. The club is welcome to all who have a passion for biological preservation. Reduce, Reuse Recycle is a new campus organization getting underway which hosts competitions for item reuse and examines these principles throughout the cross-disciplines of engineering, business, and architecture.

The website URL where information about student groups is available:

<http://www4.uwm.edu/pps/Sustainability/left/student-groups.cfm>

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The UWM Food & Garden Club built 50 raised organic garden beds on the south lawn of the Physics building in May 2011. The raised beds were designed for individual students, faculty, and staff to garden as they see fit. In addition to individual plots, the club also oversees educational gardens, planted and maintained by students in a UWM Conservation & Environmental Science class, as well as community gardens at the Sandburg residence hall. UWM's Restaurant Operations cultivates food gardens adjacent to the Sandburg community gardens as well as a rooftop garden. The campus hoop house, which produces compost year round from kitchen waste, is run by a student worker, with the help of 10-12 student volunteers

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

<http://www4.uwm.edu/pps/Sustainability/campusgardens.cfm>

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The 8th Note Coffee House is a student-run, volunteer based coffee shop and lounge on campus. It has been in existence for many years at UWM, and is run by students of the Union Activities Board. Fair-trade and affordable coffee is offered at the 8th Note.

The website URL where information about the student-run enterprise(s) is available:

<https://www.facebook.com/8thNote>

A brief description of the sustainable investment or finance initiatives:

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

Share the Earth

For the past eight years, the UW-Milwaukee Student Union has put forth the earth-friendly Share the Earth program which involves films, speakers, and special events. Share the Earth has hosted such guests as John Francis Planet Walker, Michael Pollan, Robert F. Kennedy Jr., and Ed Begley Jr. Events are run for students, but all community members are welcome.

The website URL where information about the event(s) is available:

<http://www.sharetheearth.uwm.edu/>

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The UWM Union Art Gallery regularly features installations on water conservation, aquaponics, food security, and reuse within the built environment.

Last spring, UWM's Theatre Department produced, "Urine town" (about water rights), which featured the campus Chief Sustainability Officer as an opening night speaker and the entire run of the show featured a sustainability theme display in the theater lobby.

The website URL where information about the cultural arts event(s) is available:

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

Outdoor Pursuits is dedicated to providing outdoor programming and equipment to facilitate challenging, educational, environmentally sound, and fun outdoor-based recreational experiences. Various trips include: rock climbing, canoeing, leave-no-trace camping and hiking, mountain biking, and horseback riding. Outdoor Pursuits also hosts learning events/classes such as a wilderness first-aid course.

The website URL where information about the wilderness or outdoors program(s) is available:

<http://www4.uwm.edu/recsports/outdoor-pursuits>

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

Food For Thought

UW-Milwaukee's Semester Long Experience of Food, Culture, & the Environment

In the Fall of 2010 UWM explored how food connects us to the environment, our culture, and to each other. Our daily choices reflect our values and personalities, all the while impacting our planet and our health. Through films, workshops, cooking discussions, an art exhibition and introducing UWM's new "green" book club, students, staff, and faculty engaged their taste buds and minds together and provoked a little food for thought.

The headliner of Food for Thought was An Evening with Michael Pollan.

The website URL where information about the theme is available:

<http://www4.uwm.edu/pps/Sustainability/events.cfm>

A brief description of program(s) through which students can learn sustainable life skills:

UWM's Eco Reps program in University Housing launched in the early spring semester of 2014. The program focuses on personal sustainability habits.

The website URL where information about the sustainable life skills program(s) is available:

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability hires student workers, interns, independent study students, and service learning students.

The website URL where information about the student employment opportunities is available:

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

"---" indicates that no data was submitted for this field

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The UWM Sustainability website focuses on campus efforts in sustainability and includes a link to the UWM Sustainability Facebook page that features a monthly Sustainability Spotlight.

The website URL for the central sustainability website:

<http://www.sustainability.uwm.edu/>

A brief description of the sustainability newsletter:

The newsletter is released quarterly as the Spotlight on Sustainability.

The website URL for the sustainability newsletter:

A brief description of the social media platforms that focus specifically on campus sustainability:

UW-Milwaukee Office of Sustainability, UWM Food and Garden Club, and Bike to UWM are all facebook pages.

The website URL of the primary social media platform that focuses on sustainability:

<https://www.facebook.com/uwmsustainability>

A brief description of the vehicle to publish and disseminate student research on sustainability:

Office of Undergraduate Research symposium

The website URL for the vehicle to publish and disseminate student research on sustainability:

<https://www4.uwm.edu/our/news/symposium.cfm>

A brief description of building signage that highlights green building features :

Building signage highlighting green features includes the Energy Dashboard at Cambridge Commons Residence Hall, Golda Meir Library, and Enderis Hall which allows students to effectively monitor their electrical, heating and water use in real time. The new LEED for Commercial Interiors of our Children's Center has interpretive signage throughout about its green features.

The website URL for building signage that highlights green building features :

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

Restaurant Operations (RO) utilizes screens, table tents, and individual item marketing throughout their different kitchens and venues to explain their "ReStore" and LOCAL program (Living, Operating, Consuming, and Acquiring Locally). Brochures are available in the RO office on a range of sustainable food initiatives and on RO's sustainability website.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

<http://uwm.edu/dining/more/sustainability/>

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

Parking Lot 18 (near Norris Health Center) has large signage detailing the stormwater best management practices employed in the Pavilion Gateway Demonstration Project-part of UWM's planned Zero Discharge Zone.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

An interactive sustainability map on the sustainability website highlights campus features such as campus gardens, solar arrays, bicycle racks, buildings housing departments with sustainability-focused academic programs, alternative transportation, green landscaping, and buildings involved in the Energy Matters energy efficiency project.

Sustainability tours with brochures are regularly done on campus as well.

The website URL of the sustainability walking map or tour:

<http://webgis.uwm.edu/CampusMap/map/sustainability/>

A brief description of the guide for commuters about how to use alternative methods of transportation:

Alternative transportation commuter guides are available at the Student Union. Guides include: Bike postcards, UBike information, bus routes, and U-Pass information. Websites also exist for alternative transportation:

www.bike.uwm.edu

and

<http://www4.uwm.edu/pps/Sustainability/CampusInit/transportation.cfm>

The website URL for the guide for commuters about how to use alternative methods of transportation:

http://www4.uwm.edu/parking/trans_options/student-upass.cfm

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The multi-function

bike.uwm.edu

website helps these alternative mode choices of transportation understand campus support in terms of events, safety considerations, route choice, and campus participatory planning around it.

The website URL for navigation and educational tools for bicyclists and pedestrians:

<http://www.bike.uwm.edu/>

A brief description of the guide for green living and incorporating sustainability into the residential experience:

The University Housing Eco Reps program launched in the spring of 2014. Initiatives and workshops revolve around transportation, energy, recycling, and water.

The website URL for the guide for green living and incorporating sustainability into the residential experience:

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

A regular student newspaper has come and gone at UWM. Sustainability does have a regular "beat" with the UWM Report, aimed at students, faculty, and staff. (Angela McManaman)

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

<http://www5.uwm.edu/news/uwm-report/#.UfrI29Lkssg>

A brief description of another sustainability publication or outreach material not covered above (1st material):

A Green Office Certification resource guide for UWM departments.

The website URL for this material (1st material):

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

Yes

A brief description of this material (2nd material):

Radio WUWM 89.7 FM provides quality news, public affairs and entertainment programming, which includes broadcast features on sustainable campus initiatives, research and practices. Environmental reporter, Susan Bence, regularly reports on UWM campus sustainability initiatives.

The website URL for this material (2nd material):

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

Yes

A brief description of this material (3rd material):

Signage promoting action at points of decision making such as "shut the sash", and marking all garbage bins with "Landfill" stickers, etc.

The website URL for this material (3rd material):

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):

A brief description of this material (4th material):

The website URL for this material (4th material):

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

A brief description of this material (5th material):

The website URL for this material (5th material):

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

A brief description of this material (6th material):

The website URL for this material (6th material):

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

A brief description of this material (7th material):

The website URL for this material (7th material):

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
 - Additional members of a mailing list or group
-

"---" indicates that no data was submitted for this field

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

RecycleMania

A brief description of the campaign (1st campaign):

UW-Milwaukee has participated in the international waste and recycling competition, RecycleMania since 2009. The program impacts the operations and awareness of recycling on campus. Results are measurable and have documented an increase in recycling on campus. Students are engaged in waste audits, "green buck" programs incentivizing recycling, and multiple internships that manage and measure the impacts of such programming. Labeling trash bins with the term "Landfill" had the most measurable impact on increasing recycling on campus.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

RecycleMania tracking, improved in 2011 at UWM with hauler cooperation, has since resulted in a 5% increase in recycling on campus. All areas, the Student Union, University Housing, and Academic/Admin buildings have all shown increases. The campus recycling rate is currently 39% for traditional recycling.

The website URL where information about the campaign is available (1st campaign):

<http://www4.uwm.edu/pps/Sustainability/CampusInit/recycling.cfm>

The name of the campaign (2nd campaign):

Campus Conservation Nationals

A brief description of the campaign (2nd campaign):

UW-Milwaukee has participated in the Campus Conservation Nationals, an energy and water reduction competition across campus through the Lucid dashboard. UWM was a part of the national campaign as well as its own competitions. Academic buildings compete against one another. The winning department/building was awarded 10 lbs of fair-trade coffee. In 2014, UW-Milwaukee was one of the top 5 in water reduction.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

The Campus Conservation Nationals has been done in several capacities at UWM. In 2014, it was the most wide spread, in 18 buildings, with a reduction in energy of 80,139 kWh. "Reduce Your Use" in 2011, engaged the Academic/Admin buildings. The winner of that competition, and the 10 lbs of organic fair-trade coffee was our Engineering building, a significant energy consumer on campus, with a 7% decrease in energy consumption against its own baseline.

