



# University of Wisconsin-Stevens Point

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

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*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

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Master

## Institutional control:

Public

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

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

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

21,834,011 US/Canadian \$

### Total campus area:

2,484 Acres

### IECC climate region:

Cold

### Locale:

Large town

### Gross floor area of building space:

2,782,735 Gross Square Feet

### Conditioned floor area:

2,631,369 Square Feet

### Floor area of laboratory space:

27,430 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:

807,625 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
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<b>Biomass</b>	0
<b>Coal</b>	54.40
<b>Geothermal</b>	---
<b>Hydro</b>	4.90
<b>Natural gas</b>	12.10
<b>Nuclear</b>	17.50
<b>Solar photovoltaic</b>	---
<b>Wind</b>	2.30
<b>Other (please specify and explain below)</b>	8.80

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

Data is WPS Fuel Mix from 2014 GHG inventory - Other is net purchased

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	0
<b>Coal</b>	14.60
<b>Electricity</b>	---
<b>Fuel oil</b>	0
<b>Geothermal</b>	---
<b>Natural gas</b>	84.70
<b>Other (please specify and explain below)</b>	0.70

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

Other is LP gas

# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

4

### Number of academic departments (or the equivalent):

44

### Full-time equivalent enrollment:

8,806

### Full-time equivalent of employees:

1,147

### Full-time equivalent of distance education students:

53

### Total number of undergraduate students:

9,292

### Total number of graduate students:

351

### Number of degree-seeking students:

9,643

### Number of non-credit students:

291

### Number of employees:

1,274

### Number of residential students:

3,399

**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.

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

## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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::**

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	1,821	713
<b>Number of sustainability courses offered</b>	63	45
<b>Number of courses offered that include sustainability</b>	148	78

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

25

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

43

**Number of years covered by the data:**

Two

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

[STARS Academic Course Inventory.xlsx](#)

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

See course catalog for individual course descriptions

<http://www.uwsp.edu/AcadAff/Pages/resources/catalog.aspx>

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

<http://www.uwsp.edu/sustainability/Pages/Academics.aspx>

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

A complete list of courses was sent to each of the four colleges and either the department chair or professor determined if the class was a sustainability class based on STARS sustainability definitions that were provided.

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

Each course was counted as a single course regardless of the number of offerings or sections

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

If courses were taught at both Graduate and Undergraduate levels they were counted in both categories.

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

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

**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

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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"---" 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:**

1,727

**Total number of graduates from degree programs:**

1,837

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

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

The General Education Program applies to all students regardless of degree type

<http://www.uwsp.edu/admissions/guides.aspx>

American Studies  
Anthropology  
Aquaculture/Fish Culture  
Art and Design  
Astronomy  
Biology  
Business and Economics ( and Accounting)  
Chemistry  
Communication  
Communicative Disorders  
Comparative Literature  
Computing & New Media Technology  
Earth Science  
Economics  
Education  
English  
English as a Second Language  
Environmental Studies  
First Year Seminar  
Fisheries & Water Resources  
Foreign Language  
Forestry  
Geography  
Geology  
Health Care Professions  
Health Information Management and Technology  
Health Promotion and Human Development  
History  
Human Dimensions of Natural Resource Management  
Individually Planned Major  
Interior Architecture  
International Studies  
Library Resources  
Mathematical Sciences  
Military Science  
Museum Techniques  
Music  
Native American Studies  
Natural Science  
Nursing  
Paper Science & Engineering  
Peace Studies

Philosophy  
Physical Education and Athletic Training  
Physics  
Political Science  
Prenursing  
Psychology  
Public Administration & Policy Analysis  
Religious Studies  
Research  
Small City Analysis  
Social Science  
Sociology  
Social Work  
Soil and Waste Resources  
Theatre and Dance  
Wildlife Ecology  
Women's & Gender Studies

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

The General Education Program (GEP) seeks to develop qualities of global citizenship in four distinct ways. After completing the general education curriculum, students will:

- Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.
- Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
- Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.
- Apply their knowledge and skills, working in interdisciplinary ways to solve problems.

The Cultural and Environmental Awareness level of the GEP structure includes the following requirements:

U.S. Diversity:

- Describe the various dimensions of diversity and marginalization within the United States.
- Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

Global Awareness:

- Identify and explain various components of a culture that is distinct from those found within the United States.
- Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

Environmental Responsibility:

- Recognize areas of interaction between human society and the natural environment.
- Identify the individual, social, cultural, and ecological factors that influence environmental sustainability.
- Evaluate competing scientific claims that inform environmental debates.

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

<http://www.uwsp.edu/acadaff/Pages/generalEducation.aspx>

# Undergraduate Program

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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*.

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"---" 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):

Human Dimensions of Natural Resource Management - Natural Resources Social & Policy Sciences

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

Majoring in Human Dimensions of Natural Resource Management will prepare student for the professions that bring people and the environment together. Students and faculty in this discipline focus their studies on the interactions of humans with their environment and the ways that citizens can best be educated to make decisions about those interactions. This major provides a solid basis for graduate level education in law or natural resource management and policy.

There are courses in resource and ecological economics, physical environment (fisheries, forestry, wildlife), social sciences such as philosophy, political science, and sustainability science.

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

<http://www.uwsp.edu/natres/Pages/default.aspx>

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

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

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

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

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

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

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

[http://www.uwsp.edu/cnr/undergrad\\_programs.aspx](http://www.uwsp.edu/cnr/undergrad_programs.aspx)

Fisheries and Water Resources

Forestry

Soil and Waste Resources

Wildlife

International Studies

[http://www.uwsp.edu/history/Pages/programs/intl\\_major.aspx](http://www.uwsp.edu/history/Pages/programs/intl_major.aspx)

**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):**

Sustainable Energy Minor/Sustainable Energy Certificate

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

The Sustainable Energy Certificate is recognition for (a) completing a course of study that prepares you to evaluate the technical, political, economic, social, and environmental dimensions of deploying sustainable energy systems and (b) demonstrating experience using trans disciplinary approaches that combine scientific and collaborative stakeholder efforts to formulate solutions to energy challenges.

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

<http://www.uwsp.edu/AcadAff/Pages/resources/catalog.aspx>

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

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

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

<http://www.uwsp.edu/cnr-ap/KEEP/Pages/Professional-Development/Energy-Education-Certificate.aspx>

x

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

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

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

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

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# Graduate Program

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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*.

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## Submission Note:

Sample of courses in the Extended MS in Environmental Education (EE) for K-12 Teachers:

Economics & Environmental Issues  
Basic Concepts of Sustainability  
Ecological Lifestyles  
Topics in Environmental History  
Environmental Health  
Selected Topics in EE - Air Quality, Energy, Global Change  
Community Resources in EE  
Plant Resources and Humans  
Renewable Energy  
Environmental Futures  
Philosophical Problems

"---" 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):**

Human Dimensions of Natural Resources

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

Through the College of Natural Resources you may earn a Master of Science in Natural Resources with an emphasis from a variety of areas such as forestry, wildlife, fisheries, water, human dimensions of natural resources, environmental education, soil science, waste management and others. Human Dimensions of Natural Resource Management prepares student for professions that bring people and the environment together. Students and faculty in this discipline focus their studies on the interactions of humans with their environment and the ways that citizens can best be educated to make decisions about those interactions.

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

<http://www.uwsp.edu/cnr/graduateProgram/Pages/default.aspx>

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

Environmental Education for K-12 Teachers

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

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

<http://www.uwsp.edu/cnr/AMP/pages/default.aspx>

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

Natural Resources Leadership and Administration

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

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

<http://www.uwsp.edu/cnr/AMP/pages/default.aspx>

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

Graduate Fellowship in Residential Environmental Education: Through a unique partnership, the University of Wisconsin-Stevens Point College of Natural Resources (UWSP-CNR), Treehaven Environmental Learning Center, and Conserve School provide a distinctive 2-year fellowship. Completion of the fellowship will result in a master of science in natural resources with an emphasis in residential environmental education.

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

Yes

**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 Energy Education Certificate is available to practicing K-12 teachers only and is tied to graduate level courses. The certificate reflects comprehensive professional development and experiences in energy content and teaching competencies. The certificate is awarded after completing at least three Wisconsin K-12 Energy Education Program courses and providing evidence of involvement in at least three energy education activities.

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

<http://www.uwsp.edu/cnr-ap/KEEP/Pages/Professional-Development/Energy-Education-Certificate.asp>

x

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

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

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

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

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

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

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

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# Immersive Experience

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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*"---" 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:**

### #1 Example

All international components of the College of Natural Resources (CNR), including the International Resource Management minor, the Peace Corps Master's International Program (PCMI), and several travel-study programs abroad contribute to the "internationalization" of students, faculty, and staff by:

- Promoting awareness and knowledge of environmental issues of global concern, especially in the context of sustainable natural resource management.
- Promoting awareness and understanding of global ecosystems and human interactions with those ecosystems.
- Enhancing interest in foreign languages and appreciation of cultural diversity.
- Preparing for employment and volunteer opportunities abroad.

Example #2 UWSP College of Natural Resource (CNR) students are required to fulfill a summer field requirement. There are two options available for completion of this requirement and attending Treehaven for six weeks is one option. The six weeks is divided up into equal

[STARS Reporting Tool](#) | [AASHE](#)

amounts of learning time for the seven courses offered which are:

Land Surveying, Field Experience in Forest Measurement, Plant Identification, Soil Conservation and Watershed Inventory Techniques, Field Experience in Soil Inventory Methods, Field Experience in Aquatic Ecosystem Evaluation, Field Experience in Wildlife Management Techniques.

Alternatively, students may participate in the European Environmental Studies Seminar to learn how European countries manage their natural resources in comparison to the U.S. These include practices in ecological agriculture, wildlife management, agroforestry, renewable energy, and more.

<http://www.uwsp.edu/cnr/pages/international/europe.aspx>

### Example #3

Global Environmental Teachings (GET) through the WI Center for Environmental Education:

Through international partnerships, networks, courses and exchanges, GET accomplishes three main goals that promote the sustainability of the world's natural resources:

- To build a deeper understanding concerning the world's diverse biosphere through cultural, educational, and international exchanges;
- To provide participants with professional development opportunities;
- To create leaders by helping participants develop the knowledge and skills necessary to work towards the protection and sustainability of the world's biosphere.

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

<http://www.uwsp.edu/cnr/Pages/International/default.aspx>

# Sustainability Literacy Assessment

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

**The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:**

0

**The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:**

100

**A copy of the questions included in the sustainability literacy assessment(s):**

[Literacy Assessment Survey.pdf](#)

**The questions included in the sustainability literacy assessment(s) :**

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**A brief description of how the assessment(s) were developed:**

Reviewed sample literacy assessments posted in AASHE resources and wrote our own assessment so it was relevant to our university and state issues. We included both fact-based questions and value-based questions.

**A brief description of how the assessment(s) were administered:**

All current students were sent the assessment via email and were asked to complete it within a two week period.

**A brief summary of results from the assessment(s):**

Survey was sent out 2/23/15. Results are pending.

**The website URL where information about the literacy assessment(s) is available:**

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# Incentives for Developing Courses

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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*"---" 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?:

Yes

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

### WIST Scholar Program

The WIST Scholar program taps the energy and creativity of UWSP faculty and staff across campus to advance research or other ideas that further the WIST mission and vision. The program is open to faculty and staff at all four UWSP colleges. WIST solicits proposals for sustainability projects in research, education or laboratory services.

### WIST Education Division

The education division has developed a biofuels minor curriculum at UWSP, course offerings in papermaking processes, intro to sustainable energy, bioplastics and life cycle assessment. Other education division objectives include creation of a unit operations laboratory to support all engineering courses, and provision of the expertise and infrastructure to support education in sustainable technologies including outreach education for business and industry.

<http://www.uwsp.edu/wist/Pages/education/index.aspx>

Curriculum Development Grant (Assistance to individuals and departments or units for the development of new and/or innovative classes, teaching strategies, methods of classroom presentation, and the development and implementation of innovative assessment strategies for curriculum improvement..)

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

Those winning approval are provided financial, administrative, and/or other support by WIST.

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

<http://www.uwsp.edu/wist/Pages/scholar.aspx>

# Campus as a Living Laboratory

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**Responsible Party**

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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**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.

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

**Is the institution utilizing the campus as a living laboratory in the following areas?:**

	Yes or No

<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	Yes
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	Yes
<b>Purchasing</b>	No
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	No
<b>Public Engagement</b>	Yes
<b>Other</b>	Yes

**A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:**

The Office of Sustainability employs students to assist with completing the greenhouse gas inventory. A class in the Sustainable Energy program completed the GHG inventory for 2012 and future plans are for the class to complete future inventories.

**A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:**

Students from Student Government are involved with the performance contracting Energy Service Company planning for campus building projects. The student Green Fund that is used for capital projects on campus will work with university staff to plan and implement projects. Students will learn how to develop projects and calculate payback.

**A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:**

Dining Services works collaboratively with the Student Government Association, Students for Sustainable Communities, Sustainable Agriculture in Communities Society, and the Waste Management Society. There are regularly scheduled trips to local farms and businesses to promote student involvement in the local food marketplace via our Culinary Learning Journeys (CLJs) program. Student workers are working continuously to improve the vegan food choices offered by dining services.

Dietetics students in the Health & Human Development program operate the CPS Cafe and experience all aspects of food service operation and management. The cafe uses green-sustainable practices in operations and serves natural and organic foods sourced from sustainable local farms.

**A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:**

The biofuels lab is integral to the interdisciplinary biofuels minor offered at UW-Stevens Point. Students gain foundational knowledge in methods to produce liquid fuels from biomass. In the laboratory, students produce biodiesel and ethanol from biomass. This laboratory and biofuels minor augments students' education in the fields of biology, biochemistry, natural resources, or paper science and engineering, and positions them for employment in emerging renewable energy fields.

The Office of Sustainability employs a student to run the Campus Conservation National energy competition, which includes entering data into the energy dashboard.

Students are involved with our performance contracting Energy Service Company (ESCO), specifically with installment of an energy dashboard.

**A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:**

Grounds department employs 10 students that help improve and maintain campus grounds, including turf, annual flower beds, and perennial shrub beds. Some high maintenance areas include the baseball field, soccer field, and four football fields.

**A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:**

Student Government Association worked with their Advisor and the Director of the University Center to contract with Zimride through student fees. Students and staff are able to share rides, thus reducing commuting miles. Students also run a bike rental program. Students worked with a Geographical Information Systems professor through a grant to develop a commuting survey. The UWSP Sustainable Commute Project is working to estimate UWSP commuting patterns, costs, and emissions while raising awareness and identifying opportunities for change.

**A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:**

Students work in the recycling center getting hands-on projects revolving around campus waste. The University of Wisconsin - Stevens Point is home to a state-of-the-art facility that provides students with landfill, wastewater treatment, recycling, composting and hazardous waste management training. The building includes a small-scale wastewater treatment plant.

**A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:**

The role of the Student Government Association is to be active participants in the governance of the university, representing the interests of the student body by creating policy working towards the goals of the university as a whole. Student Government Association employs an Environmental & Sustainability Issues Director who manages the Green Fund committee. This planning committee uses funds collected from student fees and allocates which sustainability projects the money will go towards. There are many faculty/student committees on campus.

**A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:**

Health & Wellness Department employs Health Advocates who present high-quality workshops in health-related areas for residence halls, clubs, or organizations.

The Health Advocate program is designed to help the student develop an understanding of: 1) six common health issues facing the student population and 2) effective strategies to address each health issue respectively. Each HA receives specialized training in six major health areas: alcohol, fitness, nutrition, sexual assault, stress, and tobacco. The knowledge and skills gained through the training sessions are applied in workshops and presentations, liaison-organization relationships, assessment projects, and individualized behavior change education sessions. These skills assist them reaching career goals as well as lifetime goals.

**A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:**

The Office of Sustainability employs an outreach specialist to assist with campus and community events. The student reaches out to vendors and campus groups to involve them in events such as Campus Sustainability Day. Students learn marketing and media advertisement skills.

A student is employed with Community Relations Department, with 50% of their job being devoted projects for the Office of Sustainability.

**A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:**

Prior Learning Assessment allows you to receive credit for college-level learning obtained outside the traditional academic setting. Credit is not granted simply for experience, but rather for the learning obtained from the experience. For example, you might be eligible to gain academic credit for prior learning from your past employment, volunteer work, publications, or your participation in seminars, workshops, job-related training programs, or military training programs. The learning is judged to be equivalent to knowledge you would gain through UW-Stevens Point coursework. The university currently offers EDUC 370- Prior Learning Assessment, offered each academic term, where you will be guided by a faculty member to complete a portfolio which demonstrates the learning experiences you have for courses you wish to receive credit.■

**The website URL where information about the institution's campus as a living laboratory program or projects is available:**

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# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

### **Number of the institution's faculty and/or staff engaged in sustainability research:**

25

### **Total number of the institution's faculty and/or staff engaged in research:**

34

### **Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:**

11

### **The total number of academic departments (or the equivalent) that conduct research:**

**A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:**

[FINAL STARS Sustainability-Focused Research.pdf](#)

**Names and department affiliations of faculty and staff engaged in sustainability research:**

Matt Rogge Biology  
 Devinder Sandhu Biology  
 Christopher Yahnke Biology  
 Peter Zani Biology  
 George Kraft Center for Watershed Sci & Educ  
 Kevin Masarik Center for Watershed Sci & Educ  
 Paul McGinley Center for Watershed Sci & Educ AND Water Resources  
 Nancy Turyk Center for Watershed Sci & Educ  
 Michael Demchik Forestry  
 Richard Hauer Forestry  
 Holly Petrillo Forestry  
 Nilesh Timilsina Forestry  
 Melinda Vokoun Forestry  
 Becca Franzen Human Dimensions in Natural Resources  
 Aaron Thompson Human Dimensions in Natural Resources  
 Gregory Fischer Northern Aquaculture Demo Facility  
 Christopher Hartleb Northern Aquaculture Demo Facility  
 Jonathan Riven Soil & Hazardous Waste Educ Center  
 Steve Kerlin WI Center for Environmental Education  
 Daniel Isermann WI Coop Fishery  
 Brian Sloss WI Coop Fishery  
 Paul Fowler WI Institute for Sustainable Technology  
 Eric Singsaas WI Institute for Sustainable Technology  
 Shelli Dubay-Russell Wildlife  
 Jason Riddle Wildlife

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

The university Office of Research and Sponsored Programs provides a report of all active research. Emails were sent out from the Office of Sustainability to each of the faculty/staff conducting research. Once the faculty and staff had the complete description of what "sustainability research" consisted of they were asked to respond with how their research activities did or did not meet the STARS criteria.

**A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:**

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**The website URL where information about sustainability research is available:**

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# Support for Research

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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:

The Student Research Fund (SRF) will provide undergraduate and graduate students with funds to support expenses incurred during the performance of, or in reporting the results of, their independent research. To be eligible for support from the SRF, a student must be enrolled for a credit-bearing experience at UW-SP when applying for the grant and conducting the research, which typically is a special topics or independent study research class under the direction of a faculty mentor.

<http://www3.uwsp.edu/AcadAff/grants/Pages/studentResearchFund.aspx>

CNR Research Symposium - students conduct research in fisheries, forestry, wildlife, biology, soils, waters, paper science, waste management, human dimensions, resource management, and other areas.

<http://www.uwsp.edu/cnr/Pages/StudentSymposium/default.aspx>

College of Letters and Science

<http://www.uwsp.edu/cols/Pages/ResearchSymposium/default.aspx>

College of Professional Studies

<http://www.uwsp.edu/cps/Pages/Grants/default.aspx>

The Wisconsin Institute for Sustainable Technology at the University of Wisconsin-Stevens Point provides research, education and services to improve Wisconsin's long-term environment and economy through collaboration of educators, students and researchers.

<http://www.uwsp.edu/wist/Pages/mission.aspx>

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

<http://www.uwsp.edu/AcadAff/orsp/Pages/studentResearchFund.aspx>

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

Yes

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

The WIST Scholar program taps the energy and creativity of UWSP faculty and staff across campus to advance research or other ideas that further the WIST mission and vision. The program is open to faculty and staff at all four UWSP colleges. WIST solicits proposals for sustainability projects in research, education or laboratory services; those winning approval are provided financial, administrative, and/or other support by WIST

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

<http://www.uwsp.edu/wist/Pages/research/scholar.aspx>

**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:**

There isn't specific acknowledgement of interdisciplinary research; the UWSP criteria for scholarship should have disciplinary and/or pedagogical value.

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

<http://www.uwsp.edu/acadaff/Documents/Teaching%20Scholarship%20Service%202013-14.pdf>

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

Yes

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

The library provides databases to identify sources of funding for research

<http://libraryguides.uwsp.edu/content>

The library provides faculty resources including research databases (Sustainability Science Abstracts, Ecology and Natural Resources, Water Resources, Ethnic Studies) and Library Guides and Trial Databases

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

<http://www.uwsp.edu/library/Pages/facultyResources.aspx>

## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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### Submission Note:

The Center of Land Use Education has an open access article: "Zoning for Sustainability: A Review and Analysis of the Zoning Ordinances of 32 Cities in the United States" in JAPA.

<http://bit.ly/1Dk9mZx>

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

**Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:**

4

**Number of divisions covered by a policy assuring open access to research:**

0

**A brief description of the open access policy, including the date adopted and repository(ies) used:**

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**A copy of the open access policy:**

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**The open access policy:**

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**The website URL where the open access repository is available:**

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**A brief description of how the institution's library(ies) support open access to research:**

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**The website URL where information about open access to the institution's research is available:**

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# 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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*.

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"---" 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:**

9,643

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

Student Government Association Environmental and Sustainability Issues Director

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

9,400

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

As an officer of the Student Government Association (SGA), the Director of Environmental and Sustainability Issues will supervise and chair the Environmental and Sustainability Issues Committee and serve on the University Sustainability Committee. Main duties are to work with different environmental student organizations, to coordinate environmental awareness, events, and to implement and enforce environmental policies campus wide.

Examples of outreach include:

- Organize and facilitate working relationships among student leaders and groups on campus to help address environmental and sustainable issues
- Work on Projects addressing the environment and sustainability issues on Campus and system-wide
- Promote and administer the SGA sustainability reserve funds

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

The position is filled by a hiring process that is done by the incoming President, Vice President and Chief of Staff of the Student Government Association. The selected student must then go through an approval process by the student senate where the candidate fields questions and must be approved by a two thirds vote. The student who is chosen must also have at least a 2.0 GPA for both cumulative and the most recent semester.

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

The students are often hired based on their merit and background in the field of sustainability and previous knowledge they have. Training is done through information and skills passed down by the previous Environmental and Sustainability Issues Director. Training is also received from members of faculty and staff, as the new director must attend meetings familiarizing themselves with the operations and status of issues on campus.

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

The staff and Faculty are critical to the success of the student in the position of Environmental and Sustainability Issues Director. They allow the student to learn and understand the things that happen on campus and where there are opportunities for sustainable initiatives to be developed. All financial payment for this position comes entirely from student fees.

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

Student Sustainability Office Support/Special Events Coord/Data Support

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

9,643

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

Students employed in the Office of Sustainability are responsible for Sustainability Outreach and Event Planning mainly geared towards students. Some examples of outreach activities include:

- Create, organize and implement activities geared towards energy conservation and waste reduction in order to achieve behavioral

transformation in students, faculty and staff (i.e. a "move-in" event)

- Engage the student community in initiatives that advance campus sustainability, for example Campus Sustainability Day (October) and Food Day (October)and the Eco-Fair (April)
- Create and distribute a sustainability newsletter to students
- Contribute ideas for sustainability focused articles written for the Pointer (campus newspaper)

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

Office of Sustainability student positions are posted on a campus job site and filled by qualified students chosen by the Campus Sustainability Coordinator. The students may be recommended by another staff member because of past involvement and work on sustainability initiatives on campus.

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

The Sustainability Coordinator trains, supervises and gives work direction to the Student Sustainability Coordinator. Student workers also meet with other managers on campus (grounds, facilities, dining and academic) to learn about the goals and needs of each of those areas.

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

The Staff provides all of the background training that the Student Sustainability Coordinator will need in order to be successful. Salary is paid from the Facility Services budget.

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

Green Advocates and Environmental Programmer positions

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

3,399

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

The primary responsibility of the Environmental Programmer is to coordinate programs, activities and resources for the "Eco-Hall" emphasis of Knutzen Hall.

Environmental Programming Responsibilities include:

- Act as a resource for staff/student leaders/residents of Knutzen Hall as well as other halls on campus.
- Coordinate and update the EARTH resource room.
- Work with the Knutzen Hall Leadership Team members to recruit active members to EARTH (Environmentally Aware Residents Thinking Holistically) and advise the EARTH group.
- Hold weekly one on one meetings with the executive members of the EARTH group. (If there are no active members of the EARTH group then the EP will serve as the EARTH Rep to the Knutzen Hall Government to make sure the environmental issues and concerns are addressed during government meetings).
- Coordinating Environmental Programming by:
  - o Assessing the needs of residents regarding information in the areas of environmentally-sound living.
  - o Plan and facilitate environmental programs based on the needs and interests of the residents on environmental issues.
  - o Evaluate environmental programs and activities.

- Plan and facilitate one leadership development about environmental and ecological issues each semester for the leadership team.
- Encourage and assist residents to become involved with other environmental organizations on campus. Coordinating and implementing an Environmental Organization Fair in the fall semester.
- Facilitate community service projects that help to educate residents on environmental issues.
- Serve as a liaison to faculty members who have an interest in the Eco-Hall.
- Maintain the composting bin in the lobby during the academic semester and during all break periods (summer, winter, spring).

UWSP's Residence Hall Association has students act as "green advocates" in each hall and has a "green associate" who works with the advocates. Peer-to-peer outreach includes organizing competitions that advocate sustainability, overseeing UWSP's Greenest Residence Room, and the Residential Living Eco-Fair & Reception where students can learn about the eco-efforts already established in their hall and how they can live an eco-friendly lifestyle.

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

The Environmental Programmer position is posted and applications reviewed by residential living staff.

The Green Advocates for the residence halls are selected by nomination and elections held within the halls individual government. Elected individuals exhibit extraordinary stewardship and responsibility involving the environment and leadership.

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

Students work directly with the advisor for Students United for Nature and are trained on the positions that Residential Living takes regarding sustainable issues. Furthermore, they participate in the Residential Living staff and student government training sessions that take place prior to the fall and spring semesters.

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

Residential Hall staff give these students support and guidance when dealing with student outreach and the development of new projects. Additionally, Students United for Nature is funded directly via Residential Living. They also have access to funds from each individual hall government.

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

Residential Living Green Associate

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

3,399

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

This position will work with UWSP Residential Living and the Residence Hall Association (RHA) to assist with the creation, development and promotion of activities related to sustainable living. The position will work closely with both students and staff to research, implement and assess activities.

Some specific outreach activities include:

- Develop and update media of Residential Living environmental efforts in various formats for public and department viewing.
- Collaborate with RHA to continue RecycleMania and Energy Competition activities.

- Explore and develop composting activities within the residence halls.

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

Resumes are submitted to the Resiliency Project. Applicable names and resumes are then forwarded to Residential Living staff where they are reviewed and screened further; qualified applicants are scheduled to interview. The interviewers consist of residential living staff, along with interested and available residence hall directors, residence hall association (RHA) members and Residential Living Green Advocates.

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

Citizenship training and responsibilities:

- Participate in AmeriCorps training and events as required and requested by Serve Wisconsin, the state's AmeriCorps partner.
- Participate in and complete AmeriCorps citizenship training and community service activities.

Program training:

- Participate in Central Wisconsin Resiliency Project orientation and ongoing training.
- Participate in relevant sustainability training opportunities available in Central Wisconsin.

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

Residential Living contributes a small percentage of the position's pay, with the city of Stevens Point, WI covering the balance.

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

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

<http://www3.uwsp.edu/resliving/Pages/progsForResidents/sustainability.aspx>

## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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### Submission Note:

Graduate students do not normally attend orientation

*"---" 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:**

96

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

Orientation includes a main presentation where sustainability is addressed. A slide show presentation includes several slides pertaining to sustainability initiatives on campus. Dining services and residential living prominently includes campus sustainability initiatives. Examples include recycling, composting, sustainable food operations, ban on water bottles, the Greenest Resident Room, move-in and move-out, promoting walking across campus.

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

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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*"---" 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?:**

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

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

UWSP has many student groups that revolve around sustainability, natural resources, the environment, and what we can do to protect the earth and its resources.

The Student Government Association has a Environmental & Sustainability Committee chaired by an E&S Director. SGA maintains a Sustainability Reserve fund that can be used by any student organization or individual on campus for sustainability-related projects.

\*Environmental Council – mission is to create and develop ecological awareness and an environmental concern throughout campus and the surrounding community.

\*Environmental Education and Naturalists Association (EENA) – mission is to promote awareness and understanding of the natural world and its function, promote skills and professionalism in environmental education and interpretation, and promote environmental action. The Earth Week Committee's mission is to organize and implement activities, events and demonstrations (including Earth Week Eco-Fair) for the benefit of students, staff, faculty and the public with the hope of increasing awareness of sustainable ideas and practices.

\*Izaak Walton League – mission is to assist in preserving and improving our natural resources and promote student interest with practical experience in resource management techniques.

\*Society of Ecological Restoration (SER) – mission is to develop an ecological awareness and assist in the recovery and management of ecological integrity by learning the ecological processes of natural ecosystems through awareness, ecological presentations, and hands-on experiences.

\*Soil and Water Conservation Society of America – mission is to promote the development and advancement of the conservation of natural resources including soil, water, forestry and wildlife beneficial to mankind.

\*Students for Sustainable Communities (SSC) – mission is to promote education and understanding of planning and plan implementation with regard to land use, environmental, economic, social, political and legal criteria. SSC also provides leadership experience, practical exposure to planning professionals, and involvement within the university and local community, as well as in the regional and national planning arena.

\*Sustainable Agriculture in Communities Society (SACS) – mission is to create a means for UWSP students to experience, explore, share, and learn about issues relating to sustainable agriculture and community development.

\*Waste Management Society – mission is to provide additional activities in the field of waste management in order to facilitate unity and exchange of experiences and information.

\*Wildlife Society – mission is to provide opportunities for better liaison among members, chapters, sections, and the society, evaluate and respond to proposed/enacted societal actions that could affect wildlife/its habitats, encourage professionalism and high standards of scholarship, focus aims/objectives to professional wildlife needs, and encourage communication to improve understanding of resource management sciences.

\*E.A.R.T.H (Knutzen Hall's Eco-group)- purpose of E.A.R.T.H is to promote and facilitate a variety of environmental programs, both active and passive; to raise awareness and involve the target audience on environmental issues and concerns by bringing them closer to nature; to enhance interaction and cooperation among hall residents; to provide an opportunity for the residents to grow in leadership abilities; to serve as an effective liaison between Knutzen residents, Knutzen Hall Government, the University, and the community.

**The website URL where information about student groups is available:**

<http://stuorgs.uwsp.edu/Pages/default.aspx>

**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 UWSP Campus Garden was created in the spring of 2006 by the Sustainable Agriculture in Communities Society (SACS) and is maintained by SACS members. SACS utilizes the garden to host workshops on various topics such as canning and composting. The garden is also used as an outdoor classroom to teach students about organic farming principles and alternative farming techniques, such as greenhouse season extension and vermicomposting. The garden's produce is for sale and is also used for events such as the SACS harvest dinner. Vegetables grown include turnips, kale, swiss chard, onions, peppers, carrots, and tomatoes.

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

<https://www.facebook.com/media/set/?set=o.2340448745&type=1#!/pages/UWSP-Students-for-Sustainable-Communities/16277270972>

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

CPS Café is a unique food service business open to the public. Dietetic students operate the Café and experience all aspects of food service operation and management. CPS Café offers the best natural and organic foods. The menu focuses on healthy eating choices. The food is sourced from sustainable local farms and the café uses sustainable practices in the operation.

The Central Wisconsin Environmental Station (CWES) manages a sustainable garden; produce is used in their dining services operations. CWES also installed a chicken coop to house chickens for on-site egg production.

<http://www.uwsp.edu/cnr-ap/clue/Documents/Zoning/CWES%20newsletter%20FallWinter2011.pdf>

University Dining Services is a student managed dining program. UDS' guiding principles include: creating a collaborative work environment that educates and engages our student employees; integrates sustainability initiatives that support the environmental mission of the University; prepares enticing food and menus that feed our culinary senses; shares knowledge of food trends and nutrition; commits to excellence, integrity, quality and value; cultivates community and build lasting relationships.

<https://www.uwsp.edu/centers/dining/roundtable.asp>

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

<http://www.uwsp.edu/hphd/Pages/cpsCafe/default.aspx>

**A brief description of the sustainable investment or finance initiatives:**

The Green Fund is a program that allows students to lead and take part in large-scale sustainability projects that affect the University of Wisconsin-Stevens Point. For a project to be considered, it must promote innovative new solutions that address campus sustainability concerns. Required fees for each student are \$12 per academic year. The total amounts to \$115,000 available for that year. Any remaining money will be carried over to the next school year and segregated fees are approved by a referendum given to the student body every five years.

When a person submits a sustainable project idea to the Green Fund Steering Council all financial information must be given including total cost, ROI, and/or expected profit.

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

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

Annual National Campus Sustainability Day Info Fair

Annual Focal Point sponsored by the WI Institute for Sustainable Technology.

Sustainability in the Small City annual conference sponsored by the UWSP Center for the Small City and WIST.