The website URL where information about the campaign is available (2nd campaign):

<http://www.buildingdashboard.net/uwm/>

A brief description of other outreach campaigns, including measured positive impacts:

Employee Educators Program

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

"---" indicates that no data was submitted for this field

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Total number of employees:

Name of the employee educators program (1st program) :

Number of employees served by the program (1st program):

A brief description of how the employee educators are selected (1st program):

A brief description of the formal training that the employee educators receive (1st program):

A brief description of the staff and/or other financial support the institution provides to the program (1st program):

The website URL where information about the program is available (1st program):

Name of the employee educators program (2nd program):

Number of employees served by the program (2nd program):

A brief description of how the employee educators are selected (2nd program):

A brief description of the formal training that the employee educators receive (2nd program):

A brief description of the financial or other support the institution provides to the program (2nd program):

The website URL where information about the program is available (2nd program):

Name(s) of the employee educator program(s) (all other programs):

Number of employees served by all other programs:

A brief description of how the employee educators are selected (all other programs):

A brief description of the formal training that the employee educators receive (all other programs):

A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

"---" indicates that no data was submitted for this field

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

A brief description of how sustainability is included in new employee orientation:

The website URL where information about sustainability in new employee orientation is available:

Staff Professional Development

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

"---" indicates that no data was submitted for this field

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Several trainings have been offered over the years through the Employee Development online tools as well as through orientation and resources fairs and workshops.

One example would be the "Safe and Sustainable: Office Waste Disposal and Recycling" online training. Brown bags are held throughout campus for staff that most notably have focused on sustainable purchasing, energy conservation, and campus gardens.

Faculty and staff have the opportunity to receive training on implementing green practices as part of the Green Office Program offered through the Office of Sustainability.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

The website URL where information about staff training opportunities in sustainability is available:

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Kate Nelson
 Chief Sustainability Officer
 Office of Sustainability

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

"---" indicates that no data was submitted for this field

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

Several notable sustainability partnerships include:

Growing Power: A national nonprofit organization and land trust supporting people from diverse backgrounds, and the environments in which they live, by helping to provide equal access to healthy, high-quality, safe and affordable food for people in all communities.

Growing Power provides service learning assignments for UWM students and is developing closely with the UWM School of Social Welfare's Institute for Urban Agriculture and Nutrition.

Milwaukee Metropolitan Sewerage District: MMSD is a regional government agency that provides water reclamation and flood management services for about 1.1 million customers in 28 communities in the Greater Milwaukee Area. MMSD serves 411 square miles that cover all, or segments of six watersheds. As a national leader in wastewater treatment and regional leader in watershed protection the Milwaukee Metropolitan Sewerage District (MMSD) is committed to carrying out its mission through policies,

practices and programs that focuses on environmental, economic and social sustainability for current and future generations. By embracing sustainability as an overall core value and operational philosophy, the MMSD can focus its’ services and processes to preserve the natural environment and reduce the amount of consumption, waste and emissions generated. UWM has partnered with MMSD on multiple green infrastructure planning and implementation projects on the UWM campus. MMSD, the City of Milwaukee, and UWM's School of Architecture and Urban Planning have partnered on an in depth planning process for the sustainable development of Milwaukee's Inner Harbor.

The Gathering: The mission of The Gathering is to provide meals and associated services or programs to those who would otherwise go hungry or without. Late summer in 2010 saw the formation of the Fresh Produce Preservation Project focusing on preserving excess donated produce received during the growing season for use in winter meals. UWM Cultures and Communities grant allowed for a collaboration with The Gathering. The Conservation and Environmental Sciences' permaculture course and the UWM Food and Garden Club are growing food and educating each other on food gardening and preservation for The Gathering's programs.

UW-Milwaukee partners with numerous non-profit agencies, governmental offices, public and private schools to fulfill its civic mission. The Center for Community-Based Learning, Leadership and Research provides an excellent list of community partners at

<http://www4.uwm.edu/community/community/partners.cfm>

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:

A brief description of the institution's collaborative sustainability partnership(s):

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:

A brief description of the institution's transformative sustainability partnership(s) with the local community:

A brief description of the institution’s sustainability partnerships with distant (i.e. non-local) communities:

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

"---" indicates that no data was submitted for this field

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

Presentations on UWM initiatives have been shared at annual meetings with other UW campuses and the Sustainability Workgroup, University of Wisconsin System Administration. Presentations are posted on the UW-System sustainability website that shares system-wide and individual campus information.

UW-Milwaukee has also developed an administrative and academic resource share on sustainable facility operations and renewable energy with Milwaukee Area Technical College, including a shared lighting lab. UWM's Chief Sustainability Officer sits on MATC's Sustainable Facility Operations Curriculum Steering Committee and regularly is a guest speaker in its classes.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

Association for the Advancement of Sustainability in Higher Education (AASHE)
University of Wisconsin-System Sustainability Coordinators Consortium
USGBC- Center for Green Schools
Wisconsin Green Building Alliance
Wisconsin Partners for Clean Air
Metro Milwaukee Green Initiative

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

UW-Milwaukee helped found the collaboration of all UW System campuses on sustainability. What started as a list serve has grown into monthly conference calls and an annual in-person conference.

The website URL where information about cross-campus collaboration is available:

Continuing Education

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

"---" indicates that no data was submitted for this field

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

13

Total number of continuing education courses offered:

1,000

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

The School of Continuing Education offers a Water Technology Certificate within the Center for Sustainability.

Year the certificate program was created:

2,011

The website URL where information about sustainability in continuing education courses is available :

<http://www4.uwm.edu/sce/index.cfm>

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

The total number of students is full-time students in Fiscal Year 2013. According to the 2011 NSSE survey 69% of graduating seniors reported doing service during their college career. Although this number cannot take a single year's cross section snapshot, it is the most accurate data available.

"---" indicates that no data was submitted for this field

Number of students engaged in community service:

16,223

Total number of students :

20,895

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Total number of student community service hours contributed during a one-year period:

53,924

Does the institution include community service achievements on student transcripts?:

Yes

A brief description of the practice of including community service on transcripts, if applicable:

The Student Service Record (SSR) Program is coordinated by the UWM Center for Community-Based Learning, Leadership and Research (CCBLLR). The program helps students keep a detailed record of community engagement activities throughout a collegiate career. An official certificate is issued after completing at least 75 hours of approved service in the community.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

A brief description of the institution's employee community service initiatives:

The website URL where information about the institution's community service initiatives is available:

Community Stakeholder Engagement

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Participation in Public Policy

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

"---" indicates that no data was submitted for this field

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

University of Wisconsin-Milwaukee faculty and staff conduct public policy advocacy involving sustainability issues with numerous public partners. A few of the many efforts include:

The Joseph J. Zilber School of Public Health has created a Public Health Impact Initiative, a collaborative effort between the University of Wisconsin-Milwaukee Zilber School of Public Health, the City of Milwaukee Health Department, and other partners, and funded by the Centers for Disease Control and Prevention. The initiative is composed of multiple components, all of which are focused on improving birth outcomes in Milwaukee.

1. Encouraging Safe Sleeping and Healthy Births
2. Creating a Data Infrastructure to Support Practice and Innovation
3. Intervening to Enhance Healthy Births

The School of Architecture and Urban Planning has advocated with MMSD and the City of Milwaukee for improved stormwater regulations and ecologically sustainable redevelopment of brownfield areas within Milwaukee. In addition, private and public organizations throughout Milwaukee have contracted with the Historic Preservation Institute to complete a variety of preservation advocacy activities.

The University of Wisconsin-Milwaukee's newly founded Center for Water Policy aims to facilitate the transfer of scientific knowledge to the public domain and to develop strategies and tools for addressing freshwater resource problems and conflicts.

A brief description of other political positions the institution has taken during the previous three years:

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

Trademark Licensing

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

"---" indicates that no data was submitted for this field

Is the institution a member of the Worker Rights Consortium?:

Yes

Is the institution a member of the Fair Labor Association? :

Yes

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

Yes

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO_{2e}) per gross square foot (0.002 MtCO_{2e} per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

"---" indicates that no data was submitted for this field

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	No
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

Yes

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

UW-Milwaukee has used the Clean Air Cool Plant excel calculator tool for GHG emissions in 2012 and 2014. Calculations for FY2014 are ongoing and 2012 data is used for this submission.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	29,879.80 <i>Metric Tons of CO2 Equivalent</i>	35,984.90 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	610.90 <i>Metric Tons of CO2 Equivalent</i>	253 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	51,120.30 <i>Metric Tons of CO2 Equivalent</i>	49,874.20 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	57,192.40 <i>Metric Tons of CO2 Equivalent</i>	61,492 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	1,128 <i>Metric Tons of CO2 Equivalent</i>	1,128 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the institution-catalyzed carbon offsets program:

A brief description of the carbon sequestration program and reporting protocol used:

UW-Milwaukee used the I-Tree tool to develop estimates of forest sequestration.

A brief description of the composting and carbon storage program:

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

Figures needed to determine “Weighted Campus Users”:

	Performance Year	Baseline Year
Number of residential students	3,824	3,622
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,137.90	23,402
Full-time equivalent of employees	3,393	3,172
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2011	June 30, 2012
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the GHG emissions baseline was adopted:

The baseline was adopted to remain consistent with baselines for energy consumption and water use (FY2008).

Gross floor area of building space, performance year:

7,654,577 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	364,000 <i>Square Feet</i>

Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>0 Metric Tons of CO2 Equivalent</i>
Commuting	<i>50,587 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>---</i>
Capital goods	<i>---</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>---</i>
Waste generated in operations	<i>213.10 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>1,343.50 Metric Tons of CO2 Equivalent</i>

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

Other categories include GHG emissions from Athletic Team Travel and Study Abroad Air Travel.

A copy of the most recent GHG emissions inventory:

[UWM_GHG_Calculator_v6.9.xlsm](#)

The website URL where the GHG emissions inventory is posted:

<http://sustainability.uwm.edu/>

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Outdoor Air Quality

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---" indicates that no data was submitted for this field

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

No

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NO _x)	---
Sulfur oxides (SO _x)	---

Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The website URL where information about the institution’s outdoor air quality policies, guidelines or inventory is available:

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

On April 19, 2006, the State Wisconsin Building Commission adopted the Building Commission Sustainable Facilities Policy and DSF Sustainable Facilities Guidelines and Minimum Standards. As of February 10, 2010 the title changed to “DSF Sustainable Facilities Standards” to accurately represent that these are minimum standards that apply to all projects.

"---" indicates that no data was submitted for this field

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
--	-----------

LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

Total floor area of eligible building space (operations and maintenance):

6,483,186 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>0 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

6,483,186 *Square Feet*

A copy of the sustainable building operations and maintenance guidelines or policies:

[UW System-Sustainable Facilities Standards.pdf](#)

The date the guidelines or policies were formally adopted:

April 19, 2006

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

Alumni House
 Architecture & Urban Planning Building
 Arts Center Music Building
 Arts Center Theatre, Art and Lecture Building
 Bolton Hall
 Cambridge Commons
 Campus Sustainability Data Collector | AASHE

Chapman Hall
Chemistry Building
Cunningham Hall
Curtin Hall
Enderis Hall
Engelmann Hall
Engineering and Mathematical Science Building
Garland Hall
Golda Meir Library
Greene Hall & Museum
Grounds Building
Heating Plant
Hefter Conference Center
Holton Hall
Honors House
Johnston Hall
Kenilworth
Klotsche Center & Pavilion
Kunkle Center
Lapham Hall
Lubar Hall
Mellencamp Hall
Merrill Hall
Mitchell Hall
Norris Health Center
Northwest Quadrant Buildings A-E
Pearse Hall
Physics Building
Purin Hall
RiverView Residence Hall
Sabin Hall
Sandburg Hall
Saukville Field Station Lab, Research, & Service Buildings
University Services and Research Building
UW System Great Lakes Research Facility
UWM Union
Vogel Hall
Zelazo Center for the Performing Arts
Zilber School of Public Health Building

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

UWM has submitted building space data for fiscal year 2014 as its performance year. UWM adheres to Sustainable Facilities Standards maintained by the State of Wisconsin Department of State Facilities. Leased spaces are not included in this credit. However, buildings owned by the UWM Foundation are included as are all occupied, conditioned spaces (barns, sheds not included).

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

<http://www.doa.state.wi.us/Default.aspx?Page=c8781af1-a861-4196-89c7-4a56c7bce306>

Building Design and Construction

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

Several LEED projects are currently under construction or in the process of certification:

1. Children's Center renovation-pending LEED for Commercial Interiors
2. Integrated Research Complex-pending LEED Gold
3. School of Fresh Water Sciences-pending LEED Gold

"---" indicates that no data was submitted for this field

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
--	-----------

LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

Zilber School of Public Health
Cambridge Commons

Total floor area of eligible building space (design and construction):

298,995 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	298,995 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

A brief description of how the institution ensures compliance with green building design and construction guidelines

and policies:

The State of Wisconsin Sustainable Facilities Standards are a guideline for all new building projects, and the building reported here was above and beyond that as a LEED Gold Certified building.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://www.doa.state.wi.us/dsf/masterspec_view_new.asp?catid=63&locid=4

Indoor Air Quality

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

---" indicates that no data was submitted for this field

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

6,483,186 Square Feet

Gross floor area of building space:

6,483,186 Square Feet

A brief description of the institution's indoor air quality program(s):

All campus and UWM Foundation buildings utilize the MetaSys energy management system and all occupied building space is managed to meet ASHRAE Standard 90.1-2007, State of Wisconsin Sustainable Facility Standards, and guidelines for state managed buildings. The work order system is currently used to document and address any HVAC and air quality issues.

The website URL where information about the institution's indoor air quality program(s) is available:

ftp://doafp04.doa.state.wi.us/master_spec/Sustainable%20Facilities%20Standards/Sustainable%20Facilities%20Standards.pdf

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

"---" indicates that no data was submitted for this field

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

14.20

A copy of an inventory, list or sample of sustainable food and beverage purchases:

[RO STARS Data.xlsx](#)

An inventory, list or sample of sustainable food and beverage purchases:

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

Yes

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

10

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

[RO STARS Data.xlsx](#)

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

A brief description of the sustainable food and beverage purchasing program:

In an effort to become more sustainable, UWM Restaurant Operations has initiated the concept of Living Operating Consuming and Acquiring Locally. The LOCAL concept offers the students of UWM an opportunity to live and consume locally by participating in the food service programs and notice the steps taken by UWM to procure and promote local products and business. Our local brand is marketed on the produce, prepared foods and equipment that fall under our LOCAL concept. Some examples of how we are applying our LOCAL concept is buying cheese from Vern's Cheese in Door County, utilizing Wisconsin Catering companies by buying select meats for our special meals from Bunzel's Meat Market, and changing our soy milk to Kikkoman Pearl located here in Wisconsin, to name a few.

For Fiscal Year 2012, total food/beverage purchases = \$6,768,624. Total food and beverage purchases which meet criteria = \$958,361.35.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

One fiscal year invoice review.

Total annual food and beverage expenditures:

6,768,624 US/Canadian \$

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	Yes	Yes
Convenience stores	Yes	Yes
Vending services	No	No
Concessions	No	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	Yes
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

The website URL where information about the institution's sustainable food and beverage purchasing efforts is

Campus Sustainability Data Collector | AASHE

available:

<http://uwm.edu/dining/more/sustainability/>

Low Impact Dining

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

"---" indicates that no data was submitted for this field

Percentage of total dining services food purchases comprised of conventionally produced animal products:

A brief description of the methodology used to track/inventory expenditures on animal products:

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

Every Café in the residence facilities offer – Local hummus, fresh cut fruit bars, fresh whole fruit bars, fresh salad bars including (Vinegar(s), Olive oils, non- meat proteins, variety of vegetables, variety of greens)

In addition, during Lunch and Dinner the cafes offer at least one daily vegan selection per meal.

Examples include but not limited to (Vegan Wrap + Grapes, southwest Quinoa salad, wild rice blend, spring potato salad, Daily Deli bar w/ vegan ciabatta bread, roasted vegetable salad, asparagus peanut pilaf, sesame rice noodle stir fry, daily fresh cooked vegetables, baked potato bar, garlic rice, rice noodle stir fry, Build your own Tator Tot Bar). Website lists specific meals that are vegan & vegetarian.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

My utilizing brochures, item labeling, and informational screens, vegetarian and vegan options are more widely advertised and the offerings have steadily increased since 2009.

The website URL where information about where information about the vegan dining program is available:

<http://uwm.edu/dining/dietary-info/>

Annual dining services expenditures on food:

6,768,624 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

"---" indicates that no data was submitted for this field

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	863,056 <i>MMBtu</i>	944,306 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	262,913 <i>MMBtu</i>	285,275 <i>MMBtu</i>
District steam/hot water	4,193 <i>MMBtu</i>	6,081 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	7,712,037 <i>Gross Square Feet</i>	6,159,081 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	364,000 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	6,447
Cooling degree days	1,190

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the building energy consumption baseline was adopted:

The building energy consumption baseline was set at FY2008 because it is the year in which UWM made an official, concerted effort to plan to reduce energy use on campus.

A brief description of any building temperature standards employed by the institution:

Variable air volume boxes and controls have been implemented in several of our buildings. Temperature set points and set backs are regulated by the JCI extended architecture Metasys system.

A brief description of any light emitting diode (LED) lighting employed by the institution:

LED Lighting has been utilized in the outdoor space surrounding Sandburg Hall. The canopy is lit with e-conolight Series E-CC 38W LED lights. In addition, cast aluminum exit signs feature LED lights, though do not count toward this credit.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

The vast majority of the academic buildings on campus are operated by lighting sensors. In recent years, 34% of those sensors were upgraded and we are currently under construction to upgrade all lighting sensors.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

A brief description of any cogeneration technologies employed by the institution:

A brief description of any building recommissioning or retrofit program employed by the institution:

A brief description of any energy metering and management systems employed by the institution:

The primary energy management system is monitored through the JCI Metasys system in all our buildings. We also have the Lucid Building Dashboard in 18 of our campus buildings and counting.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

A brief description of any energy-efficient landscape design initiatives employed by the institution:

UWM has green roofs on several campus buildings which reduce heat island effect: Cambridge Commons Residence Hall, the main lobby building of Sandburg Residence Hall, the Student Union, Golda Meir Library, School of Freshwater Sciences, and Pangaea Mall near the Lubar School of Business.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

Through campus wide performance contracting, Vending Misers were implemented throughout. The device detects motion around the vending machine and after an adjustable delay period will power down the vending machine if no motion exists around the machine.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

"---" indicates that no data was submitted for this field

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	239.37 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	30,306 MMBtu

Total energy consumption, performance year:

863,056 MMBtu

A brief description of on-site renewable electricity generating devices :

3 Solar PV systems are located on campus at Bolton Hall, Cambridge Commons, and the Golda Meir Library. In addition, a microgrid facility is currently under construction at the University Services & Research Building which features a 15kW wind turbine and a solar array.