Annual Earth Week and Eco-Fair

<http://www.uwsp.edu/stuorg/earthweek/events.html>

College of Natural Resources annual colloquium series

Solar Olympics is held at UWSP every third year.

March 9, 2011 - Phi Kappa Phi Colloquium sponsored

Paul Fowler, Executive Director of the Wisconsin Institute for Sustainable Technology (WIST), who presented "Sustainability Solutions: Economic Opportunities, Environmental Gains". The presentation will highlight the potential of Wisconsin's abundant natural resources to create a thriving bio-based economy.

Sept. 23, 2008 "UW-Stevens Point's Purple, Gold, and Green" highlights student impact on the University of Wisconsin-Stevens Point's green leadership among the UW regional universities. The UWSP Task Force, Student Government Association, the Residence Hall Association, the Public Relations Society of America, WISPIRG, Environmental Educators and Naturalists Association, and the Students for Sustainable Communities will have exhibits. There will be hands-on demonstrations, displays and information.

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

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

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

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

Outdoor EdVentures – Outdoor EdVentures and Rentals serves the UWSP campus and community by providing quality equipment and experiential programs that support education in the areas of outdoor awareness, environmental ethics, and wilderness travel. Trips and courses teach lifelong skills and offer an outlet for adventure, challenge, and personal development. The Wellness department offers courses in backpacking, wilderness orientation and leave-no-trace training.

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

<http://www.uwsp.edu/centers/healthwellness/outedven/trips.asp>

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

The Pathways to Point Wilderness Orientation program at the University of Wisconsin-Stevens Point is a great opportunity for you to make a positive transition into college life. Through safe and fun outdoor challenges, you will make new friends, increase your confidence and self-esteem, gain social outdoor skills, and experience personal growth.

The Pathways to Point program is based on the seven dimensions of wellness. The Wellness Model suggests that people are more than physical beings; they are "holistic" beings and the different dimensions of our lives must be challenged in order to achieve quality of life.

Lead the Pack helps provide first-year UWSP students with a smooth transition into the college community. In a fun yet challenging environment, students develop leadership skills, form lasting relationships with peers, and learn about college life from current students. Lead the Pack activities are outdoor-based and engaging, leaving participants ready to meet the school year with new friends, and with confidence.

<http://www.uwsp.edu/cnr-ap/cwes/Pages/leadthepack.aspx>

**The website URL where information about the theme is available:**

<http://www.uwsp.edu/peat/Pages/pathways/trips.aspx>

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

Living in an ecologically-mindful and sustainable manner is important to our residents. In support of that goal, Residential Living has developed the Greenest Resident Room program.

This model room demonstrates how students and non-students can easily live an affordable and comfortable environmentally-friendly lifestyle.

The room focuses on displaying and utilizing "green" products that are commonly used by students on a day-to-day basis.

The resident(s) of the Greenest Resident Room provide tours of their room during open house days and enthusiastically share their experience with visitors.

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

<http://www.uwsp.edu/resliving/Pages/progsForResidents/greenestRoom.aspx>

**A brief description of sustainability-focused student employment opportunities:**

Students on campus are employed by the UWSP Office of Sustainability. The students employed by the office help in developing sustainability related activities on campus and updating the Office of Sustainability website to offer all students the opportunity to learn about sustainable campus actions.

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

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

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

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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*"---" 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

<b>A sustainability newsletter</b>	Yes
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	Yes
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	No
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	No
<b>Navigation and educational tools for bicyclists and pedestrians</b>	---
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	Yes
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

**A brief description of the central sustainability website:**

The Campus Sustainability website provides information and resources on campus initiatives, student initiatives, academics, planning and administration, special projects and much more.

**The website URL for the central sustainability website:**

<http://www.uwsp.edu/sustainability/Pages/default.aspx>

**A brief description of the sustainability newsletter:**

The College of Natural Resources produces the Central Wisconsin Sustainability Newsletter.

**The website URL for the sustainability newsletter:**

<http://www.uwsp.edu/cnr/landcenter/sustainability.html>

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

Office of Sustainability Facebook page with regular posts. The Office of Sustainability is working towards becoming an active member on other social media including Twitter and LinkedIn.

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

<https://www.facebook.com/#!/sustainability.uwsp>

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

The UWSP Journal: A Refereed Publication of Student Achievement, provides undergraduate research work including students' musical compositions, pieces of student art and research findings from across disciplines, including sustainability and the environment.

The college newspaper, the Pointer, reports articles on student research, for example, the FRESH project was reported under current news.

The Wisconsin Institute for Sustainable Technology website also reports on student research that is funded through the WIST program.

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

<http://www.uwsp.edu/wist/Pages/research/default.aspx>

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

The Albertson Center for Learning Resources has hardy plants growing on its roof to cut energy costs. There is a large sign in the ACLR that highlights the benefits of the green roof as well as the history of the project.

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

<http://library.uwsp.edu/news/news154.htm>

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

Located at each of the dining areas on campus, there are several different signs describing the sustainable impact of various food items; whether they are organic, regionally, or locally grown.

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

<http://www.uwsp.edu/centers/dining/roundtable/earth.asp>

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

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

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**A brief description of the sustainability walking map or tour:**

A walking tour is given at various events on campus - for example, during the Solar Olympics in 2012. A walking map was designed in 2012 for visiting student groups on campus.

Walking tours may consist of our recycling center, vermicomposting, CPS cafe, photovoltaic panels or thermal solar panels, WIST, Lot R stormwater best practice demo, green roof, rain gardens, green suite-style res hall, Schmeeckle Reserve.

**The website URL of the sustainability walking map or tour:**

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

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

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

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

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

Residential Living publishes a brochure titled "Key Into Green", which explains the many initiatives that Residential Living incorporates, for example recycling chutes in each of the residence halls, energy competitions and the "greenest residence room". This room demonstrates how students can live an environmentally sustainable lifestyle even in a dormitory setting.

**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:**

"The Pointer" is a student-run newspaper published weekly. There is a reporter assigned to a sustainability and environmental issues column called "full circle thinking". Letters to the editor and opinions are accepted also. In 2012, articles have been written about the meaning of sustainability, local foods, energy, biogas, road salt, fossil fuels, mining, and much more. In 2013, the newspaper included an article on National Campus Sustainability Day.

**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://www.uwsp.edu/pointeronline/Pages/default.aspx>

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

Admissions brochures mailed to schools.

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

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

Yes

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

Public service announcements about the university's sustainability efforts have been broadcast on the campus radio station.

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

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

Yes

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

"Green Spot" videos describing UWSP sustainability efforts. Videos are found on the sustainability website and are on YouTube  
[STARS Reporting Tool](#) | [AASHE](#)

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

<http://www3.uwsp.edu/sustainability/Pages/studentInitiatives/greenSpot.aspx>

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

Yes

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

Wisconsin Institute for Sustainable Technology "Scratch Sheet - News from the knowledge economy"; an online newsletter  
Center for Land Use Planning megatrends publication  
Open access article "Zoning for Sustainability"

<http://bit.ly/1Dk9mZx>

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

<http://www.uwsp.edu/cnr-ap/clue/Documents/megatrends/WaterMegatrendsFINAL.pdf>

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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# Outreach Campaign

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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):**

National Campus Sustainability Day

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

A sustainability information fair is held for students, staff and the general public. Campus departments and community vendors exhibited what they do to create a more sustainable workplace and community. Future Campus Sustainability Day fairs will coincide with the WIST Focal Point.

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

The goals set by the Office of Sustainability were the baseline for measuring the positive impact of the campaign. The number of booths/vendors in attendance as well as the number of students and faculty surveying the sustainable practices in the surrounding communities determined that we reached the goal of overall attendance. Using results Survey Monkey among those that attended showed proof of the overall positive impact.

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

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**The name of the campaign (2nd campaign):**

Focal Point

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

The WI Institute for Sustainable Technology (WIST) holds an annual conference - Focal Point. Last year was Focal Point 2013: Frontiers in Packaging. The event brought together key players in the packaging industry, a major manufacturing sector in Wisconsin. The day targeted opportunities and challenges for the packaging and converting industries in the Midwest. The event addressed manufacturing, converting, end-use, and regulatory concerns in plastics, corrugated carton board and specialty paper.

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

More than 70 attendees from businesses and economic development agencies, and the audience included product development specialists, sustainability directors, research directors, packaging engineers, and executives and owners. Attendees travelled from as far afield as Georgia, Washington, Pennsylvania and North Carolina for the event.

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

<http://www.uwsp.edu/wist/Pages/focal-point/default.aspx>

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

The College of Natural Resources holds an annual CNR Student Research Symposium where students share and present their research projects that relate from animal biology to paper industry problems and impacts. Within these projects there are many that relate to energy and water conservation as well as focusing on sustainability of our natural resources. In 2013 there were 38 projects completed by students as groups or individuals. This symposium attracts over 400 spectators annually.

2014 Sustainability Movie series



# Employee Educators Program

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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*.

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"---" 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?:**

No

**Total number of employees:**

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

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

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**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):**

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

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

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**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):**

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

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

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

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**Number of employees served by all other programs:**

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

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

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

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

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# Employee Orientation

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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).

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### Submission Note:

Go to this link and follow these steps:

<http://www.uwsp.edu/AcadAff/Pages/NewFacultyStaffOrientation.aspx>

About UW-Stevens Point and the UW System  
UW-Stevens Point Campus Life, Activities, and Events  
Sustainability

"---" 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:

54

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

The sustainability department participates in the new faculty/staff Information Fair each fall. A table is set up providing information on UWSP sustainability initiatives.

A website is also set up for new faculty and staff orientation; sustainability material(s) from the Office of Sustainability are found at that site.

New employees are directed to the Sustainability website to learn about all aspects of sustainability on campus.

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

<http://www.uwsp.edu/AcadAff/Pages/NewFacultyStaffOrientation.aspx>

# Staff Professional Development

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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 :**

Various funding opportunities are available - University Personnel Development grants focus on the development of university personnel, not programs. Typical development projects include attending a workshop or seminar that will enrich, improve, or expand expertise, or studying with a recognized performer or scholar. Academic Staff Professional Development and Classified Staff grants support development and training.

The College of Natural Resources (CNR) Center for Land Use Development has numerous online publications, resources and workshops available, which are sustainability focused or related.

The CNR WI Center for Environmental Education offers professional development opportunities to formal and non-formal educators. Focus areas include Education for Sustainability, energy education, forestry education, climate change, sustainable transportation and outdoor education sites.

<http://www.uwsp.edu/cnr-ap/wcee/Pages/opportunities.aspx>

WI Institute for Sustainable Technology Education offers a series of short courses in sustainability including sessions on sustainable energy, bioplastics, life cycle assessment, green chemistry, and business modeling.

In 2013 UW-Stevens Point hosted an annual UW System Surplus Meeting with breakout sessions about recycling, hazardous waste and refurbishing computers.

We also hosted the annual UW System Sustainability meeting with breakout sessions on WI climate change, composting and food waste diversion, green housing design and a System energy update.

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

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

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# 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.

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

# Community Partnerships

**Responsible Party**

**Shelly Janowski**  
 Sustainability Coordinator  
 Facility Services

**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><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <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)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <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</li> </ul>

**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*.

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"---" 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:**

There are numerous outreach and extension programs associated with the College of Natural Resources. The Center for Land Use Education (CLUE) is one example. It is a joint venture of the College of Natural Resources (CNR) at UWSP and Cooperative Extension in collaboration with UW System institutions. It is a focal point for land use planning and management education. CLUE's mission is to create learning opportunities for communities to help them make sound land use decisions that result in a sustainable Wisconsin. Their decisions are legally, ethically, ecologically, and economically sound.

"Eco-Municipalities and Sustainability" is one project of CLUE; there are many others related to sustainability. The Central Wisconsin Sustainability Newsletter is produced by CLUE.

The CNR's WI Center for Environmental Education (WCEE) is focusing on Education for sustainability (EfS). The WCEE works with the local community and school district, and partners around the state with other school districts and communities.

<http://www.uwsp.edu/cnr-ap/wcee/Pages/overview.aspx>

Many faculty and staff are members of the Central Rivers Farmshed network and are officers on the executive committee of the nonprofit organization.

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

Yes

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

The Partnership for Thriving Communities will provide the framework through which the university will become more responsive to local needs, and more relevant to solving regional problems by embracing the sustainability principles of “Planet, People, and Profit.” This partnership is currently in progress to being fully initiated.

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

Yes

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

A new partnership involving the College of Professional Studies (CPS) Cafe, Central Rivers Farmshed and the University of Wisconsin-Stevens Point will give students a broader food management experience while meeting a community need and reducing food waste. Farmshed’s new community kitchen at the former Sorenson’s greenhouse on Briggs Court will be a site for community members to learn how to preserve locally grown food. Fresh fruits and vegetables unsold at farmers markets will be purchased and processed, and then they will be available at local food pantries or for sale.

For over three years, Farmshed has partnered with UWSP to host interns and student AmeriCorps members who gain valuable experience while helping the community non-profit achieve its goals of a healthy, sustainable, and just local food economy. Student volunteers partner with Farmshed staff and community volunteers to produce the annual “Farmer Appreciation Dinner”, a fall celebration of the hard work that small-scale, community farmers must do to grow healthy local foods. The student organization Students for Sustainability hosts a community film series at the Farmshed greenhouse to help inform citizens in the region about the connections between food, health, and community vitality. Several UWSP faculty and staff serve on the Farmshed board of directors, and the organization’s staff is 100% made up of UWSP graduates.

<http://www.stevenspointjournal.com/story/life/2015/01/02/cps-cafe-farmshed-partnership-benefits>

[-students-community/21176325/](#)

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

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**The website URL where information about sustainability partnerships is available:**

[http://www4.uwsp.edu/cnr/outreach\\_extension.aspx](http://www4.uwsp.edu/cnr/outreach_extension.aspx)

# Inter-Campus Collaboration

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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*"---" 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 UWSP 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-Extension Cooperative publications are available online.

The Center for Land Use Education has produced a series of publications, some with the Department of Natural Resources and the Office of Land Information Services of the Department of Administration. The Center for Land Use Education is a joint venture of Cooperative Extension and the College of Natural Resources at UW-Stevens Point.

<http://www4.uwsp.edu/cnr/landcenter/sustainability.html>

## **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  
American Colleges and Universities Presidents Climate Commitment (ACUPCC)

Upper Midwest Association for Campus Sustainability (UMACS)

Stevens Point Eco-Municipality

Sustainable Communities Public Policy Forum Wisconsin

<http://sustainablecommunitiesforum.wisconsin.edu/>

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

Sustainability Coordinators from each of the UW System campuses meet at least annually for a sustainability conference and participate in monthly teleconferences.

UW Extension sustainability team maintains a University of Wisconsin - Extension (UWEX) institutional framework for understanding and promoting sustainability across all program areas and divisions. The Team engages in both internal capacity building and strategic external educational programming. See "Sustainable Communities Capacity Center" website

<http://www3.uwsuper.edu/sustainability/>

Extension specialists on campuses of the University of Wisconsin System teach, conduct applied research and interpret research of other scholars in response to local and state needs.

UW System and UW Extension are sponsors of the Sustainable Communities Public Policy Forum.

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

<http://www.wisconsin.edu/oslp/sustainability/>

# Continuing Education

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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"---" 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:**

62

## **Total number of continuing education courses offered:**

430

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

[Continuing Education Course Descriptions.pdf](#)

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

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**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:**

Aquaponics Master Class

This is a comprehensive course covering all aspects of aquaponics and controlled environment agriculture. Our Aquaponics Master Class is intended for anyone seriously considering getting into aquaponic food production, or those already doing aquaponics who want to learn more about the technology. We cover the topics most important to being successful in aquaponics including aquaponic methods and applications, crop choices and recommendations, water quality, daily operation and growing techniques, greenhouses and environmental control, fish biology and feeds, plant care and health, system start up and business considerations.

<http://www.uwsp.edu/conted/ConfWrkShp/Pages/Aquaponics/workshops.aspx>

**Year the certificate program was created:**

2,014

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

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# Community Service

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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## Submission Note:

SIEO 1,358 students for 4,312 hours

Student organizations President's Volunteer Service Award 29 students for 10,586 hours

Service-Learning (used 5 year average, didn't have figures yet) 280 students for 7317 hours

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

## Number of students engaged in community service:

1,677

## Total number of students :

9,677

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

Yes

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

22,215

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

No

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

Student volunteerism is not listed on student transcripts.

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

Yes

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

The classified staff University Service Award recognizes time and effort voluntarily given to the university community. The time and effort are considered not part of the normal work assignment and may include being involved on a campus committee, providing assistance to staff, students or a campus organization, etc. The result of this involvement is increased positive perception of the University within the community or enhancing the ability of the University to accomplish its mission of providing educational opportunities. UWSP Academic Staff Spirit of Community Service Award stresses the importance of service in building and contributing to a healthier community environment on and off campus. Awards will be provided to an academic staff member (Category A or C) for their contributions made in any of the following areas: mental, social, physical, emotional, intellectual, vocational, spiritual/philosophical, and/or environmental.