A brief description of on-site renewable non-electric energy devices:

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

A brief description of the RECs and/or similar renewable energy products:

Wisconsin Act 141 directs the Department of Administration (DOA) to set goals for the use of renewable energy by the six state agencies that consume the great majority of electricity purchased by the state. One of these agencies is the University of Wisconsin System. REC's are broken out from there to individual campuses based on percentage of energy used in the UW System. The data available is from FY 2013.

The website URL where information about the institution's renewable energy sources is available:

<http://www4.uwm.edu/pps/Sustainability/CampusInit/renewable-energy.cfm>

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

"---" indicates that no data was submitted for this field

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	103.70 Acres
Footprint of the institution's buildings	24.30 Acres
Area of undeveloped land, excluding any protected areas	0 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	34.35 Acres

A copy of the IPM plan:

The IPM plan :

A brief summary of the institution's approach to sustainable landscape management:

Natural Lawn Care: All 23 acres on the Kenwood campus are regularly aerated, overseeded, and topped with compost.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Native plants are utilized and prioritized throughout the campus, including 4 campus prairies, 2 rain gardens, as well as in traditional bed plantings.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

Grass trimmings are immediately returned back to the lawn as they mow. Grounds Services also saves all down trees and limbs and returns them to mulch for the grounds.

A brief description of the institution's organic soils management practices:

In 2014, UWM's Physical Environment Committee approved a change to natural lawn care and the elimination of chemical applications on campus lawns. Now, all 23 acres on the Kenwood campus are regularly aerated, overseeded, and topped with compost.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

Natural Lawn Care uses 330 cu. yds. of locally-sourced compost.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Green infrastructure in the form of rain gardens, bioswales, and green roofs and cisterns seeks to maintain the integrity of the natural hydrology of the campus. Stormwater management is a high priority for campus and the City of Milwaukee. Projects are implemented as part of the "UWM as a Zero-Discharge Zone" stormwater masterplan for campus.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Snow and ice are yearly challenges at UW-Milwaukee. Good mechanical and manual snow removal is the first defense. Second, salt products and strategies were analyzed for reduced environmental impact, effectiveness, and interior impacts. Third, university staff were trained on the proper amount of salt application and the above strategies.

A brief description of any certified and/or protected areas:

The Downer Woods Natural Area is an 11.1-acre fenced forest on the UWM campus, which became part of the UWM Field Station in the Spring of 1998. The UWM Field Station also manages over 400 acres of natural areas throughout southeastern Wisconsin.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

[Sustainable Facilities Standards.pdf](#)

The electronics purchasing policy, directive, or guidelines :

From the State of Wisconsin Department of Administration "Sustainable Facilities Standards"

10. Purchasing of Furniture, Fixtures and Equipment Requirement

Intent

To enable building tenants to perform their jobs well and maintain good health, it's important to source furniture, fixtures and equipment that will not offgas or otherwise cause deteriorating health for the chemically sensitive.

Requirements

Purchase Energy Star approved equipment and products with ECO-labels or ECO-label certifications.

Preference for recycled content, used equipment, locally manufactured

No PVC content

Submittals

MSDS sheets for products being considered as part of bid process

Eco-label certifications

Potential Technologies & Strategies

Conduct research on greener furniture, fixtures and equipment, then select among the top 3 vendors in each category.

Printers:

-default to duplex printing at all printers

-reminders, pamphlet about benefits; make it easy

DIVISION OF STATE FACILITIES SUSTAINABLE FACILITIES STANDARDS

Rev.02/10/2010 39

-purchase only printers capable of duplex printing

-replace all old printers

-demonstrate how to use printers

Network copy machines.

Quit requiring office furniture to “match” (we waste perfectly good furniture)

Purchase only energy efficient fixtures and equipment. Promote use of motion sensors for room lighting.

Purchasing/Leasing

-Promote recycled paper/green office supplies purchasing and evaluate the impact

-Purchase only Energy Star, duplex printers

-Promote recyclable, compostable or reusable dishware & utensils

-Purchase only flat LCD monitors

-Purchase only Energy Star PCs

-Purchase only 4 stroke engines

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

ONLY computers recommended by the University Information and Technology Department are available for purchase. All models now are EPEAT models. Above that, the State of Wisconsin has a requirement for Energy Star or other Eco Label for Computer Purchasing.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	32,751.76 US/Canadian \$

EPEAT Gold

2,213,702.77 *US/Canadian \$*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

2,248,800.53 *US/Canadian \$*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<https://www4.uwm.edu/techstore/department/recommend.cfm>

Cleaning Products Purchasing

Responsible Party

Kate Nelson

Chief Sustainability Officer
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

"---" indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

UW-Milwaukee is has been implementing CIMS-GB on campus since 2012. Purchasing of all cleaning and janitorial products has been in line with CIMS-GB. Certification is slated for FY16.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

General cleaners are all Green Seal Certified. There are variations on other cleaners. Efforts have been underway to streamline all cleaners to minimal types that are all Green Seal Certified. Machinery has also been instrumental at UWM. Floor scrubbers that do not use chemicals are operated throughout campus to reduce chemical needs, water usage, and intense labor.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

No

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

Total expenditures on cleaning and janitorial products:

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

A brief description of the institution’s low-impact, ecological cleaning program:

A copy of the sections of the cleaning contract(s) that reference certified green products:

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution’s green cleaning initiatives is available:

<http://www4.uwm.edu/pps/Sustainability/CampusInit/green-cleaning.cfm>

Office Paper Purchasing

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

UWM purchased roughly \$707,144 in paper products in Fiscal Year 2012, primarily through UWM Print & Copy Services. Roughly 50% of all paper purchases is office paper distributed to copy machines on campus. All copy machine paper is 30% post-consumer recycled content. Of all paper purchases, roughly 5% is not recycled paper (28lb. Hammermill Color Copy Digital, though it is FSC Certified). For the remaining 45% of paper purchases, recycled content varies from 30%-100%, and UWM has conservatively assumed 30% post-consumer recycled content.

"--- " indicates that no data was submitted for this field

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

[Recycling Procurement Program.pdf](#)

The paper purchasing policy, directive or guidelines:

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

UWM purchases goods and services through State Procurement and adheres to policies, directives and guidelines established by the UW System. Per UW System, all agencies will continue to purchase recycled paper meeting the federal minimum content guidelines, provided the guidelines are consistent with the marketplace. In general, this means buying paper with a recycled content of 10 to 30 percent post-consumer content. UWM adheres to these guidelines and nearly all paper purchases range from 30-100% post-consumer recycled content. Federal RMAN Guidelines for Paper Products serve as recommendations for state agencies.

As per the guidelines, exceptions to the “buy recycled only” policy must be documented by each agency and are to be retained in agency files for 3 years. Contract vendors will report exceptions to Bureau contract administrators for all statewide contract purchasing; and agencies will record exceptions encountered in non-contract purchasing. Due to the much greater availability of high quality recycled paper meeting the federal standards, exceptions are expected to be rare for most agencies. (current law does not recognize higher cost as an acceptable rationale for not buying recycled paper.) Exceptions should be documented and filed as they happen, unless other arrangements need to be made for vendors and high-volume purchasers.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	671,786 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

Total expenditures on office paper :

707,144 US/Canadian \$

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://vendornet.state.wi.us/vendornet/recycle/rman.asp>

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Guidelines for Business Partners

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

"---" indicates that no data was submitted for this field

Total number of vehicles in the institution’s fleet :

87

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

UW-Milwaukee employs numerous E85 vehicles in the campus fleet.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Data was supplied by a Transportation Survey conducted in November and December 2014.

"---" indicates that no data was submitted for this field

Total percentage of students that use more sustainable commuting options:

54.20

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	45.80
Walk, bicycle, or use other non-motorized means	16.10
Vanpool or carpool	4.20
Take a campus shuttle or public transportation	33.60
Use a motorcycle, scooter or moped	0.30

A brief description of the method(s) used to gather data about student commuting:

A survey was sent to all students in November 2014. 3,720 student respondents completed the survey.

The website URL where information about sustainable transportation for students is available:

https://www4.uwm.edu/parking/trans_options/student-upass.cfm

Employee Commute Modal Split

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

Data was supplied by a Transportation Survey conducted in November and December 2014.

"---" indicates that no data was submitted for this field

Total percentage of the institution's employees that use more sustainable commuting options:

41.50

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	58.50
Walk, bicycle, or use other non-motorized means	19.70
Vanpool or carpool	7.10
Take a campus shuttle or public transportation	14.40
Use a motorcycle, scooter or moped	0.30

Telecommute for 50 percent or more of their regular work hours	0
---	---

A brief description of the method(s) used to gather data about employee commuting:

A survey was sent to all faculty and staff in November 2014. Telecommuting data was not compiled, though anecdotally, some faculty and staff do telecommute for 50 percent or more of their regular work hours.

The website URL where information about sustainable transportation for employees is available:

<http://www4.uwm.edu/pps/Sustainability/CampusInit/transportation.cfm>

Support for Sustainable Transportation

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

"---" indicates that no data was submitted for this field

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Cycle-Safe bike lockers are secure and weatherproof lockers that are available to residents of University Housing. Each unit is keyed separately and is located next to South Tower in Sandburg Hall. 50 storage units are available on a first-come, first-serve basis. Cambridge Commons residence hall also features indoor bike storage. In addition, shower facilities are available for bicycle commuters in a number of buildings (building and room #): University Services & Research, Engelmann Hall B21/B25, Architecture & Urban Planning B90A/B90B, Lubar Hall B22/B24, Mitchell Hall 334/372, Northwest Quad 1561/1565.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

UWM provides short-term bicycle parking within 50 ft of all occupied, non-residential buildings.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The strategies from the 2014 Parking & Transit study enveloped a bike infrastructure plan designed on campus and were approved by shared governance as campus strategy.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

Each semester, including summer, Outdoor Pursuits offers 75 bikes to UWM students to use for free. Bikes are distributed on a first-come, first-served basis. Locks, lights, and helmets are available upon request and U Bike also offers free minor tune-ups and small repairs to students.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

Yes

A brief description of the certification, including date certified and level:

The University of Wisconsin-Milwaukee was named a Bronze Bike Friendly University November 14, 2013.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

UWM offers students taking at least one class for credit on campus a semester long bus pass that will allow unlimited free rides on any Milwaukee County Transit System (MCTS) bus. The pass fee is included in tuition as part of student segregated fees. The University Housing shuttle service operates continuously between the UWM Kenwood Campus, Kenilworth Square Apartments, Cambridge Commons and RiverView Residence Hall. UWM also offers BOSS, a free van transportation service around the campus neighborhood, and UPARK, a free satellite parking lot and shuttle bus system.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

UWM offers the Zimride private ridesharing network to students, faculty and staff.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

University Housing has partnered with ZipCar to offer car sharing services to UWM students and staff. Nine vehicles are located at campus locations including Sandburg, RiverView, and Kenilworth Square.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

In 2014, UWM, with support from Nissan and ABB Inc, installed two fast-charge stations to campus to add to the other two existing AC charge stations. Located on the first levels of both the parking structure under the Engineering Math Sciences (EMS) building and the Klotsche Center & Pavilion structure, UWM has the first EV fast-charge stations in Milwaukee County. The stations charge EVs in 30 to 90 minutes and are available for use by anyone. There is no cost, except for the cost to park. The existing longer-term charge stations (4-8 hours) on campus are located at Northwest Quad parking and another in the EMS parking structure; both are also available to the general public..

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

A UWM telecommuting work policy option allows academic staff to request permission to perform responsibilities away from their offices where appropriate and consistent with operational needs.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

UWM encourages employees to request alternative work patterns when appropriate and consistent with the operational needs of the University and collective bargaining agreements.

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

UWM's Walk to Work Employee Home Ownership Program

UWM employees can receive free home-buying assistance in conjunction with the "Walk to Work" Employee Home Ownership Program, which is funded by the Division of University Relations and Communications.

In order to offer this service, UWM is partnering with Select Milwaukee, a not-for-profit organization dedicated to increasing home ownership in Milwaukee. The organization will provide UWM employees a full range of home purchase assistance, including [Campus Sustainability Data Collector](#) | [AASHE](#)

pre-purchase financial and credit counseling, homeownership educational services, and resources available for home rehabilitations for current homeowners. By working with Select Milwaukee, UWM employees have the opportunity to receive home purchase subsidies, low-cost financing for first-time home buyers, and referrals to reliable real estate agents, home inspectors, and insurance companies at no cost to the employee.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www4.uwm.edu/pps/Sustainability/CampusInit/transportation.cfm>

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

"---" indicates that no data was submitted for this field

Waste generated::

	Performance Year	Baseline Year
Materials recycled	950.66 Tons	1,332 Tons
Materials composted	0 Tons	8 Tons
Materials reused, donated or re-sold	1,460 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	2,308.34 Tons	2,599 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	4,224	3,622
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	22,729	23,402
Full-time equivalent of employees	3,462.70	3,172.86
Full-time equivalent of distance education students	0	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the waste generation baseline was adopted:

The waste generation baseline was adopted as FY2008 to be consistent with water and energy baseline data from FY2008.

A brief description of any (non-food) waste audits employed by the institution:

A waste audit for the 24 departments of Student Affairs took place in conjunction with participation in UWM's Green Office Certification program. An additional waste audit of the Architecture and Urban Planning building and Children's Center was held with help from a student group-Emerging Green Builders and Office of Sustainability interns.

A brief description of any institutional procurement policies designed to prevent waste:

DOA-3449 N(R06/94) Formerly AD-P-12
1989 Wisconsin Act 335

the purchase of recycled products;
the purchase of products with reduced waste;
the purchase of products that can be recycled;
the choice of durable, multiple-use products; and
the use of life cycle costing.

<http://vendornet.state.wi.us/vendornet/procman/prod19.pdf>

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The UWM Surplus Program helps manage unwanted furniture, equipment & computers from campus. Items are sold to the public, redistributed to another UWM department, donated to area non-profits, or recycled as scrap.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Access to all course information is solely online. Directories are also available online, but still printed as well.

A brief description of any limits on paper and ink consumption employed by the institution:

Printing in the Campus Computer Labs, the UWM Libraries, and a number of departmental computer labs is provided through a campus service called pantherPRINT. Print jobs are sent from computers in these labs to a print release station, where jobs are released and paid for using a pantherPRINTcard. The cost of printing is \$.06 per default double-sided black and white page and \$.50 for color prints. PantherPRINT cards can be purchased for \$1.00 from vending machines on campus. Large plotters also require students to purchase a card to print (\$.50 per running inch).

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

All residence halls actively collect donations from students moving out. Since UW-Milwaukee also has an intense student resident population in the surrounding neighborhood, an annual "Dump-N-Run" is also held for neighborhood residents to recycle items at the end of July.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Intracampus mailing with reusable envelopes.

A brief description of any food waste audits employed by the institution:

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

A recently opened hoop house on campus diverts roughly 2,000 lbs of pre-consumer food waste each week from Restaurant Operations' kitchen. In the spring of 2015, Restaurant Operations contracted with Sanimax to take all pre-consumer kitchen food waste.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Sanimax will provide monthly data to campus on lbs. of food waste diverted beginning in Spring 2015.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Reusable silverware is offered in all residence hall dining facilities. Compostable ware is available upon request for Catering.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

All of Restaurant Operations' residential dining facilities & Grind Operations offer a discount for using reusable mugs or 22oz cups for sodas and coffees.

A brief description of other dining services waste minimization programs and initiatives:

Batch cooking

The website URL where information about the institution’s waste minimization initiatives is available:

<http://www4.uwm.edu/pps/Sustainability/CampusInit/recycling.cfm>

Waste Diversion

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

"---" indicates that no data was submitted for this field

Materials diverted from the solid waste landfill or incinerator:

1,037 Tons

Materials disposed in a solid waste landfill or incinerator :

2,308 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

950 Tons- Traditional Recycling

87 Tons- Surplus

UW-Milwaukee has a long history of recycling. The majority of campus is a single-sort operation. The surplus program pulls in furniture and other campus materials.

A brief description of any food donation programs employed by the institution:

A brief description of any pre-consumer food waste composting program employed by the institution:

Restaurant Operations has a partnership with Growing Power and they utilize our pre and post processed fruits, vegetables, coffee grinds, and biodegradable: plates, napkins, and cups. Restaurant Operations utilizes compost/natural fertilizer from local farmers for the on-campus gardens.

A brief description of any post-consumer food waste composting program employed by the institution:

Restaurant Operations Residence Facilities has switched over to all biodegradable to-go plates, napkins, and cups that are offered to our customers to be put into our compostable bins that are sent to Growing Power for the production of soil.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	---
Food for animals	---
Food composting	---
Cooking oil	---
Plant materials composting	---
Animal bedding composting	---
Batteries	---
Light bulbs	---
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes

Pallets	Yes
Motor oil	---
Tires	---

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

Submission Note:

The Data includes information from the LEED certification documents from The School of Public Health (completed in FY2013) and the School of Freshwater Sciences addition (completed in FY2014). The new Children's Center and the Kenwood IRC will be completed to LEED standards and feature additional data in upcoming years.

Zilber-1,285.72 tons materials recycled.....60.93 tons landfilled

SFS Addition-701.22 tons materials recycled.....162.25 tons landfilled

"---" indicates that no data was submitted for this field

Construction and demolition materials recycled, donated, or otherwise recovered:

1,986.94 Tons

Construction and demolition materials landfilled or incinerated :

223.18 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

The State Facilities Standards require diversion of construction and demolition waste.