<http://www4.uwsp.edu/governance/acadstaff/commserv.aspx>

Faculty University Service Award: This award recognizes outstanding service to the University and/or community.

<http://www.uwsp.edu/facSen/Pages/Awards.aspx>

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

<http://www.uwsp.edu/csac/Pages/nominations.aspx>

# Community Stakeholder Engagement

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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*.

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## Submission Note:

Currently UWSP has not adopted a set framework for community stakeholder engagement in governance, strategy and operations. This is not to say that some departments work in conjunction with community stake holders.

Although Continuing Education does not have a stakeholder engagement plan, we maintain communications with stakeholders in a variety of ways, depending on the stakeholder group. Some examples...

- The Learning Is Forever (LIFE) program is a member-based program with a board of directors that assess needs and plans educational programs. Two CE staff participate on the board
- Conference services work with conference committees from the sponsoring organizations
- School districts are visited periodically to assess the needs and learning directions they are pursuing, and the programs we offer to their teachers are adapted to the district's needs
- Professionals in the field are consulted on an as needed basis to provide insights and directions for our offerings to non-traditional learners in those professions
- Employers are involved with appropriate types of programs for their specific types of needs

The CPS has several formal external stakeholder groups (below).

- Business Advisory Council, consists of CEO's/upper managers of large businesses in the region with representation from each of the major industries. This group provides support and advice to our School of Business and Economics.

- Corporate Partners, consists of upper managers and HR directors of many small to mid-size businesses. Participation on this group is open to any business who has an interest in our School of Business and Economics.
- Clinical Lab Sciences advisory board. Consists of CLS clinicians from throughout Wisconsin that represent our clinical affiliates. This group provides support and advice to our CLS program.
- Health Sciences Advisory Committee, consists of health care professionals from the region. This group provides advice and support to our health care professional programs.
- Dietetics Advisory Board, consists of regional health care and public health officials. This group provides advice and support to our Community Nutrition and Dietetics programs.
- North Central Wisconsin Higher Education Association (NCWHEA) Nursing Workgroup. Consists of program directors and advisors of 2 year and technical colleges in the region. This group provides support and advice on our nursing completion program.
- PK-18 Council, a group of educators and education leaders from the region who provide support and advice to our School of education.

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

**Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:**

No

**A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:**

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**A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:**

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**List of identified community stakeholders:**

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**A brief description of successful community stakeholder engagement outcomes from the previous three years:**

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**The website URL where information about the institution's community stakeholder engagement framework and activities is available:**

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# Participation in Public Policy

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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### Submission Note:

UWSP Chancellor advocated for the UW System Authority model in the past several years. The model certainly includes sustainability issues – managing operations more efficiently for greater long-term certainty, leveraging resources, purchasing flexibility, building project flexibility, human resource issues (maintaining health insurance), commitment to students, parents and taxpayers.

"---" 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?:

No

### 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:

As state employees, we are prohibited from advocating for policy

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

UWSP Chancellor advocated for the UW System Authority model in the past several years. The model certainly includes sustainability issues – managing operations more efficiently for greater long-term certainty, leveraging resources, purchasing flexibility, building project flexibility, human resource issues (maintaining health insurance), commitment to students, parents and taxpayers.

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

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

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# Trademark Licensing

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## Criteria

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

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

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

No

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

No

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

No

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

<http://www.workersrights.org/about/as.asp>

## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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This credit was marked as **Not Applicable** for the following reason:

*The institution does not have an affiliated hospital or health system.*

# 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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e 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.

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

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

No

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

Clean Air Cool Planet calculator

**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?:**

Yes

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

GHG inventory processed in the Office of Sustainability.

As part of the Chevrolet Campus Clean Energy Campaign, we are working with the Climate Neutral Business Network and DNV Climate Change Services, who are reviewing our GHG inventory data. Our project will be registered with the Verified Carbon Standard (VCS) whose auditors are validating and verifying our emissions reductions to ensure compliance.

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	19,467 <i>Metric Tons of CO2 Equivalent</i>	20,296 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	244 <i>Metric Tons of CO2 Equivalent</i>	456 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	18,235 <i>Metric Tons of CO2 Equivalent</i>	15,088 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	6,919 <i>Metric Tons of CO2 Equivalent</i>	6,919 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	75 <i>Metric Tons of CO2 Equivalent</i>	60 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	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:**

None

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

Sequestration due to land owned by the Institution's Foundation - Potential yield per acre and weight per cord was used to calculate total pounds of annual saleable timber per property. That combined with additional residue was used to calculate annual carbon dioxide stored in logs, pulp and tops.

**A brief description of the composting and carbon storage program:**

Food waste from dining services is composted on campus. Residence halls compost food waste at the halls. Yard waste is composted on campus.

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

None

**Figures needed to determine “Weighted Campus Users”::**

	Performance Year	Baseline Year
Number of residential students	3,399	3,211
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	8,806	8,165
Full-time equivalent of employees	1,147	1,001
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, 2006	June 30, 2007

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

We completed our first greenhouse gas inventory in 2007, with a report written to summarize the inventory.

**Gross floor area of building space, performance year:**

2,782,735 Square Feet

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	<i>27,430 Square Feet</i>
<b>Healthcare space</b>	<i>0 Square Feet</i>
<b>Other energy intensive space</b>	<i>0 Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	<i>1,202 Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	<i>2,728 Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	<i>202 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	<i>0 Metric Tons of CO2 Equivalent</i>

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

None

**A copy of the most recent GHG emissions inventory:**

[2014 Calculator\\_v7.0.xlsm](#)

**The website URL where the GHG emissions inventory is posted:**

<http://rs.acupcc.org/>

**A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the**

**previous three years:**

Reduce the use of coal burned at our heating plant

Hired an energy service company in 2013

Purchasing additional RECs effective 1/1/14

# Outdoor Air Quality

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), 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?:**

Yes

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

As part of the carbon neutrality plan, each direct transportation source fleet services, commuting and air travel has several possible solutions for reducing carbon emissions. They include 1) a reduction in student commuting, 2) a reduction in faculty and staff commuting to campus, 3) an increase in the percent of the population that uses alternative transportation, 4) a decrease in single occupancy vehicles, 5) a reduction of miles traveled for official business by faculty and staff, 6) a reduction in emissions associated with fleet operations, 7) 100% offset of air travel for faculty and staff, and 8) 100% offset for air travel for international student travel.

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

Yes

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

Data is collected and found on the Wisconsin-DNR Historical Air Emissions Information.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	36.20 Tons
<b>Sulfur oxides (SOx)</b>	44.70 Tons
<b>Carbon monoxide (CO)</b>	20.85 Tons
<b>Particulate matter (PM)</b>	4.51 Tons
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	---
<b>Hazardous air pollutants (HAPs)</b>	---
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	---

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

Under the guidance and oversight of the the Department of State Facilities, our boilers and equipment are required to operate in accordance with DNR and EPA environmental regulations. The stack emissions are tested on a regular basis to ensure that we are operating within allowable limits. In 2007, A "baghouse" was added to the plant to collect particulate emissions from burning coal or wood pellets. The baghouse is basically a very large vacuum cleaner that filters the stack gases.

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

<http://dnr.wi.gov/topic/AirEmissions/Historical.html>

# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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### Submission Note:

These buildings are all registered for LEED-EB, but not certified  
2011 Neale Hall  
2012 Burroughs Hall  
2013 Knutzen Hall

"---" 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

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

*2,579,521 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::**

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---

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:**

0 Square Feet

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

2,579,521 Square Feet

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

[DSF Sustainable Facilities Guidelines10\\_19\\_07\\_Rev.pdf](#)

**The date the guidelines or policies were formally adopted:**

Oct. 19, 2007

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

The State of WI Department of Administration shall develop and implement guidelines and minimum standards to incorporate environmentally responsible and sustainable concepts and practices into the planning, design, construction, operation and maintenance of all state facilities. These guidelines and minimum standards shall include, but not be limited to: establishing performance criteria in the following categories: portfolio management, sustainable sites, water efficiency, energy and atmosphere, materials and resources, adaptive use and preservation of existing buildings, indoor environmental quality, construction waste and recycling, operation and maintenance, and purchasing of furniture, fixtures and equipment. The guidelines and standards are based on the LEED™ Rating System. [STARS Reporting Tool](#) | [AASHE](#)

Sustainable design and construction is successful only if the building systems and sitescape are properly maintained and operated in accordance with the designed performance. Both operation and maintenance depend on ready access to equipment and systems requiring maintenance and having reliable, easy-to-use records of the building systems at the time of occupancy and keeping those records updated and accessible. Staff training also needs to be addressed, particularly for stormwater treatment features, low water, no-mow landscapes, and building mechanical/electrical/plumbing/fire suppression systems.

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

LEED-EB for DOA Managed Buildings - Through Conserve Wisconsin and Executive Order 145, (former) Governor Doyle has committed Wisconsin to leading by example in improving the energy and environmental performance of existing and new state-owned buildings. By adopting LEED-EB guidelines and implementing sustainable practices in the facilities it owns and leases, the Department of Administration is cutting energy use and conserving resources. Executive Order does not require certification to the US Green Building Council's LEED-EB Green Building Rating System, but contains minimum performance standards based on LEED tools and approaches, as well as measurement and reporting requirements.

The Wisconsin Division of State Facilities (DSF) is responsible for managing the state's real estate portfolio. The Division of State Facilities is accountable for implementing the sustainability policies of the State of Wisconsin Building Commission and for reporting on the results of these policies. Capital project and capital project portfolio performance information will be provided at least two times each year to the Commission. Reporting: DSF is required to report at least twice per year (via reporting templates and occupant comfort surveys) on capital projects and the results of the sustainability policies of the Building Commission. Verification: during project design and construction, following construction and reports on construction results.

**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/category.asp?linkcatid=783&linkid=135&locid=4>

# Building Design and Construction

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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*"---" 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
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

Suites @ 201 Reserve 140,755 - LEED-NC Gold

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

176,925 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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 Square Feet
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 Square Feet
<b>2nd Highest Level (e.g. LEED Gold)</b>	140,755 Square Feet
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	0 Square Feet

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

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

*0 Square Feet*

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

*0 Square Feet*

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

*36,170 Square Feet*

**A copy of the guidelines or policies :**

[DSF Sustainable Facilities Guidelines10\\_19\\_07\\_Rev.pdf](#)

**The date the guidelines or policies were adopted:**

April 11, 2006

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

2011 HEC Military Sci addn 10704

2011 Waste Educ Ctr 13301

2011 M&M addn 12165

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

The Wisconsin Division of State Facilities is responsible for managing the state's real estate portfolio. The Division of State Facilities is accountable for implementing the sustainability policies of the State of Wisconsin Building Commission and for reporting on the results

of these policies. Capital project and capital project portfolio performance information will be provided at least two times each year to the Commission. Reporting: DSF is required to report at least twice per year (via reporting templates and occupant comfort surveys) on capital projects and the results of the sustainability policies of the Building Commission. Verification: during project design and construction, following construction and reports on construction results.

**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/category.asp?linkcatid=783&linkid=135&locid=4>

## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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"---" 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:

2,434,383 Square Feet

## Gross floor area of building space:

2,434,383 Square Feet

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

Indoor Environmental Quality Requirements-Minimum IAQ Performance

Establish minimum indoor air quality (IAQ) performance to prevent the development of indoor air quality problems in buildings, thus contributing to the comfort and well-being of the occupants.

Requirements: Meet the minimum requirements of Sections 4 through 7 of ASHRAE 62.1-2004, Ventilation for Acceptable Indoor Air Quality, and approved Addenda using the Ventilation Rate Procedure.

The requirements cover ventilation, tobacco smoke, low-emitting materials, chemical and pollutant source control, daylight and views.

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

[ftp://doaf1380.wi.gov/master\\_spec/Sustainable%20Facilities%20Standards/Sustainable%20Facilities%20Standards.pdf](ftp://doaf1380.wi.gov/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.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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:**

8

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

[FY14 DSC Expenditures local foods.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:**

8

**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:**

[FY14 DSC Expenditures local foods.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:**

UW-Stevens Point Dining will use all reasonable efforts to incorporate affordably priced local and renewable products and services that reflect the campus's commitment to sustainability. We will also focus efforts on utilizing reusable, recyclable, and biodegradable products when available.■

Dining continues to develop and improve its long-term strategy for using local and organic products in residential, catering and retail areas because we recognize the importance of supporting local businesses and farms that provide jobs and economic development. In addition to local sourcing initiatives, UDC also considers social responsibility and eco-friendly practices of its vendors.

Other sustainability practices include reducing food waste (trayless dining and food donations), waste diversion (recycling and composting), green cleaning, developing menus based on seasonality and local availability of ingredients.

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

Expenditures were collected and tallied from university accounting system and sorted by vendor to determine distance from UW-Stevens Point. Office of Sustainability staff met with University Dining staff to gather information about individual suppliers and distributors.

That information along with web searches and vendor contacts was used to determine if the suppliers' raw ingredients met the STARS criteria.

A spreadsheet was received from our main distributor with expenditures by producer and point of production.

**Total annual food and beverage expenditures:**

3,683,454 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	No	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	Yes

**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)	---
Marine Stewardship Council (MSC) certification	---
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 available:**

<http://www.uwsp.edu/dining/Pages/default.aspx>

# Low Impact Dining

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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:

75

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

Per discussion with the Dining Director, the majority of the animal products is likely not sustainable. However, we purchase from Red Barn Dairy which is Humanely Certified. We also purchase some local chicken and beef, although not third party verified it is verified by the institution to be both ecologically sound and humane through a relationship with a local producer. The CPS Cafe purchases locally

[STARS Reporting Tool](#) | [AASHE](#)

grown and processed, free range and organic meat. All milk and shelled eggs are cage free.

**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”):**

The CPS Cafe offers protein complete vegan offerings daily, but is not open for supper.

We have every day vegan choices. The menu items are integrated into the cycle menu. Items are designated by stickers for Vegetarian, and vegan recipes are available in a binder by the service area.

Debot Dining offers vegan offerings at each meal. The NetNutrition program is an online program that consumers can search for vegan, vegetarian, gluten-free options being served and allergy information. There is currently a vegan dining (student) team working with management to update the vegan rotational menu.

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

The CPS Café mission is to promote a sustainable food culture. We participate in numerous farm to fork community promotions including Farmshed activities and the MREA. The café also conducts written promotions, places ads in the local food atlas and city Pages (furthering the mission). We consider every meal service and educational opportunity for our customers and students. We purchase products from local farmers and selectively purchase from sustainable farms when absolutely necessary.

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

<http://www.uwsp.edu/dining/Pages/netNutrition/netNutrition.aspx>

**Annual dining services expenditures on food:**

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**Annual dining services expenditures on conventionally produced animal products:**

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**Annual dining services expenditures on sustainably produced animal products:**

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# 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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	594,408.30 <i>MMBtu</i>	469,300.10 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	266,226.40 <i>MMBtu</i>	210,825.60 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

## Gross floor area of building space::

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

<b>Gross floor area</b>	2,782,735 <i>Gross Square Feet</i>	2,638,928 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	27,430 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	7,939
<b>Cooling degree days</b>	753

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	3.34
<b>District steam/hot water</b>	1.35

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2006	June 30, 2007

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

2007 was the year we first did our greenhouse gas inventory

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

Buildings are monitored and programmed using Johnson Controls Metasys system. Building usage is monitored by staff and temperatures regulated based on occupancy.

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

The seating area in the west lobby of the natural resources building is LED lighting. There are LED lights on the marquee of the health enhancement center. LED lighting was installed in two of our parking lots.

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

Occupancy sensors are installed in bathrooms, classrooms, labs and corridors of academic, administrative and several residential buildings.

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

Thermal solar panels on many residence halls to heat domestic water

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

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

n/a

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

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

Metasys System Extended Architecture is a Web-based system that allows day-to-day building operation using a Web browser to access the system's User Interface (UI). The Metasys system extended architecture has evolved into the most comprehensive building automation and facility management system on the market.

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

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

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

All vending machines are Energy Star rated or have energy misers installed on them.

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

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

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

**Submission Note:**

Didn't report solar energy MMBtu because we don't have recorders on all the panels.

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>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</b>	0 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>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</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	135,165.20 MMBtu

**Total energy consumption, performance year:**

594,408.30 *MMBtu*

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

On its south side, the Noel Fine Arts Center has its own 18-window photovoltaic panel. The panel captures light energy from the sun and uses it to light parts of the Fine Arts Center inner courtyard area. Each of the 18 windows produces about 900 - 1,200 watts of electricity on a sunny day.

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

Five of our residential living halls, Burroughs Knutzen, Neale, Suites@201 and Pray-Sims, are equipped with solar panels that serve to heat all of the water in the buildings.

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

n/a

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

NatureWise supports the generation of electricity from a blend of wind, solar and biomass (gases produced naturally from landfills and farm animal waste). This cleanly produced green electricity is then added to the power grid of communities in the WPS area. Renewable Choice RECs are 100% wind power. The State of WI purchases renewable energy as part of Act 141. Green kwh is allocated to UW-Stevens Point based on consumption.

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

<http://www.uwsp.edu/sustainability/Pages/greenEnergy.aspx>

# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<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"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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::**

	<b>Area</b>
<b>Total campus area</b>	<i>2,199 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>22 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>690 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>0 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>1,158 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>328 Acres</i>

**A copy of the IPM plan:**

[TH\\_LandManagementPlan.pdf](#)

**The IPM plan :**

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

A strong prevention policy is the key to the UWSP sustainable landscape management plan. All available tools are used to maintain strong turf to manage plants and alleviate pests. Herbicides and fertilizers, irrigation, pruning, maintenance and wildlife specialists are utilized at the appropriate times. UWSP is more strict on weeds on the athletic fields than on common areas.

Although all grounds personnel are trained to identify pest problems, administrative complaints are a key indicator that a pest problem should be eliminated.

We use 100% organic fertilizer. Grounds are chemically treated only when an infestation has been identified and it has been determined that there may be damage to plants, trees or buildings.

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically**

### **appropriate plants, and controls and manages invasive species:**

Tree planting is an important part of creating a visually and ecologically robust campus and an important part of the outdoor classroom for several college courses on campus. Approximately 20% of the plants on campus are native. There are areas where native plants are a priority - such as the rain garden. Plants are chosen based on their hardiness in our Wisconsin climate and also to provide color throughout the year. UWSP is a natural resources college and planting consideration is given to woody plants that meet the needs of outdoor classroom and teaching needs of courses. The recommended tree species can either be a native or non-native species as long as they fit within the tree selection guidelines found in our campus tree plan.

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

Landscaping mulch waste, grass trimmings and other compostable waste produced on campus grounds is collected and put into piles which are turned and allowed to become compost. The compost that is produced on campus is created into a compost tea which is used on campus to fertilize flower beds.

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

Soil testing done on grounds to determine nutrient composition  
Perennial beds have been increased in order to reduce grass and mowing  
Core aeration relieves soil compaction and allows the soil to breathe

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

NatureSafe - 100% organic fertilizer for common areas - all parts of the chicken, including bone marrow and feathers, are used to make the fertilizer  
Use chipped branches and other natural products for mulching  
Local stone used for landscaping

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

Rain gardens  
Protect Moses Creek which flows under campus - always considered in new building projects: For more than 70 years, Moses Creek flowed in a drainage ditch through the eastern portion of Schmeckle Reserve. A major restoration project in summer and fall of 2010 re-created the natural meanders of the stream and restored the historic wetland floodplain. New trails and boardwalks provide access to the wetland, which has been planted with trees, shrubs, and marsh vegetation.  
The \$900,000 restoration was funded as a mitigation project by the Wisconsin Department of Transportation.

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

Residential Living uses an environmentally friendly ice melter. Academic custodial began using an environmentally friendly ice melter for the 2011-12 winter season and beyond.

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

Schmeckle Reserve 285 acres of conservancy land

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

Yes

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

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

## **Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

Yes

## **A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:**

Schmeeckle Reserve is a natural area on the campus of UW-Stevens Point, a 280-acre conservancy area with 5 miles of trails and boardwalks, a 24-acre lake, and a large diversity of habitats that support numerous wildlife species.

The Reserve is managed to protect and restore natural communities of central Wisconsin, serve as an outdoor classroom for learning, and provide outdoor recreation opportunities.

## **Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or -managed land?:**

Yes

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

Yes

**The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:**

We review the Natural Heritage Inventory when writing the plan to identify potential TES species, confirm this with boots on the ground surveys and then recommend appropriate actions if they are found during forest management activities. Various other wildlife, soil, forestry and groundcover surveys have been done.

We have numerous managed lands with separate Management Plans

Allen's acres

Bill Natzke Forest

CWES

Dudley Lake

Kurtz Forest

Kohler/Bushman

McLoud

Schmeekle

Severson Lake

Sternburg

Treehaven

**A brief description of identified species, habitats and/or environmentally sensitive areas:**

We have a separate report for each managed area - here is an example for Allans Acres:

The Natural Heritage Inventory identifies locations of threatened and/or endangered plants and animals throughout Wisconsin. This inventory was consulted and no endangered resources were identified on your property.

**Species of Greatest Conservation Need**

Although no species on the Natural Heritage Inventory were found on the property, there are some species of conservation need that could use your property.

The gray wolf is listed as an endangered species. Gray wolf (*Canis lupis*), also referred to as timber wolf, is the largest wild members of the dog family. Males average about 10% larger in size than females. In addition, gray wolves have a massive head and neck important in killing prey, which results in larger fore feet than hind feet. Body weight, height, and foot prints are important distinguishing characteristics when comparing gray wolves to other wild and domestic canids. Wolves are social animals, living in a family group, or pack. Pack sizes in Wisconsin average 2-6 individuals with a few packs as large as 8-10 animals. A wolf pack's territory may cover 20-120 square miles.

Sand Snaketail is a rare species of dragonfly. Dragonflies occupy a variety of aquatic habitats, and tend to be either associated with flowing water, specialized wetlands such as peatlands, and specialized lake types. Species have a life cycle of two to three years which means the predominant life stage (larvae) have to have their requirements met for long periods of time.

A Tiger Beetle is a rare species. Tiger beetles require bare soil ranging from loose sand to packed clay. Partial to full exposure to sunlight also is required, although some species require openings in forested landscapes. Larvae cannot withstand excessive disturbance of the soil

[STARS Reporting Tool](#) | [AASHE](#)

in which they burrow.

The Karner blue butterfly is a federally endangered species. The caterpillar stage feeds only the leaves of lupine so the butterfly's habitat is prairies, opening and pine and oak barrens.

#### Effects of planned practices

The prescription for thinning in the oak and pine stands probably will not impact any of the above species greatly. A conversion of the red and jack pines to white pine will add species and size class diversity, good for habitat. Restoration of oak savanna and prairie habitat could be considered to improve habitat and food sources for some of these species.

### **A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

We review the Natural Heritage Inventory when writing the plan to identify potential TES species, confirm this with boots on the ground surveys and then recommend appropriate actions if they are found during forest management activities.

Each College of Natural Resources field station has plans and programs in place:

-Treehaven is a 1,400-acre study area located near Tomahawk, WI. The Treehaven property supports a wide diversity of wildlife species indigenous to north central Wisconsin including threatened and endangered species, game and non-game species, and migratory species. Management of the Treehaven property focuses on maintaining and enhancing habitat for all of these wildlife species in the appropriate locations, with the appropriate intensity, and over the appropriate time scale.

[http://www.uwsp.edu/cnr-ap/treehaven/Documents/maps/TH\\_LandManagementPlan.pdf](http://www.uwsp.edu/cnr-ap/treehaven/Documents/maps/TH_LandManagementPlan.pdf)

-The Central Wisconsin Environmental Station is located 17 miles from campus on Sunset Lake. During the school year, CWES serves as an environmental education center for area school children. During the summer, a wide variety of resident camp programs are offered for youth. Students from the College of Natural Resources are offered practical experience as teachers and counselors for both school year and summer programs.

-The Schmeckle Reserve is a 280-acre facility bordering the UWSP campus. The reserve serves primarily as a natural preserve, but is also used as a study site for natural resources classes, and as a student recreation area. Students in natural resources can gain practical experiences in nature center programming and management by working in the new visitor center and on the reserve grounds. When Schmeckle Reserve was created in 1977, the committee established three priorities which would guide the management and development of the property. The 3 R's of Schmeckle Reserve are: Refuge: Preserve and restore native ecological communities of Central Wisconsin; Research & Education: Serve as a living laboratory for teaching and research; Recreation: Serve the recreational needs of the campus and the community, when those uses are not in conflict with the first two priorities.

<http://www4.uwsp.edu/cnr/schmeckle/Education/>

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

[STARS Reporting Tool | AASHE](#)



# 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.

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

# Electronics Purchasing

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

---

### Submission Note:

All purchases from HP and Apple are a minimum of Silver EPEAT, but we were unable to distinguish between Silver and Gold for this report period, therefore reported 100% of purchases as Silver.

"---" 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:**

[Computer Contract.pdf](#)

**The electronics purchasing policy, directive, or guidelines :**

All Technical Specifications are mandatory. The Bidder shall meet the requirements detailed by the State in each section. Failure to comply with a mandatory requirement will disqualify the Bid from further consideration under this procurement, unless all Bidders are

unable to comply. A non-response or checking the “No” box will represent the Bidder’s inability to comply with the mandatory requirement, and the Bid will be disqualified.

## 6.2 ENVIRONMENTAL

6.2.1 Electronic Product Environmental Assessment Tool (EPEAT) is an environmental procurement tool designed to help institutional purchasers in the public and private sectors evaluate, compare, and select desktop computers, laptops and monitors based on the environmental attributes of the product. General information on the criteria of EPEAT can be found at

<http://www.epeat.net>

Each Minimum Baseline Standard Configuration states the minimum EPEAT certification required in this RFB. Bidder shall provide verification of EPEAT certification at the required level, upon request.

6.2.2 The State is committed to energy saving and environmentally friendly devices. Energy efficient and environmentally friendly devices shall be included in the product offering. Bidder shall be responsible for identifying, emphasizing, and providing energy efficient devices in the products covered in this RFB.

For example:

- Equipment shall meet applicable Energy Star standards.
- Monitor screens shall not emit electrostatic and electromagnetic radiation.
- All products capable of meeting Energy Star low-power enabled features shall be shipped with the Energy Star low-power feature activated or enabled unless otherwise agreed upon by the State.
- Products shipped without the Energy Star seal affixed to the product shall include the manufacturer’s certification specifying that such products are Energy Star compliant.

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

The state of Wisconsin has mandatory contracts and policies for the purchase of university technology. The Information Technology department also has standards in place to insure compatibility, technical support and security. All university technology purchasing requests are to be processed through the Information Technology Purchasing department. This includes computers, monitors, printers, computer peripherals (flash drives, cables, etc), projectors, audio/visual equipment, televisions, DVD/VCRs and software. Any purchases not made through the Information Technology department will not be installed or supported by Information Technology staff.

### **Does the institution wish 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::**

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	1,161,676.85 US/Canadian \$

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

1,161,676.85 US/Canadian \$

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

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# Cleaning Products Purchasing

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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

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### **Submission Note:**

Residential Living products are VOC compliant and are manufactured locally in Wisconsin. However, they are not green certified.

"---" 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:**

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

Mandatory contract to purchase cleaning supplies for state-owned buildings. Awarded vendors must provide competitive pricing for the state's most commonly used cleaning chemical products and janitorial supplies, this solicitation will provide Equivalent products and Green Certified (Green Seal, Ecologo or EPA DfE) cleaning chemical products. Awarded vendors of the contract resulting from this RFB are expected to work with authorized end-users to replace non-Green certified cleaning chemicals with Green certified (Green Seal, Ecologo or EPA DfE certified) cleaning chemicals through product testing processes. Contractors are also expected to provide end-users with current cleaning methods and techniques for using Green Certified cleaning chemicals.

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

The Academic Custodial Services Supervisor oversees cleaning supply purchase guidelines, including tools, chemicals, disposable products and equipment. The Supervisor works closely with our vendor(s) to follow State purchasing guidelines. Under the direction of the Custodial Supervisor, our use of green-certified green chemicals and implementation of green cleaning techniques, including training of personnel, have advanced substantially in recent years. To demonstrate our commitment, we are presently working on green-cleaning certification through the International Sanitary Supply Association (ISSA), which covers cleaning product purchases.

Residential Living has a Green Housekeeping Program. We shall continue to seek out and utilize cleaning products that are environmentally friendly in all areas where residents' , visitors and employees' health and safety will not be at risk by doing so. We shall continue to train and educate our custodial staff on the use of cleaning agents and make safety product and provisions available for use at the discretion of the custodians during the cleaning processes.

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

Yes

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

13,564 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

249,853 US/Canadian \$

**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?:**

Yes

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

**Green Guard Certified**

Custodial services uses cleaning supplies that offer quality chemical formulations, unique packaging designs and innovative dispensing systems to assist in safely achieving environmental sanitation results while protecting employees. Refillable pump bottles and storage containers are used to minimize waste. Cleaning supplies are purchased in bulk to reduce the number of shipping containers and allows for reuse of existing containers. Custodial Services disposable products include green certified microfiber mops and rags and high recycle-content trash liners.

University Dining Services uses Blue Planet products, which are environmentally friendly and effective. They carry the Earth Assure and Design for the Environment US EPA (DfE) designations.

Residential Living has a Green Housekeeping Program. Currently, ninety-five percent of all cleaning products utilized in the UWSP residence halls are from North Wood’s Superior Chemical Corporation of Wisconsin which is regionally supplied and has provided environmentally conscious products since 1964. The utilized cleaning products are in compliance with OSHA and State and National VOC monitoring levels to ensure their products are environmentally safe. Whenever possible cleaning products are purchased in bulk and/or concentrated quantities and then diluted and distributed with water into smaller reusable containers among all of the residence halls.

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

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

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

<http://vendornet.state.wi.us/vendornet/asp/ContractDetail.asp?SystemContractNumber=2588>

# Office Paper Purchasing

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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## Submission Note:

Student Government Association in 2007-08 made the following resolution. The final result was 100% recycled paper being used in computer labs for student usage.

Therefore, be it resolved: The 2007-2008 SGA and the students of UWSP support the use of 100% post consumer content recycled paper on the UWSP campus.

Therefore, be it further resolved: That the students of the University of Wisconsin – Stevens Point support the creation and renewal of a contract between a providers of paper products that can meet the sustainability needs and goals of the UW-System, and the UW-System.

Therefore, be it further resolved: All departments including each academic department, academic support department, administrative department, student life departments, etc. are requested to promote the use of 100% post consumer recycled paper through education efforts.

"---" 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:**

[StateProcurementManual.pdf](#)

**The paper purchasing policy, directive or guidelines:**

State of WI Dept. of Admin. Recycled paper purchase requirement for each agency:

The average recycled content of all paper purchased, measured as a proportion by weight of the fiber content, must be at least 40% of all purchased paper.

Definitions : "Paper purchases" include procurement of paper and paper products, as well as paper purchased through services where paper is a substantial portion of the overall cost of the service, such as printing, quick-copy, and computer print-out.

"Calculating the recycled fiber content by weight" means multiplying the percentage recycled by the weight of the paper purchased.

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

Up until 1999 the Dept. of Admin. (DOA) was required to report annual paper purchases for all state agencies. The statutory requirement to buy recycled paper has not changed, but the reporting requirement was discontinued in 1999. Presently, purchasing virgin paper is no longer an option. Dept. of Admin. will review compliance trends through vendor reports. Compliance by individual agencies will be subject to the usual DOA audit trail.

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. (Remember that 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.

<http://vendornet.state.wi.us/vendornet/recycle/pim3.asp>

**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::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 US/Canadian \$
<b>30-49 percent</b>	77,157.28 US/Canadian \$
<b>50-69 percent</b>	0 US/Canadian \$

<b>70-89 percent (or FSC Mix label)</b>	0 US/Canadian \$
<b>90-100 percent (or FSC Recycled label)</b>	0 US/Canadian \$

**Total expenditures on office paper :**

77,157.28 US/Canadian \$

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

<http://vendornet.state.wi.us/vendornet/procman/StateProcurementManual.pdf>

# Inclusive and Local Purchasing

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

## Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

## A copy of the policy, guidelines or directive governing inclusive and local purchasing:

[StateProcurementManual.pdf](#)

## The policy, guidelines or directive governing inclusive and local purchasing:

Historically underutilized businesses, minority-owned businesses, and women owned-businesses:

UW System campuses purchase goods and services through State Procurement. The State of Wisconsin is committed to the involvement of minority and veteran-owned business enterprises in the state's procurement program. UW - Stevens Point follows the State's purchasing policy which allows the campus to award contracts to certified minority or veteran-owned businesses who submit the lowest qualified bid when that qualified bid is not more than 5% more than the apparent low bid.

“Enacted in 1983, Wisconsin’s Minority Business Enterprise (MBE) law sets a 5% MBE procurement goal for state agencies and offers a 5% price preference for certified minority firms that compete for State contracts. The 5% goal applies to all State purchases with the exception of DOT, Federal Surface Transportation Assistance Act and DNR EPA funds.”