Hazardous Waste Management

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

Examples of Waste Minimization at UWM:

- Campus Preventative Maintenance reduces ethylene glycol usage by 80%.
- Fleet Garage and Maintenance Mechanics recycle all ethylene glycol, oil, oil filters, oil-dri, oil sorbent pads (Recycled by Future Environmental)
- Campus recycles:
 - o Lithium Ion, Nickel Metal-Hydride, Nickel Cadmium, and small Lead Gel Cell batteries (through “Call2Recycle”-Environmental Protection tracks the weights),
 - o mercury (through Veolia Environmental Services),
 - o fluorescent lamps (through Veolia Special Services – managed by PPS)
 - o ballasts (through our Metal Scrap Recycler),
 - o toner cartridges (through Cartridge World),
 - o Large Lead Acid Batteries (through our Metal Scrap Recycler)
 - o E-Waste (through Surplus)
 - o Aerosol cans (through Environmental Protection, either as surplus chemicals for redistribution, or once can is properly punctured and empty-as scrap metal)
- Chemistry teaching labs convert from mercury thermometers to red liquid thermometers.
- Environmental Protection checks for mercury instruments during lab inspections around Campus, and tries to find alternatives to replace them.
- Environmental Protection re-distills mineral spirits for the art department (and tracks the amounts redistributed)
- Custodial Services reduces chemical usage through dispensing systems.
- Biosciences replaces formaldehyde-based preservatives.
- Fine Arts Intaglio classes replace solvents with oil and citrus cleaner for brush and equipment clean-up.
- Environmental Protection receives solvent waste from labs across campus. If the constituents of the wastes are compatible, and not

contaminated with toxic chemicals, we bulk the solvents in 55-gallon drums. We recycle these drums with Veolia Environmental, and the drums are used as “fuel” for incinerators or cement kilns.

"---" indicates that no data was submitted for this field

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Source reduction steps include:

1. Substitute non-hazardous chemicals for more hazardous chemicals in classroom labs.
2. Re-engineer chemical activities to use less chemicals. One chemistry lab stopped performing a mercury lab, which created a lot of hazardous waste.
3. Order smaller quantities of chemicals to match needs.
4. Give surplus chemicals to campus redistribution program for reuse elsewhere on campus, this includes chemicals, paints, cleaners, gas cylinders, and even lab glassware.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Hazardous waste is disposed of through Veolia Environmental Services. Some waste is sent for incineration or treatment, depending on Veolia’s procedures.

Universal Waste:

Batteries are recycled through “Call2Recycle”, and the Environmental Protection department tracks the amounts we send to them.

Pesticides are disposed of through Veolia Environmental Services. Mercury Containing Devices are recycled through Veolia Environmental Services

Lamps are recycled through Veolia Special Services (through PPS).

Non-regulated chemical waste:

Depending on the chemical, some can go down the sanitary sewer, trashed in the regular garbage, or sent with Veolia Environmental so it can be incinerated.

Neutralization of Acid and Caustic Waste Chemicals:

UWM follows proper procedures to neutralize uncontaminated acidic or caustic waste- streams. Geosciences labs neutralize waste steams. Environmental Protection tracks the amounts neutralized in our hazardous waste facility.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

Data is currently being collected from University Safety & Assurances.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Surplus chemicals are given to UWM's campus redistribution program for reuse elsewhere on campus. This includes chemicals, paints, cleaners, gas cylinders, and even lab glassware. Departments will also check the surplus chemical redistribution inventory before ordering new chemicals.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Electronic waste on campus is managed through the surplus program. Campus community declares it a surplus and it is picked at their door and sorted at the Facility Services off campus location. UW-Milwaukee generated 7,000-10,000 lbs of electronic waste/month. The primary end life is through recycling, but some machines are also refurbished and sold to the public at a reasonable rate.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Electronic waste is handled through a state contract. Universal Recycling Technology has several physical and software means to destroy all data. A certificate of destruction is supplied to our university. URT maintains a \$5 million liability coverage to ensure all data destruction. URT supplies an EHS systems manual. URT is qualified as an E-Steward.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www4.uwm.edu/usa/ep/disposalguide.cfm>

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

UWM's Lake Front Pumping Station provides water to the Central Heating and Chilling Plant where it is used for condensing of refrigerant in chillers that provides cooling to campus buildings. The use of cool lake water (50-70 deg. F.) dramatically improves the energy efficiency of the chilling system, which provides UWM chillers with a much lower cost per ton of cooling versus chillers operated with cooling towers. Up to 23 million gallons per day of Lake Michigan water can be pumped to the Central Plant for this purpose (1.8 billion gallons in FY14). The pumping station is located at the bottom of the bluff behind the Alumni Center and has been in operation since 1969. These seasonally affected water draws are included in Baseline (FY08) and Performance Year (2014) total water use.

"---" indicates that no data was submitted for this field

Level of water risk for the institution's main campus:

High

Total water use::

	Performance Year	Baseline Year
Total water use	2,141,748,653 <i>Gallons</i>	2,654,203,372 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	331,988,653 Gallons	322,789,972 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,224	3,622
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	22,729	23,402.60
Full-time equivalent of employees	3,462.70	3,172.90
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	7,712,037 Square Feet	6,159,081 Square Feet

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	1,887,104 Acres	1,824,414 Acres

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the water use baseline was adopted:

The water baseline was set at FY2014 to be consistent with our Energy baseline.

Water recycled/reused on campus, performance year:

559,017 Gallons

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

The Cambridge Commons residence hall features a graywater cistern used to water landscape as well as the green roofs.

A brief description of any water metering and management systems employed by the institution:

All buildings are metered separately; although for billing purposes, the main Kenwood campus pulls them together by sections to bill for several main meters. Residence halls also have water utility data going right to the Lucid dashboard per building.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

From 2009 to 2014, 3 million sf of campus has been upgraded and retrofit for high efficiency urinals, toilets, and sinks.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UW-Milwaukee employs native and prairie plant species adapted to our climate zone throughout campus. The main Kenwood campus does not have an irrigation system and is watered on an as-needed basis, thereby heightening the need for drought-resistant plants. In addition, the Spiral Garden adjacent to the Heat Plant employs native plantings within bioswales to reduce stormwater runoff from impervious areas.

A brief description of any weather-informed irrigation technologies employed by the institution:

Irrigation is next to nothing on the UW-Milwaukee campus. There is no permanent built in irrigation system. Only flower pots and distinct beds are watered. The Grounds crew uses daily online weather data and our own weather system to make determinations daily on water practices. Extreme droughts, such as the summer of 2012, did inform some extra tree watering.

A brief description of other water conservation and efficiency strategies employed by the institution:

The website URL where information about the institution's water conservation and efficiency initiatives is available:

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

In 2006 Jim Wasley, Associate Professor in the School of Architecture of UWM, completed the "UWM as a Zero-Discharge Zone: A Stormwater Masterplan for the UWM Campus," with the assistance of graduate students and an interdisciplinary academic team. The Pavilion Gateway Demonstration Project, a more detailed project which is part of the Zero Discharge Zone, encompasses 4 acres of campus and is currently under construction. In addition, in the summer of 2006, Norris & Associates developed a Stormwater

Management Plan to serve as a guide for UW staff to use in UWM facility planning.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

In 2006, "UWM as a Zero-Discharge Zone: A stormwater master plan for the UWM campus" was approved through shared governance. The stormwater masterplan was also adopted as a part of UWM's 2010 Master Plan.

A brief description of any rainwater harvesting employed by the institution:

A 20,000 gallon cistern at Cambridge Commons Residence Hall connected to the main roof drainage is used for irrigation of surrounding lawns. A new 5,000-gallon cistern was placed near the Sandburg Residence Hall and will be used to water the gardens. In addition, a small 500-gallon cistern at the Physics building captures rainwater of the south awning and the water is used to water campus gardens on the south-facing Physics lawn.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

UW-Milwaukee has extensive stormwater infrastructure to filter impervious surfaces such as parking lots and building roofs; including bioswales, rain gardens, and green roofs.

A brief description of any living or vegetated roofs on campus:

A 50,000-square-foot green roof on the Golda Meir Library features two separate roof sections and is the largest green roof on a public building in Wisconsin. Cambridge Commons features two green roofs which operate as part of a stormwater system, Sandburg Commons features a two-tiered, 33,000-square-foot green roof, the Great Lakes Water Institute includes a 7,600-square-foot tray-system green roof, and a small 100-square-foot green roof was developed by a student organization, EcoTone, at the Student Union. Roofs over several parking structures at Lubar Hall and Spaight's Plaza were the first green roofs on campus.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Porous crushed-granite walkways reduce runoff at the Cambridge Commons residence hall.

A brief description of any downspout disconnection employed by the institution:

Downspout disconnection has been employed throughout the stormwater masterplan. However, not all buildings have been disconnected.

A brief description of any rain gardens on campus:

See above.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Parking Lot 18, as part of the Pavilion Gateway Demonstration Project functions as a retention pond.

A brief description of any bioswales on campus (vegetated, compost or stone):

Parking Lot 18, part of the Pavilion Gateway Demonstration Project, features 358 square feet of vegetated swales.

A brief description of any other rainwater management technologies or strategies employed by the institution:

UWM features a rain garden designed to reduce the rate of stormwater runoff from the roof at Sabin Hall. Rain gardens are scattered throughout campus, including a rain garden at the Sandburg Community gardens. The Children's Center employs rain barrels to water plants. Cambridge Commons features a rainwater system whereby the north and south wings' green roofs absorb rainwater. The highest roof channels rainwater into an underground, 20,000-gallon stormwater tank, where water is stored before use in irrigation, and rain gardens ring the courtyard. Many of the projects at UWM were completed in partnership with the Milwaukee Metropolitan Sewerage District.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://www4.uwm.edu/pps/Sustainability/CampusInit/storm-water.cfm>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

"---" indicates that no data was submitted for this field

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Chief Sustainability Officer oversees the Office of Sustainability at UW-Milwaukee. In the past three years, the 25% energy reduction goal was met on campus through the Energy Matters program, the office completed its first STARS submission to be awarded a Silver certification, through intensive bike planning UWM was awarded a Bronze as a Bicycle Friendly Campus, an on-site hoop house composting operation got underway, the campus converted to entirely natural lawn care, and in the spring of 2014, the Office of Sustainability hosted a campus-wide week-long Sustainability Symposium to engage faculty, staff, and students in the current and future potential of the sustainability program.