•MBE Program Overview on VendorNet:

<http://vendornet.state.wi.us/vendornet/vguide/mbe.asp>

•Minority Business Report FY2010:

<http://www.doa.state.wi.us/docview.asp?docid=8685&locid=169>

•Veteran Owned Business Policy:

<http://vendornet.state.wi.us/vendornet/procman/prod12.pdf>

•MBE, DVE, and Woman-Owned Business Enterprise (WBE) Current Law Explanation:

<http://legis.wisconsin.gov/lfb/2011-13%20Budget/Budget%20Papers/243.pdf>

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

No

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

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**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<http://vendornet.state.wi.us/vendornet/vguide/mbe.asp>

# Life Cycle Cost Analysis

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

**Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:**

No

**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

No

**A brief description of the LCCA policy(ies) and practice(s):**

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**The website URL where information about the institution's LCCA policies and practices is available:**

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# Guidelines for Business Partners

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:**

Some

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:**

None

**A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

[Res Life Prerequisite 1 Sustainable Purchasing Policy.docx](#)

**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

The University of Wisconsin-Stevens Point, Residential Living Department aim to purchase environmentally preferred products whenever possible for our ongoing and durable product needs. Environmental considerations for these purchases include but are not limited to transit distances, recycled content, recyclability, FSC certifications, energy efficiency, low VOC and additional environmentally friendly manufacturing processes.

The intent of this policy is to become even better stewards of the land, air and water by improving our ability to recognize and minimize our impact on the environment through our purchasing habits.

**A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:**

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**The website URL where information about the institution's guidelines for its business partners is available:**

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# 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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**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.

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

**Total number of vehicles in the institution's fleet :**

88

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles

<b>Gasoline-electric, non-plug-in hybrid</b>	1
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	6
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

To reduce our emissions and greenhouse gasses, electric vehicles have been purchased by UWSP. All 5 E-Ride vehicles that are on campus are owned by Facility Services. The vehicle used for the mailroom was purchased in 2012 with a grant from State of Wisconsin, Department of Administration- State Energy Office. The Mailroom gave its pre-existing electric vehicle to Central Stores for campus deliveries. The ability for Central Stores to use an electric vehicle for small deliveries versus only having access to 2006 Ford box truck has reduced fuel consumption for the Facility Services department which oversees both Mailroom and Central Stores. An environmental benefit to using the E-Ride vehicles is the use of less fuel needed for campus errands. The amount of alternative fuels used by program vehicles averages 134 KwH monthly while they travel an average of 230 miles/month. Fuel costs and savings are approximately \$10.00/month for Facility Services.

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

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# Student Commute Modal Split

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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### Submission Note:

3700 on-campus (100% walk/bike)

5600 off campus (13% walk/bike, 15% bus, 72% drive)

1100 faculty (13% walk/bike, 87% drive)

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

## Total percentage of students that use more sustainable commuting options:

59.60

## 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)	40.40
Walk, bicycle, or use other non-motorized means	47.60
Vanpool or carpool	3
Take a campus shuttle or public transportation	9
Use a motorcycle, scooter or moped	---

**A brief description of the method(s) used to gather data about student commuting:**

An instructor of Geographical Information Systems was contacted for the transportation information. Using his collected data on on-campus and off-campus transportation methods, the data was able to be calculated to match AASHE STARS requirements.

**The website URL where information about sustainable transportation for students is available:**

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# Employee Commute Modal Split

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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:

3700 on-campus (100% walk/bike)  
5600 off campus (13% walk/bike, 15% bus, 72% drive)  
1100 faculty (13% walk/bike, 87% drive)

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

## Total percentage of the institution's employees that use more sustainable commuting options:

21

## 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)	79
Walk, bicycle, or use other non-motorized means	13
Vanpool or carpool	4
Take a campus shuttle or public transportation	0

<b>Use a motorcycle, scooter or moped</b>	4
<b>Telecommute for 50 percent or more of their regular work hours</b>	---

**A brief description of the method(s) used to gather data about employee commuting:**

An instructor of Geographical Information Systems was contacted for the transportation information. Using his collected data on on-campus and off-campus and faculty's transportation methods, the data was able to be calculated to match AASHE STARS requirements.

**The website URL where information about sustainable transportation for employees is available:**

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# Support for Sustainable Transportation

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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

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"---" 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?:**

No

**A brief description of the facilities for bicycle commuters:**

There are no bicycle lockers. Shower facilities are available on campus, but not specifically for commuters.

**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)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

Numerous bicycle racks on campus

Students may store bikes in their residence hall rooms

**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?:**

No

**A brief description of the bicycle/pedestrian policy and/or network:**

The UWSP campus has many interconnected, paved pedestrian walkways, varying from approximately six feet to thirty feet in width. For the most part the campus lacks a hierarchy of pedestrian paths, as well as a recognizable organization to the network of walkways connecting various buildings and spaces on campus. Once inside the academic core or the residential districts of campus, pedestrians are generally able to move about without crossing vehicular traffic.

**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:**

The Student Government Association of the University runs a free bike rental program available to students. Bikes can be checked out for as long as necessary. The program is run by students, for students, and has a fleet of 85 bikes. All 85 bikes are usually checked out unless they're being repaired. There are also students on a waiting list in case a bike is returned early.

**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?:**

No

**A brief description of the certification, including date certified and level:**

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**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):**

Students with a valid UWSP identification card may use the city of Stevens Point bus transit system free of charge through the U-Pass program. The bus line passes several points on campus and then travels throughout the city of Stevens Point, surrounding communities and several different student apartment complexes. The U-Pass system also runs late at night giving students a safe mode of transportation at all times of the day.

**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:**

There are currently 4 program options:

ZimRide started in 2012 by the Student Government Association

[UniversityRideshare.com](http://UniversityRideshare.com)

is a program specific to several university of WI campuses, including Stevens Point.

UWSP RideShare Facebook Group matches commuting needs.

Rideshare, Etc Online is a free rideshare matching service for commuters. You can quickly find a variety of transportation options based on preferences you make. Receive a match report showing individuals with similar commutes and work hours.

**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?:**

No

**A brief description of the car sharing program:**

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**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

No

**A brief description of the electric vehicle recharging stations:**

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**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:**

Telecommuting is negotiable between employees and their supervisors. The university supports telecommuting by allowing employees access to portable computers, cell phones and other devices, and allows employees to load some common site licensed software on home computers.

**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:**

UWSP Employee Handbook - GENERAL EMPLOYMENT POLICIES & PROCEDURES

Alternative Work Patterns

State policy encourages the use of alternative work patterns by full-time or part-time employees when such schedules are consistent with efficient and effective University operations. Alternative work patterns include job sharing; alternate work weeks such as four, ten-hour days; and, staggered work hours, such as 7:00 a.m. – 3:30 p.m., with a thirty-minute lunch break. Requests for alternative work patterns should be made to the employee's immediate supervisor who will determine if the proposal is feasible for the work unit.

Wisconsin State Stat 230.215

(1) Declaration of policy. The legislature finds and declares:

(1)(a) (a) That employment practices which provide flexibility in scheduling hours of work often result in increased worker productivity, reduced absenteeism, improved employee morale and a more economical and efficient use of energy, highways and other transit systems.

230.215(1)(b) (b) That traditional full-time work patterns fail to meet the needs of many potentially productive citizens who, due to age, health or family circumstances, are effectively prevented from engaging in full-time employment.

230.215(1)(c) (c) That a greater number of permanent part-time employment opportunities are necessary to allow citizens a higher level of participation in the work force and to permit a greater utilization of the skills, talents and abilities of all citizens who want to work.

230.215(1)(d) (d) That it is the intent of the legislature that all agencies of state government participate in developing and creating flexible-time work schedules, additional permanent part-time positions and other alternative work patterns in order to maximize, in a manner consistent with the needs of state service, the employment options available to existing and potential state employees.

230.215(1)(e) (e) That it is the intent of the legislature that all agencies of state government make available permanent part-time employment opportunities in classified positions.

230.215(2) (2) Flexible-time employment scheduling. In this subsection "flexible-time schedule" means a work schedule which includes required days or hours during which an employee subject to the work schedule must be present for work and designated hours during which the employee, with the approval of his or her supervisor, may elect a time of arrival to and departure from work. Every agency shall develop a plan for the establishment of employee flexible-time schedules. The plan shall attempt to maximize efficiency of agency operations, the level of services to the public, energy conservation and employee productivity and shall consider traffic congestion, transit facilities and other relevant factors.

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

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**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:**

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**The website URL where information about the institution's sustainable transportation program(s) is available:**

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# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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*.

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

## Waste generated::

	Performance Year	Baseline Year
Materials recycled	303 Tons	318 Tons
Materials composted	49 Tons	7 Tons
Materials reused, donated or re-sold	213 Tons	257 Tons
Materials disposed in a solid waste landfill or incinerator	576 Tons	630 Tons

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of residential students	3,388	3,211
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	8,806	8,165
Full-time equivalent of employees	1,147	1,001
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, 2006	June 30, 2007

**A brief description of when and why the waste generation baseline was adopted:**

First year we did our greenhouse gas inventory.

Through 2006, our waste service provider did ACTUAL weighing of refuse, however, a new waste service provider started in 2007 and ESTIMATED weights. There is a noticeable difference in recorded weight after 2006.

**A brief description of any (non-food) waste audits employed by the institution:**

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**A brief description of any institutional procurement policies designed to prevent waste:**

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**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of**

**materials:**

The mission of the Surplus Property office is to coordinate the collection, processing and disposal of unneeded or unused surplus property generated on the UWSP campus or from other state agencies. Every effort will be made to accomplish this in an environmentally and fiscally responsible manner beneficial to both our campus and community.

The Surplus Property Office was started in June of 1995.

The goal was to handle the large amount of university property that each year was catalogued as either obsolete, unusable in present programs, overstock or outdated.

Through various federal and state programs, surplus items from the University of Wisconsin Stevens Point have ended up in such places as Mexico, Bulgaria, Nicaragua, the West Indies, St. Thomas and other islands located in the Caribbean.

The program has grown to not only serve the University, but also many other state or federal entities that require the disposal of surplus property.

UWSP offers students a unique and cost effective service through the Text Rental Department. Students check out books in the beginning of the semester, and return them on the last day of finals. Students save approximately \$200.00 - \$400.00 per semester with UWSP Text Rental Program.

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

All registration, course, scheduling, forms and directories are easily and commonly found online.

<http://www.uwsp.edu/regrec/Pages/default.aspx>

Desire2Learn (D2L) is an online Learning Management System where assignments can be uploaded, emails sent out to class, online quizzing and grading, anything from syllabus to PowerPoint files can be shared.

**A brief description of any limits on paper and ink consumption employed by the institution:**

In each students' semester tuition a \$10.00 credit is allowed for printing. When that allowance is used, the student starts to acquire additional printing charges.

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

The move-out event is promoted by Residential Housing Association.

Tents are set up to collect large items, such as furniture, that is either swapped or taken to Goodwill.

There are bins in the lobby of each hall to collect clothes, food and small appliances to be donated to local Goodwill. A volunteer faculty member goes through clothes and puts outfits together for local middle and high school kids.

In 2011, we will collect non-perishable food to be donated to a student food pantry on campus.

Bins for recycling are available.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

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**A brief description of any food waste audits employed by the institution:**

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**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:**

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**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

The Debot Dining Hall, where the University offers all you can eat style dining, is trayless.

The program started weekends only for the 2009-10 academic year. Since 2010, the program is run all the time.

**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):**

Reusable containers for to-go food are currently not offered.

**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):**

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**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 reuseable mugs are given a 25 cent discount on purchases. Reusable mugs are also available for purchase and are sold at cost.

**A brief description of other dining services waste minimization programs and initiatives:**

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**The website URL where information about the institution’s waste minimization initiatives is available:**

<http://www3.uwsp.edu/facsv/Pages/ResourceRecovery/ResourceRecoveryHome.aspx>

# Waste Diversion

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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*.

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

## Materials diverted from the solid waste landfill or incinerator:

595 Tons

## Materials disposed in a solid waste landfill or incinerator :

650 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:

Our on-site Resource Recovery center is responsible for all university waste disposal, with the exception of items classified as hazardous waste. Our recycling policy is based on good, consistent environmental practices and meets or exceeds all national, state and local laws, regulations and ordinances as they relate to resource recovery.

<https://campus.uwsp.edu/sites/facsv/web/Pages/ResourceRecovery/ResourceRecoveryHome.aspx>

### Programs:

- On-campus Recycling Center
- Composting
- Text-Rental and Book Buy Back
- Online Book Exchange
- Surplus Sales Store
- Goodwill Bins

Residence Hall Loft Rental  
 Move-in and move-out recycling programs  
 Paper Science NY Times Recycling Program  
 PLA recycling (compostable plastic containers)  
 Reusable to-go food containers

**A brief description of any food donation programs employed by the institution:**

Food that has been prepared but not put out for individuals to consume is often donated to organizations such as Operation Bootstrap as well as the Salvation Army.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

All pre-consumer waste that is produced in the Dining Services departments is collected by our Resource Recovery department where it goes through a vermiculture process. After the compost is fully processed, it is used to create a "compost tea." Compost tea is a compost-infused water which is rich in nutrients and can be used as a fertilizer. Our compost tea is used on our flower beds on campus.

**A brief description of any post-consumer food waste composting program employed by the institution:**

All post-consumer waste goes into a pulper which grinds up left over food and removes much of the water. The dehydrated material is added to campus compost .

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	---

<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

Concrete, styrofoam

# Construction and Demolition Waste Diversion

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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## Submission Note:

2013 Knutzen - 94% diverted  
2012 Burroughs 97%  
2011 Neale 75%  
2010 Hansen 83%  
2009 Steiner 78%  
2008 Baldwin 85%

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

2,668 Tons

## Construction and demolition materials landfilled or incinerated :

101 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:

It is our goal on all (residential living) renovation projects to divert 50% of all demolition and construction building material waste from the landfill. Through great collaboration and dedicated efforts we have successfully surpassed that goal on EVERY project!

# Hazardous Waste Management

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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### Submission Note:

Risk Management's Environmental, Health & Safety department manages a complete hazardous waste program in compliance with state and federal law. In 2014, the department in cooperation with key University departments stored, collected and disposed of 12,888 lbs. including 8 pounds of acute waste.

"---" 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:

UWSP handles all hazardous materials through Environment Health & Safety department in cooperation with departments and personnel on campus. We actively make a best practice and grassroots efforts to use up, recycle or more closely stated, re-purpose materials by channeling unwanted items to another department or outlet that could use the material. For example, alcohols or cleaners to those that can use them; furnishing to Surplus viable for-sale items (e.g., thinners, paints); or combining unused material with other similar items for end-use (e.g., mixtures of fuel). Unfortunately we're not always able to find a home for unwanted materials, but many times materials are outdated before re-use. We are constantly exploring the literature to uncover new ways to work with this issue.

Coal ash is tested and although it is safe for road cover, we choose to send to a local landfill that uses the ash for top cover.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

Departments that are involved in the storage, use and disposal of chemicals manage them locally through best practices and as outlined in our Chemical Hygiene Plan. Departments are particularly aware of their internal responsibilities and they are audited and must demonstrate that they are practicing good industrial hygiene.

[http://www4.uwsp.edu/ehs/policy\\_downloads/Chemical\\_Hygiene\\_Plan\\_Final\\_20110725.pdf](http://www4.uwsp.edu/ehs/policy_downloads/Chemical_Hygiene_Plan_Final_20110725.pdf)

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

From 2012 – 2015 there were no reportable hazardous materials releases on the UW-Stevens Point campus.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

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**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):**

All state purchased electronic equipment must be disposed of through our surplus store. Computers and electronic components that cannot be sold at Surplus Sales are recycled.

Surplus Sales is the depository for cell phones on campus. All cellular equipment is sent to the campus recycler for proper disposal.

Each semester, or at least once a year, the student Waste Management Society sponsors some type of e-waste collection drive, either on campus or in conjunction with a community drive.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

The University follows State guidelines to identify, collect, record, and dispose of or recycle all e-waste to be sure that workers' safety is protected and that environmental standards are met. Specifically Wisconsin state regulations NR660, NR661, NR662, NR663, NR664,

NR 665, NR666, NR668, NR673, NR679, NR706, NR746.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://www4.uwsp.edu/ehs/>

# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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## Submission Note:

We performed major water conservation projects in the late 1990s.

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

## Level of water risk for the institution's main campus:

Medium to High

## Total water use::

	Performance Year	Baseline Year
<b>Total water use</b>	10,117,717 Gallons	10,742,306 Gallons

## Potable water use::

	Performance Year	Baseline Year
<b>Potable water use</b>	10,117,717 Gallons	10,742,306 Gallons

**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	3,388	3,211
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	8,806	8,165
<b>Full-time equivalent of employees</b>	1,147	1,001
<b>Full-time equivalent of distance education students</b>	0	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	<i>2,782,735 Square Feet</i>	<i>2,638,928 Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	<i>71 Acres</i>	<i>72 Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2006	June 30, 2007

**A brief description of when and why the water use baseline was adopted:**

2007 is when we did our first greenhouse gas inventory and decided to use it as our baseline

**Water recycled/reused on campus, performance year:**

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**Recycled/reused water withdrawn from off-campus sources, performance year:**

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**A brief description of any water recovery and reuse systems employed by the institution:**

Graywater from our Hobart dish machine is used for the food pulper system. The food pulper allows us to divert residential dining area food waste from the sewer system (via garbage disposal) by processing the waste and composting it.

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

All buildings on campus as well as some of the athletic fields have meters monitoring the amount of water that is being used and can be regulated as well.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

Our Performance Contractor/Energy Service Company (ESCO) completed a campus wide water fixture by fixture audit in 2013 and developed a proposal that focuses on fixture internal upgrades to meet as-designed standards, achieve water use reductions and improve function.

- Mock up installed in Maintenance & Materials Building
- Upgrades Include: Replace internals of toilet/urinal flushometers to individually tune and achieve factory intended performance, chrome piping will be replaced and infrared sensors installed, as required, incorporating dual flush technology (i.e. two level flushing), replace internals of tank toilets to individually tune and achieve factory intended performance, install vandal-resistant low flow aerators on sinks, install reduced flow shower heads

Approval of the ESCO is currently with the State of WI Dept of Admin. Campus is anticipating work to be started late 2015.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

Our Performance Contractor/Energy Service Company (ESCO) completed a campus wide water fixture by fixture audit in 2013 and developed a proposal that focuses on fixture internal upgrades to meet as-designed standards, achieve water use reductions and improve function.

Approval of the ESCO is currently with the State of WI Dept of Admin. Campus is anticipating work to be started late 2015.

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

There are prairie grasses planted around campus which are resistant to drought. The plants on the LRC green roof are also drought, heat, and light resistant.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

There are rain sensors on some of our clocks as well as Irrigation Monitoring Management system which is controlled from computer.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

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

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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### **Submission Note:**

Neale Hall renovation included a large 2-tier rain garden that has the ability to filtrate hundreds of gallons of storm water each year that might otherwise be diverted to paved areas, undersized storm sewer pipes, and the city of Stevens Point's storm water infrastructure.

2012 New construction of Suite style residences hall includes a controlled flow roof drainage system that ties into a stone stormwater management feature at the south plaza; also, no irrigation used for landscaping

Rebuild of parking lot R was a stormwater best management practice demonstration. The stormwater collection system was designed to send runoff water to the Wisconsin River as infrequent as once every 25 to 50 years.

In the planning stages of a science building, which will include low impact development practices.

*"---" 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:**

The stormwater management plan was developed to assist the University of Stevens Point to meet the current stormwater regulations and help in the planning for any future development to meet the requirements set forth by the EPA and Wisconsin DNR.2011.

The Facilities Planning Committee is a group that provides general oversight for University campus planning and development. One of the responsibilities for this committee is developing and maintaining a six-year plan for the physical development of the campus. A complete Campus Physical Development Plan is conceptually a statement of the campus long-range goals and the six-year building program to work toward achieving long-range goal. In achieving these goals the University will have to provide additional stormwater management facilities. All new impervious surfaces will need stormwater management planning and facilities. These facilities will be more significant than providing storm sewer that discharges to a safe outlet. The addition of DNR code NR 151, as described previously, has placed added burden on the developer to provide stormwater management practices to prevent water quality and quantity problems.

**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:**

A study was done in 2006 to create a plan, which can be used to guide the University of Stevens Point to address current drainage problems, recommend best management practices to solve those problems along with recommendations to meet the requirements set forth in the Wisconsin Pollutant Discharge Elimination System and for future development.

The plan was developed to assist the university to meet the current stormwater regulations and help in the planning for any future development to meet the requirements set forth by the EPA and Wisconsin DNR.

**A brief description of any rainwater harvesting employed by the institution:**

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**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

Rebuild of parking lot R includes an underground retention system and manifold collection system. Biological filters (rain gardens) were installed throughout the lot to remove suspended solids prior to re-charging the groundwater in the area of the parking lot.

**A brief description of any living or vegetated roofs on campus:**

The green roof contains five different types of plants that effectively absorb up to one inch of rainwater. Due to the evaporative effects of the plants, the roof helps the LRC save energy. In the summer, less energy is needed to cool the building. The plants also help to insulate the building in the winter, meaning less heat is needed. This creates reduced heat island effect and less energy usage.

<http://library.uwsp.edu/news/news154.htm>

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

The university chooses not to have porous paving due to winter conditions needing sand and salt applied to parking and walking surfaces. The debris would need to be vacuumed off the paving.

**A brief description of any downspout disconnection employed by the institution:**

On our LEED-Gold Residence Hall, the roof water goes into the yard via a rain garden.

All other flat roofs on campus connect to the storm sewer directly.

**A brief description of any rain gardens on campus:**

Old Main Rain Gardens– the oldest building on the UWSP campus, houses two rain gardens. The rain gardens, planted in 2005, collect run-off rain water from the Old Main roof and filter it so that cleaner water reaches the water table. They also absorb water, which means that less water reaches the storm water system and less energy is required to treat the water.

2011 Neale Hall renovation included a large 2-tier rain garden that has the ability to filtrate hundreds of gallons of storm water each year that might otherwise be diverted to paved areas, undersized storm sewer pipes, and the city of Stevens Point's storm water infrastructure

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

Retention ponds are located at several campus locations. One at the parking lot of Schmeckle Reserve, a 280-acre natural area that makes up 2/3 of the University campus.

A retention pond was also included with the 2011 construction of a new chilled water plant.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

Seven bio-filtration islands were built into the rebuild of parking lot R.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

Rebuild of parking lot R was a stormwater best management practice demonstration. The stormwater collection system was designed to send runoff water to the Wisconsin River as infrequent as once every 25 to 50 years.

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

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# Wastewater Management

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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*.

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

## Total wastewater discharged:

6,544,040 Gallons

## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

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## The website URL where information about the institution's wastewater management practices is available:

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# 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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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*"---" 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:**

Completion of Carbon Neutrality Plan; STARS reporting - Gold rating, Creating the Office of Sustainability with full-time staffing; increased employment of student workers; increased outreach activities such as annual Campus Sustainability Day event; sale of carbon offsets to Chevy

### **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 Sustainable Communities Advisory Committee is charged with providing the advice and creative oversight needed for UW-Stevens Point's Sustainable Communities Initiative, one of four initiatives that comprise our new strategic plan: the Partnership for Thriving Communities.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Dave Barbier, Sustainability Coordinator - Co-chair  
Paul Fowler, CNR - WI Institute for Sustainable Technology Director  
Anna Haines, CNR - faculty; Center for Land Use Education  
Scott Johnson, CNR - Director Central WI Environmental Station  
Rob Michitsch, CNR - faculty; Waste Education Center  
Scott Mirtz Olsen, COFAC - faculty  
Kim Beckam, CPS - CPS Cafe manager  
Pam Bork, CPS - Director of Graduate studies College of Prof Studies  
Krista Slemmons, COLS - faculty  
Mark Ferguson, COLS - faculty  
Suzette Conley, Dining Services  
Chris Brindley, Facility Services Grounds Superintendent  
Alex Thomas – Student Government Association  
Nathan Sandwick - student

**The website URL where information about the sustainability committee(s) is available:**

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**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:**

Under the general direction of the Vice Chancellor for Business Affairs, the Office of Sustainability oversees the UW-Stevens Point sustainability programming initiatives. The Sustainability Coordinator will work collaboratively with the UWSP sustainability Task Force, Facility Services, WI Institute for Sustainable Technology (WIST), WCEE Education for Sustainability (EfS), UWSP administration, faculty, staff, and student organizations to encourage and promote sustainable practices on campus. The Sustainability Coordinator will also work collaboratively with the Sustainable Communities Task Force dedicated to the Sustainable Communities Initiative – an element of the Partnership for Thriving Communities framework. The Office of Sustainability will use The Natural Step (TNS) as its guiding sustainability framework that operates using a systematic, integrated approach that brings together environmental, economic and social goals and actions directed toward four objectives:

- Reduce dependence on fossil fuels, extracted underground metals and minerals;
- Reduce dependence on chemicals and other manufactured substances that can accumulate in nature;
- Reduce dependence on activities that harm life-sustaining ecosystems;
- Meet the hierarchy of present and future human needs fairly and efficiently

In summary, the Sustainability Coordinator position is responsible for the advancement of educational and environmental performance through a variety of activities including: outreach activities to individuals and organizations both internal and external to the University, project and program planning, strategic planning and leadership.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

1.50

**The website URL where information about the sustainability office(s) is available:**

<http://www.uwsp.edu/sustainability/Pages/default.aspx>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Dave Barbier - Coordinator

**A brief description of each sustainability officer position:**

The Sustainability Coordinator and Office of Sustainability will facilitate moving initiatives forward and will play a key role in making UWSP the lead institution in the UW System on sustainability issues.

The Program & Policy Analyst oversees the UW-Stevens Point sustainability reporting initiatives and will assist in meeting the commitments of the American College and University Presidents Climate Commitment.

**The website URL where information about the sustainability officer(s) is available:**

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# Sustainability Planning

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	Yes	Yes
<b>Campus Engagement</b>	Yes	No
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	No
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	No	No
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	No	No
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	No	No

Other

No

No

**A brief description of the plan(s) to advance sustainability in Curriculum:**

General education program includes Cultural and Environmental Awareness requirements for each student

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Assessment of student learning in our new GEP draws upon several measures, including institution-wide assessment and department-based assessment. In addition to this, our GEP Assessment plan outlines the use of Course Portfolios and Faculty Learning Communities.

**Accountable parties, offices or departments for the Curriculum plan(s):**

Academic Affairs and General Education Committee

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

The Wisconsin Institute for Sustainable Technology (WIST) at the University of Wisconsin-Stevens Point provides research, education and services to improve Wisconsin's long-term environment and economy through collaboration of educators, students and researchers. WIST develops innovative curricula, technologies, and products that promote efficient resource use and benefit Wisconsin's citizens, businesses and industries.

Grants awarded by the UW System will support economic development in projects at universities across Wisconsin. At UW-Stevens Point, two WIST projects were funded: A grant of \$2.8 million will fund a collaborative research facility for development and commercialization of biorefinery technologies. A grant of \$1.4 million will fund an innovation in specialty papers, including upgrades to the UW-Stevens Point pilot paper plant to enable improved education and training as well as trial-run production of laminated and coated papers for packaging, a sector with high growth potential.

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

Research and laboratory services objectives currently center on development of specialty papers for sustainable packaging, such as products that incorporate bioplastics or polymers as coatings or additives; innovation to gain value from waste materials such as pulp and paper mill residuals; development of a pilot-scale biorefinery and cellulose processing facility; and compostability, repulpability and recyclability testing.

WIST biofuels research focuses on lignocellulosic sources such as wood pulp, and has potential to add revenue sources for the paper industry. WIST biofuels research has been supported by nearly \$4 million in Department of Defense funding as part of the DoD initiative for fuel security. WIST is currently seeking partners for commercialization of its patented lignin-solvent technology.

Other research objectives include exploring new, non-food uses for agricultural and forestry resources. We're looking at use of residual or waste materials so food supply is not impacted

**Accountable parties, offices or departments for the Research plan(s):**

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

Stevens Point is “Pointing the way to a Sustainable Future” through campus, community and academic initiatives. A new Office of Sustainability discovers ways to reach out to the campus and community through a strategic planning process to ensure our sustainable future.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

Presently working on goals and objectives

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

Sustainability Coordinator and Office of Sustainability

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

The Partnership for Thriving Communities will provide the framework through which the university will become more responsive to local needs, and more relevant to solving regional problems by embracing the sustainability principles of “Planet, People, and Profit.”

The WI Center for Environmental Education (WCEE) programming and staff structure are shifting to focus on education for sustainability (EfS) that more fully meets the needs of school districts and communities. The WCEE staff are working with partners around the state to build capacity for environmental and sustainability literacy. This new, more comprehensive approach reflects a desire to address the environmental, social, and economic aspects of life. The goal is to develop active, educated citizens who support healthy human and natural communities.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

Under the strategic plan, each year Chancellor Patterson will assign the university community a series of annual priorities crafted in consultation with faculty governance and the Strategic Planning Committee. These priorities will be aimed at improving the university’s capacity to Advance Learning, Enhance Living, Develop and Use Resources, and Honor and Advance Our Legacy. The task of the Sustainable Communities Advisory Committee is to ensure that these annual priorities advance the specific goals related to sustainability.

Wisconsin’s Plan to Advance Education for Environmental Literacy and Sustainability in PK-12 Schools (Plan) provides a road map for statewide strategic collaboration to ensure all students graduate from high school prepared to continue this legacy and ready for college and careers in the 21st century.

The Plan recommends strategies that are intended to be pursued over time. Ultimately, the success of the Plan depends on the support and participation of a broad range of collaborators throughout the state. The Wisconsin Department of Public Instruction, Wisconsin Center for Environmental Education, and Wisconsin Environmental Education Foundation volunteered to provide leadership for the Plan.

<http://www.uwsp.edu/cnr-ap/wcee/Documents/env-literacy-plan.pdf>

**Accountable parties, offices or departments for the Public Engagement plan(s):**

Sustainability Coordinator, Academic Affairs, Sustainability committee, Wisconsin Center for Environmental Education

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

UWSP has pledged sustainability by becoming a signatory of two of the most important documents for universities regarding a commitment to sustainability, the Talloires Declaration and the American College and University President's Climate Change Commitment (ACUPCC). In the fall of 2007, the UWSP Sustainability Task Force was created to achieve the goals set forth in the Chancellor's Climate Commitment.

A Carbon neutrality Plan was completed in 2011

Began purchasing more RECS in 2014; 50.77% renewable electricity in FY14

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

Carbon neutrality goal of 2050 with a 25% reduction in emissions every 10 years

Greenhouse gas inventory updated annually

Projecting 4,195 metric tons of carbon emissions reduction with energy service company in FY2016

**Accountable parties, offices or departments for the Air and Climate plan(s):**

Office of Sustainability

**A brief description of the plan(s) to advance sustainability in Buildings:**

Working with an Energy Service Company through State of Wisconsin performance contracting initiative

LEED certified residence halls

Planning stages of LEED certified science building

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

Estimate starting performance contracting work fall 2015. Performance contracting will include building envelope improvements; project will include measurement and verification

LEED certification reporting requirements for residential halls

**Accountable parties, offices or departments for the Buildings plan(s):**

Facility Services, Office of Sustainability, Residential Living

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

Dining continues to develop and improve its long-term strategy for using local and organic products in residential, catering and retail areas because we recognize the importance of supporting local businesses and farms that provide jobs and economic development. Our local sourcing definition is: the purchase of a product/service that has been manufactured, harvested, extracted, or supplied within a 400 mile radius of the UWSP campus.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

None at this time

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

University Dining Services  
CPS Cafe

**A brief description of the plan(s) to advance sustainability in Energy:**

Reduce energy consumption through performance contracting projects  
Increase use of renewable energy

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

Estimate starting performance contracting work fall 2015. Measurement and verification from Energy Service Company to meet their projections  
Energy dashboard will be installed  
Increased purchase of Renewable Energy Credits  
Solar panels added to every residential hall when renovated

**Accountable parties, offices or departments for the Energy plan(s):**

McKinstry - Energy Service Company  
Facility Services  
Office of Sustainability  
Residential Living

**A brief description of the plan(s) to advance sustainability in Grounds:**

Committee currently formed to increase composting on campus

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

in process

**Accountable parties, offices or departments for the Grounds plan(s):**

Office of Sustainability and waste committee members

**A brief description of the plan(s) to advance sustainability in Purchasing:**

Continue to advance in green cleaning initiatives

Working on plan to increase recycled content of paper purchased

Purchase at least Silver EPEAT electronics

Residential Living local and sustainable purchasing policy (to meet LEED requirements)

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

Clean certified through the International Sanitary Supply Association (ISSA)

**Accountable parties, offices or departments for the Purchasing plan(s):**

Facility Services Academic Custodial Department

Office of Sustainability

Residential Living

**A brief description of the plan(s) to advance sustainability in Transportation:**

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**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

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**Accountable parties, offices or departments for the Transportation plan(s):**

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**A brief description of the plan(s) to advance sustainability in Waste:**

Present discussion on how to have waste service provide actual weights instead of estimated weights in order for us to have better data

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

Increased composting, increased recycling, reduced waste send to landfill - we keep statistics in all these areas

**Accountable parties, offices or departments for the Waste plan(s):**

Facility Services recycling program

**A brief description of the plan(s) to advance sustainability in Water:**

Water conservation initiatives through performance contracting

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

Completed Campus Wide Water Fixture by Fixture Audit

Developed Proposal That Focuses on Fixture Internal Upgrades to meet As-Designed Standards, Achieve Water Use Reductions, and greatly improve function

Upgrades Include:

Replace internals of toilet/urinal flushometers to individually tune and achieve factory intended performance.