In academic contributions to sustainability, the new MS degree in Sustainable Peacebuilding brought on its first cohort, the School of Freshwater Sciences opened on Lake Michigan (the only of its kind in North America), and the School of Public Health opened in an urban renewal project of Milwaukee's old Brewery site.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and

activities:

The purpose of the Environmental Sustainability Committee (ESC) is to create a collaborative group between the Student Association Senate, students, student organizations, faculty, and administration to discuss, initiate, and implement sustainable environmental policies, practices, and procedures.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Kate Nelson-Chief Sustainability Officer

Glen Fredlund-Professor & Director, Conservation and Environmental Science Program

Linda Corbin-Pardee-Union Program Manager

John Gardner-Program and Policy Analyst, UWM

Ryan Sorenson-undergrad, UWM

Mark Jensen-undergrad, UWM

Angelica Sanchez-undergrad, UWM

Devin Last-undergrad, UWM

Hannah Noll-undergrad, UWM

Allysa Hallett-grad student, UWM

Emily Kohlwey-undergrad, UWM

The website URL where information about the sustainability committee(s) is available:

<http://www4.uwm.edu/pps/Sustainability/left/environmental-sustainability-committee.cfm>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Sustainability at UW-Milwaukee, founded in 2008, assesses, supports, and drives sustainability initiatives across campus operations, student life, and throughout academic affairs. By building cross campus and community collaborations, integrating sustainability into campus planning initiatives, assessing impacts over the long term, and working from our own sense of place and purpose, UW-Milwaukee manages its resources wisely and makes sustainability relevant to its teaching and research mission.

Past initiatives include Energy Matters, a campus wide energy efficiency program with Facility Services, supporting stormwater green infrastructure with the School of Architecture, initiating and growing campus gardens with many across the UWM community, bike planning with the assistance of Campus Planning and Community Design Solutions, and multiple outreach programs with the Share the Earth series.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

The website URL where information about the sustainability office(s) is available:

<http://www4.uwm.edu/pps/Sustainability/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kate M. Nelson

A brief description of each sustainability officer position:

This position provides leadership in support of the University of Wisconsin-Milwaukee's long-range planning activities. This position directs implementation of the University's comprehensive strategic planning, implementation, and progress tracking of all sustainability goals. The Chief Sustainability Officer manages a coherent, campus-wide sustainability program by coordinating operations, planning, academic, research, and student sustainability activities. Fosters a culture of sustainability among students, faculty and staff; collaborates with University leaders to identify and prioritize areas for institutional sustainability efforts; plans and develops long and short range programs; engages with institutional leaders to foster sustainability broadly across campus units.

Serves as a point person for all sustainability activities on campus, annual reporting requirements and other University policies related to sustainability. This position manages all inputs to AASHE STARS (Sustainability Tracking Assessment & Reporting System), the transparent, self-reporting framework for colleges and universities to measure their sustainability performance. Measurements and inputs relate to all units on campus, including energy and materials flows of Facility Services'

managed state buildings and grounds, Auxiliary Services program revenue space, as well as coordination with UWM Foundation complexes. Sustainability planning and programming is fostered through this position for multiple campus divisions. This regards but is not limited to: energy management, waste and recycling strategies, sustainable food operations, potable and storm water management, alternative transportation planning, LEED or comparable green building standards, procurement standards, conservation awareness and behaviors modification, and other related sustainability measures. Coordinates and supports the academic community to integrate sustainability into curriculum, living learning lab opportunities, internships, as well as campus sustainability service learning. Works with appropriate University entities to leverage sustainability efforts to increase student recruitment, retention, and graduation rates.

The position is the liaison connecting the university with the State, UW System, UW institutions, regional and national sustainability programs and organizations. It serves as member of campus advisory committees and facilitates implementation of the University's sustainability goals and objectives in line with the University's strategic goal of sustainability.

A major role of this position is to interpret and in turn provide recommendations to implement sustainability plans and policies. This will be accomplished through the development of feasibility studies, energy use and material flows of the UW-Milwaukee campus, and an ability to work across campus to embed sustainability measures into the culture and objectives of each division and unit. Performance indicators such as those embodied in the STARS report will be used to track progress toward goals and also institutional sustainability performance.

The position reports to the Associate Vice Chancellor of Facilities, Planning, and Management within the Division of Finance and Administrative Affairs. The Chief Sustainability Officer will regularly be called upon and report out to multiple units of campus leadership at their request.

The website URL where information about the sustainability officer(s) is available:

<http://www4.uwm.edu/pps/Sustainability/about.cfm>

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	No	No
Public Engagement	No	No
Air and Climate	No	---
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

Other

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

The State Facility Standards set the planning and objectives for campus buildings

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The objectives are all based on separate objectives. All the detail can be found in the State Facility Standards:

<http://www.doa.state.wi.us/Default.aspx?Page=c8781af1-a861-4196-89c7-4a56c7bce306>

Accountable parties, offices or departments for the Buildings plan(s):

Department of Administration, Campus Planning, Office of Sustainability, and Facility Services (depending on the credit)

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Plans were established in the UWM Master Plan.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Sustainable Food Services

Increase healthy, local and organic dining options on campus at an incremental rate.

Create and maintain connections with local farmers, and utilize local produce and products on campus whenever possible, reflective of the season.

Educate the UWM community about the benefits of local, organic food options.

Compost all pre-cooked kitchen scrapes by 2010, and all post-kitchen scraps by 2012.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Office of Sustainability and Restaurant Operations

A brief description of the plan(s) to advance sustainability in Energy:

The goal was to reduce campus energy usage by 25% by 2013.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Energy efficiency work took place from 2009-2014 through performance contracting. The goal was reached in 2013 with a 27% reduction.

<http://www4.uwm.edu/pps/Sustainability/CampusInit/performance-contracting.cfm>

Accountable parties, offices or departments for the Energy plan(s):

Facility Services and the Office of Sustainability

A brief description of the plan(s) to advance sustainability in Grounds:

Plans were established in the UWM Master Plan.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Goals:

Natural Resources / Landscapes

Sustain and increase the use of native and perennial landscaping with the aim of reducing maintenance costs over time and fostering an awareness of Wisconsin ecology.

*In progress

Eliminate the use of all pesticides and synthetic fertilizers, while increasing the health of campus soil / lawns by aeration, natural compost and seeding by 2012.

*Reached this goal in 2104

Enhance preservation strategies for Downer Woods focusing on the management of invasive species and encouraging the campus community to use the Woods for passive and active education about the environment.

*In progress

Accountable parties, offices or departments for the Grounds plan(s):

Office of Sustainability, Grounds

A brief description of the plan(s) to advance sustainability in Purchasing:

Plans were established in the UWM Master Plan.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

These goals were set forth in the Master Plan. The Green Office Certification developed beyond this.

Recommendations:

Purchasing Policy

Purchase University materials and services based on these sustainable factors, whenever possible, meeting multiple qualifiers.

Durable, form of the product is suited for its function to maximize its lifetime.

Product is made from pre/post consumer or industrial recycled material.

Product can be recycled in the end, and the campus operations are set up to do so.

Efficiency of the product or machinery will save money by utilizing less water or energy over its lifetime.

Product is documented to produce significantly less toxins and is preferably biodegradable.

Product is harvested or made within a 500 mile radius of UWM campuses and sites.

Product is shipped with minimal packaging (consistent with care of the product), and preferably made of recycled and/or recyclable materials.

Purchase and monitor certified products that meet the ENERGY STAR, Green Seal Certified, NSF 140 2007, Green Guard, ISO 140001, and The Forest Stewardship Council Standards, wherever such ratings exist, and to such standards and certifications as they evolve.

Accountable parties, offices or departments for the Purchasing plan(s):

Office of Sustainability, Purchasing

A brief description of the plan(s) to advance sustainability in Transportation:

Plans were established in the UWM Master Plan. The UWM Bicycle Advisory Task Forces has developed the plans and goals further. An infrastructure plan was also completed.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Plans originally were established in the UWM Master Plan as follows:

Double alternative transportation journeys to the campus through incentives, community partnerships and resource adjustments by 2020, relative to a 2008 baseline.

Develop campus, community and multi-county strategy and programs to encourage the use of alternative transit, including, but not limited to pedestrian, bike, bus, train and carpooling that is relevant to all UWM sites.

Accountable parties, offices or departments for the Transportation plan(s):

Office of Sustainability, Campus Planning, Parking and Transportation, and the School of Urban Planning

A brief description of the plan(s) to advance sustainability in Waste:

Plans were established in the UWM Master Plan.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Increase recycling rates and waste minimization programs incrementally each year.

Find new sources for current waste via City and community processors, as well as faculty research.

Recycle 50% of all construction and demolition site waste on all campus remodeling and new construction projects, effective immediately.

Increase the awareness of the UWM community with regard to recycling logistics, services and progress.

Increase the reuse of campus furniture and equipment by redistribution on campus, through public sale and through donation to area non-profits.

Accountable parties, offices or departments for the Waste plan(s):

Office of Sustainability

A brief description of the plan(s) to advance sustainability in Water:

Plans were established in the UWM Master Plan.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Reduce campus water usage by 20% through operations and human behavior changes from a 2005 baseline by 2012. Continue to conserve and reduce consumption incrementally each year.

Engineer and landscape for zero-stormwater discharge from the Kenwood campus by 2020 at

the roof top and ground level.

Accountable parties, offices or departments for the Water plan(s):

Office of Sustainability, Facility Services, School of Architecture

A brief description of the plan(s) to advance Diversity and Affordability:

The Strategic Plan of 2014 laid out this plan.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Detailed information can be found here:

http://www4.uwm.edu/strategicplan/customcf/strategic_planning/v1/docs/Strategic-Plan-Draft_11-2-14.pdf

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Across campus

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

This is of main importance of UWM's Best Places to Work initiative

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Broad goals can be found here:

http://www4.uwm.edu/assets/ux/bestplacetowork/v2/employee_friendly_stress.pdf

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources, Best Places to Work committee

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability is strewn throughout the UWM 2010 Master Plan but also has its own section.

The website URL where information about the institution's sustainability planning is available:

http://www4.uwm.edu/master_plan/

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

Submission Note:

Inclusion & Diversity

Diversity is not a number or a quota at UWM – Wisconsin’s most diverse and dynamic institution of higher education. UWM faculty, students and staff provide cultural programming, support services, academics and international opportunities that support the full depth, breadth and diversity of the human experience.

"---" indicates that no data was submitted for this field

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
--	------------------

Student diversity and equity	---
Employee diversity and equity	---

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Multiple Committees:

Council on Inclusion

To help further these campus discussions, an advisory council to the Chancellor on issues of Race, Ethnicity, and Gender, now known as the Council on Inclusion was created. The group was charged with:

- *Developing a strategic diversity plan with a broad-based support
- *Monitoring our progress toward achieving our Plan 2008 and ensuring that there is accountability along the way
- *Providing recommendations for attracting and retaining faculty and staff of color
- *Developing a diversity training program for the entire UWM campus

Advisory Committee on Lesbian, Gay, Bisexual, and Transgender Issues

The committee is charged with making recommendations related to current and proposed policies and practices that affect LGBT employees and students. It collaborates with campus groups and offices to increase awareness of these issues. The committee meets monthly and reports to the Chancellor.

African American Faculty & Staff Council

The African American Faculty & Staff Council (AAFSC) is committed to promoting and enhancing a sense of community, equity, and professional and educational development at the University of Wisconsin-Milwaukee.

Americans with Disabilities Act Advisory Committee

To assist the university in: (1) continuing to develop a campus that is universally accessible and (2) overseeing ongoing compliance with the Americans with Disabilities Act, by acting as an advisory body to the Chancellor and the ADA Coordinator.

Asian Faculty and Staff Association

The Asian Faculty and Staff Association (AFSA) seeks to advance the scholastic and civic interests of its members by providing opportunities to:

- *work collaboratively across disciplines to plan and conduct research;
- *promote partnerships with community-based organizations for research and evaluation activities;
- *serve as consultant to the UWM community on academic; sociocultural; and faculty, staff and student recruitment and retention issues;
- *encourage and reward the scholastic achievement and community participation of UWM Asian students; and network and socialize.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www4.uwm.edu/discover/inclusion.cfm>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	---
Administrators	---

A brief description of the cultural competence trainings and activities:

Educational opportunities are open and advertised to all primarily through the Office of Equity/Diversity. Educational opportunities are through seminars, workshops, and online training.

The website URL where information about the cultural competence trainings is available:

<https://www4.uwm.edu/employeeev/>

Assessing Diversity and Equity

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

"---" indicates that no data was submitted for this field

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998).

Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Harper & Hurtado, 2007; [Campus Sustainability Data Collector](#) | [AASHE](#))

Ingle, 2005; Milem, Chang, & Antonio, 2005). Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

The University of Wisconsin System (UWS) has a long history of supporting diversity initiatives¹ as evidenced by the System's support and commitment to this climate assessment project. In 2005, a taskforce committee of the UW System Inclusivity Initiative was formed to search for consulting firms that conduct climate assessments in higher education. Rankin & Associates (R&A) was identified as a leader in conducting multiple identity studies in higher education. In 2006, R&A presented a proposal to the UW System provosts and various constituent groups, which resulted in the formation by UW System administrators of the Climate Study Working Group (CSWG)² and subsequent contract with R&A to facilitate a system-wide climate assessment.

Fact-finding groups were held in September 2007 to discuss with University of Wisconsin System students, staff, and faculty their perceptions of the System climate. Informed by these fact-finding groups and informed by previous R&A work, the CSWG developed the final survey instrument template that was administered to the five participating institutions in spring 2008.

UW-Milwaukee was one of the five UW System institutions that participated in the initial climate project in 2007-2008. A Diversity Leadership Committee (DLC) was created at UW-Milwaukee to assist in coordinating the survey effort on campus. The DLC reviewed the survey template and revised the instrument to better match the campus context at UW-Milwaukee. The final survey contained 90 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment.

All members of the campus community (e.g., students, faculty, academic staff, and classified staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, employees' work-life issues, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

A summary of the findings, presented in bullet form below, suggests that while UW-Milwaukee has several challenges with regard to diversity issues, these challenges are found at many other higher education institutions across the country³.

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

The website URL where information about the assessment(s) is available:

http://www4.uwm.edu/acad_aff/climate/survey08/index.cfm

Support for Underrepresented Groups

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

"---" indicates that no data was submitted for this field

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

A comprehensive group of student services are available for many underrepresented groups on campus.

<http://www4.uwm.edu/ssc/ssr/cultural-inclusion.cfm>

The website URL where more information about the support programs for underrepresented groups is available:

<http://www4.uwm.edu/ssc/ssr/cultural-inclusion.cfm>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

"---" indicates that no data was submitted for this field

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Diversity Fellows Program

The program is designed to increase the diversity and excellence of the UWM Faculty, the DFP provides Fellows the opportunity to gain valuable teaching experience at UWM, interact with UWM Faculty and experience Milwaukee. At the same time, the Program allows UWM Faculty to foster relationships with some of the nation's finest future faculty prior to their graduation.

The website URL where more information about the faculty diversity program(s) is available :

http://www4.uwm.edu/acad_aff/climate/dfp/fellows2012.cfm

Affordability and Access

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

"---" indicates that no data was submitted for this field

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

As a nationally ranked Doctoral/Research Extensive University emphasizing results-oriented research, and as a public university that promotes diversity and inclusion in all we do, our faculty, instructors and advisers provide many ways for UWM students to achieve academic excellence.

The Student Success Center has several services and centers that support low-income students.

A brief description of the institution's scholarships for low-income students:

Tuition Assistance Grant

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

The UW-Milwaukee mission statement includes:

"(e) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students."

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students:::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Kate Nelson

Chief Sustainability Officer

Office of Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In 2008, UW-Milwaukee was one of the five UW System institutions that participated in the initial UW-System climate project. The final survey contained 90 questions, including open-ended questions for respondents to provide commentary. All members of the campus community (e.g., students, faculty, academic staff, and classified staff) were invited to participate in the survey. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, employees' work-life issues, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

2,008

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www4.uwm.edu/acad_aff/climate/survey08/index.cfm

Wellness Program

Responsible Party

Kate Nelson
Chief Sustainability Officer
Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

"---" indicates that no data was submitted for this field

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	---
Staff	Yes
Faculty	---

A brief description of the institution's wellness and/or employee assistance program(s):

UWM has contracted with Symmetry, a private, non-profit human services agency, to provide an Employee Assistance Program to all permanent employees and their immediate families/household members. The service will provide confidential guidance and assistance to employees and/or their immediate family/household members who are confronted with problems which disrupt their lives in a variety of ways.

The website URL where information about the institution's wellness program(s) is available:

http://www4.uwm.edu/hr/benefits/benefits_packets/classified/upload/Employee-Assistance-Program.pdf

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

Submission Note:

The Committee retains these specific roles and responsibilities:

•Recommend to the full Board an Investment Policy Statement, which includes these key elements:

-Asset allocations for each Fund

-Spending policy for the Long Term Fund

-Proxy voting and policy, and "social responsibility" policies

•Recommend to the full Board the UW Trust Funds-related officers (i.e., the Trust Officer and any Assistant Trust Officers, which includes the Director of the Office of Trust Funds)

•Otherwise oversee and monitor all other aspects of the management and administration of UW Trust Funds which have been delegated to others

"---" indicates that no data was submitted for this field

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The mission of the Trust Funds Office is to:

*Provide the Board of Regents with the support, information and analyses they require to fulfill their oversight responsibilities as fiduciaries and trustees.

*Provide excellent (valuable, timely, accurate and efficient) products and services

This statement is included in the Core Functions section:

“Although investment objectives focus primarily on financial return relative to risks assumed, considerations of "social responsibility" are not ignored. Social issues brought to the attention of the Office and/or the Board of Regents are typically researched by staff and reported on to the Business and Finance Committee. Also, a proxy reporting service is employed so that shareholder proxies are voted in a socially-conscious manner, consistent with Regent policies.”

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

The Board of Regents of the University of Wisconsin System is the principal and ultimate fiduciary of the UW Trust Funds. The management and administration of University Trust Funds, including the consolidated and segregated funds, is delegated to the Business, Finance and Audit Committee.

Gerald Whitburn (Chair)

John Behling (Vice Chair/Audit Liaison)

Margaret Farrow

Tim Higgins

Janice Mueller

Charles Pruitt

Gary Roberts

David Walsh

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

<http://www.uwsa.edu/bor/committees/>

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Investment Disclosure

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

The University of Wisconsin system discloses investment holdings on its website. In addition, proxy voting lists, season reviews, asset allocation histories, and annual trust reports are available.

"---" indicates that no data was submitted for this field

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<https://www.wisconsin.edu/trust-funds/investments-and-reports/>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome :

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

John Gardner

Sustainability Program and Policy Analyst
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