Upgrade will include incorporating dual flush technology (i.e. two level flushing).

Replace internals of tank toilets to individually tune and achieve factory intended performance.

Install vandal-resistant low flow aerators on sinks.

Install reduced flow shower heads at HEC.

**Accountable parties, offices or departments for the Water plan(s):**

McKinstry - Energy Service Company

Facility Services

**A brief description of the plan(s) to advance Diversity and Affordability:**

Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systematic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life.

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

Equity Scorecard Project

UWSP's Equity Scorecard Team has partnered with members of the Center of Urban Education and UW System to explore the access, retention, and persistence of under-represented minority student populations at UWSP. The process began in January of 2011 with a careful examination of student data and has been followed by several lines of inquiry and investigation. Most recently, the Equity Scorecard Team has decided to explore the student perspective around these issues.

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Equity Scorecard UW-Stevens Point Evidence Team Members  
Equity and Affirmative Action  
Inclusive Excellence Committee

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Employee Wellness Program and Employee Assistance Program provide many resources for employees:

- Academic Staff Resources
- Cardio Center
- Classified Staff Advisory Council
- Employee Assistance Programs
- Environmental Health and Safety Committee
- Equity and Affirmative Action Committee
- Health Enhancement Center
- Workers Compensation

2013 Living Wage analysis for lowest paid workers

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

Living Wage Task Force Report includes recommendations to raise wages for lowest paid staff

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Employee Wellness department  
Human Resources

**A brief description of the plan(s) to advance sustainability in Investment:**

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**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

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**Accountable parties, offices or departments for the Investment plan(s):**

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**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

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**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:**

Several of the themes and goals of the strategic plan give direction to the creation of our carbon neutrality plan. They include:

- Valuing “ecological stewardship”
- Advanced learning that cultivates an inclusive and ecologically responsible world view among all constituents by promoting the values of ecologically responsible stewardship in curriculum and programs
- Enhance living by providing a campus culture that encourages engagement, responsibility, respect, and inclusivity
- Enhance living by developing sustainable relationships between the university and its partners-local, state, regional, national, and global.
- We shall develop and leverage physical resources through 1) maintenance of a master plan which establishes sustainable use of physical facilities; and 2) establish a sustainability plan for energy, materials, recycling, facilities and usage/schedule.

**The website URL where information about the institution's sustainability planning is available:**

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# Governance

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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**Submission Note:**

In 2014, the Classified Staff Council and Faculty Senate voted to establish a unified governance council called the Common Council, where each employee group (academic staff, classified/university staff and faculty) will have equal representation. A common Council Planning Committee was created.

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

**Do 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)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

All students of the university are members of the Student Government Association.

The Student Government Association is the shared governance representative of the student body on campus under WI State Statute 36.09(5). The mission is to work with faculty, staff, and administration in order to realize the full potential of our university and provide the best environment possible for the student body through the development of student organizations, innovative programs, and student-friendly policies. Shared governance is the idea that decisions concerning the way the campus is run should be made by those people most affected by the decisions. According to Wisconsin State Law the students, administration, faculty and academic staff may directly participate in, and affect the administration of the campus. Students may run for SGA office or join one of several faculty/student university committees.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

Yes

**A brief description of student representation on the governing body, including how the representatives are selected:**

As a University ran by shared governance, the students elect their own representative body (Student Government Association), which has the primary roles of evaluating student life policy, segregated fee distribution, and representing the interests of the students on the other campus governing bodies. The SGA President and Vice President are elected by student wide vote, and are active members of the Chancellor’s Cabinet, Faculty Senate, and other governing bodies.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

1.The University’s mission and vision are relatively unchanging and have specific UW System requirements and guidelines. Students are not formally involved in this process currently, but may have been when the mission and vision were originally created at the formation of the UW System in the 1970s.

2.The Student Government Association has a very formal role in the establishment of new policies and programs related to student life. The organization has initiated a wide variety of these. E.G’s: sexual assault prevention programing; alcohol and other drug abuse prevention programming; gender-inclusive housing and restrooms; the establishment of the Green Fund, a fund for sustainable capital investments; structural improvements to pedestrian safety; all student organization policy; policy and programing for our student center; off campus housing policies and education programming; health and wellness policy; student health services policy; and a long, long list of other examples.

3.Students have a formal albeit limited role in strategic planning for the university. We have had one seat on the strategic planning advisory committee since 2011, through which we provide input on strategic planning at the University level.

4.Students are members of the campus planning committee, and other physical resource management committees and groups such as the sustainability task force. We also in the last three years have worked very hard and have recently passed a health and wellness facilities project, which will create a new building on campus for health, wellness, recreation, and athletics.

5.Perhaps the SGA’s biggest input in on the financial planning, fiscal policy, and budgeting of the over \$13 million in student segregated

fees. These fees pay for everything from the campus cab service, our campus's nature reserve (Schmeekle Reserve), all student organizations, and athletics, among many others. The SGA is the primary party responsible for the policy and budgeting of these fees. 6. While the SGA manages its own communications program and transparency, the SGA is not formally involved in the University's communications, communication plans, website development, or transparency efforts. Students are members of search and screen committees.

7. To student life related programs and expenditures, yes, the students through their SGA have a very formal role in prioritization of these programs and projects. Outside of this, there is a varying degree of formal input. In 2014 UW-Stevens Point is conducting a program prioritization exercise that will be considered for endorsement by our various shared governance bodies: the Student Government Association, Faculty Senate, and the Classified Staff Advisory Council.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

The Classified Staff Council (CSC) serves on behalf of all represented and non-represented classified staff employees, limited term employees, and project appointment employees at the University of Wisconsin-Stevens Point.

The purpose of the CSC is to promote active participation in university decision-making, informed communication and a positive professional environment for all classified employees. The organization supports equality, respect and a spirit of collegiality among all members of the university community, including students and employees.

There are thirteen members of CSC, each serving a two-year term. Members are selected by a classified staff election. Any classified staff employee (as defined above) is eligible, and encouraged, to be a CSC member.

CSC meetings are held monthly and are open to all classified employees. If you have any concerns and/or comments that you would like addressed at a CSC meeting, please contact one of the CSC members with your request.

Special meetings (general meetings) are held every spring for the purpose of presenting guest speakers and/or important information affecting all classified staff. All classified employees are invited to attend special meetings.

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

Yes

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

Co-chairs represent CSC on the Chancellor's Cabinet and Executive Committee of the Faculty Senate.

The University Affairs Committee is a standing committee with representation of classified staff members who are appointed by the CSC.

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

Organization vision - Reorganization of the Faculty Senate - proposed Senate would have equal representation of classified staff, faculty and academic staff.

University Affairs committee led the initiative for tobacco-free campus in 2013-14.

Classified staff were part of the strategic planning process in 2011-12 resulting in the creation of the campus strategic plan.

The Facility Naming committee has classified staff representation - in 2012 name from demolish Hyer Hall transferred to South hall.

The Budget Review committee has classified staff representation as part of their job description. Classified staff were members of the Living Wage Task Force in 2013

A classified staff member is appointed (by CSAC Co-Chairs) to search and screen committees.

In 2014-15 UW-Stevens Point is conducting a program prioritization exercise that will be considered for endorsement by our various shared governance bodies: the Student Government Association, Faculty Senate, and the Classified Staff Advisory Council.

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

The faculty derives its authority from 36.09(4) Wisconsin Statutes, which reads as follows: The faculty of each institution, subject to the responsibilities and powers of the board, the president, and the chancellor of such institution, shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their (sic) own faculty organizational structure and to select representatives to participate in institutional governance.

For purposes of those parts of “institutional governance” outlined in this constitution, the faculty is defined in Article I as persons holding at least 50% FTE faculty or academic staff appointments. Whenever the word “faculty” is used, it includes all persons in these categories.

**Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

The Chair of the Faculty Senate is a member of the Chancellor's Cabinet.

The University Affairs Committee is a standing committee whose chairs are elected and members appointed.

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

\*Strategic Plan - 2011

\*General Education Policy Review 2008-2014

\*Equity Scorecard

\*Inclusive Excellence Strategic Plan 2010-11

\*Retention Task Force will make recommendations regarding specific policies and programs aimed at retaining and graduating a larger percentage of our incoming students. The task force will work between now and the end of the 2012-2013 academic year.

\*Faculty are part of the planning committee for construction of the new science center with a goal of LEED Gold rating. Faculty Senate decides on parking rates which are affected by a potential future parking ramp.

\*Salary Initiative

\*Transparent budgeting - Part of budgeting transparency is presenting information in a manner easy to understand. At the bottom of the [STARS Reporting Tool](#) | [AASHE](#)

fact sheet you will find common language and definitions, developed by the Legislative Audit Bureau, we can all use when discussing the balances.

<https://mypoint.uwsp.edu/Announcements/OpenAttachment.aspx?id=10002529>

\*The Partnership for Thriving Communities provides the framework through which the university will become more engaged with area stakeholders, more responsive to local needs, and more relevant to solving regional problems.

\*Sustainability Task Force - Carbon Neutrality plan 2012

\*In 2014-15 UW-Stevens Point is conducting a program prioritization exercise that will be considered for endorsement by our various shared governance bodies: the Student Government Association, Faculty Senate, and the Classified Staff Advisory Council.

**The website URL where information about the institution's governance structure is available:**

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# 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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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
- 

"---" 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	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

Equity & Affirmative Action Office Mission is "To uphold and reaffirm the University's commitment to equal employment opportunity, affirmative action, and the creation of a discrimination-free campus climate."

The Affirmative Action Officer is responsible for providing leadership on equity and affirmative action at UWSP, providing education and training on issues related to equity and affirmative action, serving as ombudsperson for faculty, staff and students on issues related to equity and affirmative action, developing, implementing, monitoring and evaluating equity and affirmative action policies and procedures, and working with campus organizations and committees on equity and affirmative action issues.

Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systematic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life.

The objective of the Diversity and College Access Office is to conduct activities and provide services which enhance cultural diversity at UW-Stevens Point.

The Multicultural Resource Center (MCRC) at UW-Stevens Point is designed to meet the specific needs of students from traditionally underrepresented groups. The MCRC provides students with academic and social opportunities, seeking to encourage the success of UWSP's Native American, Asian American, African American, and Hispanic American students.

**The full-time equivalent of people employed in the diversity and equity office:**

2

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.uwsp.edu/equity/Pages/default.aspx>

**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	Yes
Administrators	Yes

**A brief description of the cultural competence trainings and activities:**

Equity and Affirmative Action office offering 2013-14 workshop series: Creating a Culture of Excellence - sessions include Dimensions of Diversity, Antiracist Consciousness and Inclusion, Ally Work: Issues of Privilege, Power and Justice, Institutional Responsibility

SAFE Zone workshop for faculty, staff, residence hall advisors, and students, including information about help and support available for GLBT individuals on our campus.

Ongoing sexual harassment training

Inclusive Pedagogy Project – presentations on diversity, inclusivity and equity

**The website URL where information about the cultural competence trainings is available:**

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# Assessing Diversity and Equity

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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) :

Two Campus Climate Surveys 2004 and 2008. In 2006, a consulting firm 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) and subsequent contract with the consulting firm 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. CSWG developed the final survey instrument template that was administered to the five participating campuses in spring 2008.

UW-Stevens Point (UWSP) 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-Stevens Point 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-Stevens Point. The final survey contained 96 questions, including open-ended questions for respondents to provide commentary.

There was also an Equity Scorecard and Plan in 2008.

**Has the institution assessed student diversity and educational equity?:**

Yes

**A brief description of the student diversity and educational equity assessment(s):**

UWSP's Equity Scorecard Team partnered with members of the Center of Urban Education and UW System to explore the access, retention, and persistence of under-represented minority student populations at UWSP. The process began in 2011 with a careful examination of student data and was followed by an investigation of student perspectives around these issues. The Equity Scorecard Team completed their report in 2013, which can be found in the Provost's Office.

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

The university has reviewed data regarding employee diversity through the Affirmative Action Plan. The information has been shared with the Chancellor's Cabinet. A more detailed assessment will occur in the spring or early summer of 2014.

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

No

**A brief description of the governance and public engagement assessment(s):**

Only through campus forums discussing diversity and equity.

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

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# Support for Underrepresented Groups

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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"---" 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:**

Diversity and College Access Office conducts activities and provides services for multi-cultural students, including scholarship information.

The Multicultural Resource Center is designed to meet the specific needs of students from traditionally underrepresented groups.

The Native American Center responds to needs of Wisconsin Native American communities.

LGBTQ resources include an outreach coordinator, Rainbow Center, faculty and staff allies, Safe Zone Workshops, and community resources.

Solid Foundations is a successful retention program serving low income/first generation college students.

The Upward Bound Program prepares students who are economically and socially underrepresented in higher education due to their families' educational background and income level to enter and complete postsecondary education of choice.

Non-traditional student services include career services, child care, activities, financial aid information.

## **The website URL where more information about the support programs for underrepresented groups is available:**

**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?:**

Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

DISCRIMINATION-FREE ENVIRONMENT POLICY: UWSP will • foster an environment of respect for the dignity and worth of all students, employees, and guests of the University; • provide an environment which is conducive to the free and open exchange of ideas; and • strive to eliminate bias, prejudice, discrimination, and harassment in all forms and manifestations.

The Bias/Hate Crime reporting form is an on-line electronic form that is directly connected into the Dean of Students Office to monitor occurrence of Hate Incidents on and off campus. Reports can be anonymous. Any reports that are submitted are reviewed and investigated for a possible campus response. In each case where a student or staff member wanted to be contacted, they were contacted and steps taken to address the incident.

**ACTIONS:**

- Hired a Coordinator of Gender and Sexuality Outreach Services
- Dean of Students Office campaign "See Something, Hear Something, Say Something" to get the campus community to report incidents of misconduct and concern.
- Several well-attended Coffee and Culture Talks through Student Involvement
- Round table discussion "Tuning In" where diversity issues were discussed
- Student Government Association video campaign to hear people's stories of what life is like at UW-Stevens Point.
- Provide Safe Zone Workshops for UWSP faculty, staff, and students.
- Dean of Students website provides resources for LGBTQ faculty, staff, and students and victims of bias/hate crime or other behavioral misconduct
- Distribute materials to show support for LGBTQ individuals and issues
- Sponsor events and activities related to significant LGBTQ dates.
- Create social opportunities for LGBTQ faculty, staff, and students
- Cooperate with UWSP students' Gender and Sexuality Alliance (GSA) on organizing public events to discuss LGBTQ issues in a supportive atmosphere
- Bring nationally-recognized speakers to campus to discuss issues relevant to the LGBTQ community
- Sponsor a book club to explore LGBTQ issues
- Continue our LGBTQ film festival "Out on Screen"

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.uwsp.edu/dos/Pages/default.aspx>

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

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**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

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# Support for Future Faculty Diversity

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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:**

UWSP Growth Agenda contains proposals for recruitment and retention of a diverse faculty and staff through Inclusive Excellence. Regarding faculty and staff recruitment and retention, UWSP will undertake measures that are more proactive than simply listing positions in professional and trade publications. These measures will include personal contact between UWSP administrators, faculty and staff and administrators, faculty, and staff at institutions that can provide us with viable candidates for positions at UWSP. This contact must be more than written or verbal contact via e-mail, mail, or over the phone. This contact must be aggressive; faculty, staff, and administrators must visit institutions and organizations that would be our source of employees. We must invite representatives to our campus in order to promote the attractions of employment at UWSP. We must attend conferences and meetings that provide the opportunity to build relationships with colleagues across the country and internationally, so that when positions are available at UWSP, our campus and its surrounding community will be known as an attractive institution at which to build a career and location in which to establish a long-term residence.

The EAA Office sponsored several workshops in 2013 "Hiring for Excellence"

The EAA Office provides many diversity recruiting resources to search and screen committees

## **The website URL where more information about the faculty diversity program(s) is available :**

[STARS Reporting Tool](#) | [AASHE](#)



# Affordability and Access

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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:**

Financial aid is money provided to help meet the costs of attending college, and may consist of any combination of grants, loans and work study. Aid is intended to help make up the difference between the students' educational costs and the amount their family is expected to contribute, as determined by the Free Application for Federal Student Aid (FAFSA).

The Financial Aid Office strives to ensure all students receive the most favorable aid award possible according to their individual needs and aid availability. Aid is awarded on a priority basis (neediest students receiving more in grants, work study and low-interest loans), and not all students will be eligible for need-based aid.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

The Center for Academic Excellence and Student Engagement (CAESE) seeks to foster a learner-centered culture of teaching at UWSP by engaging faculty and staff in an ongoing, collaborative process of instructional professional development.

We do this by:

Assisting faculty and staff with pedagogical innovation in teaching, learning and technology

Providing pedagogical development opportunities in support of the new General Education Program

Coordinating instructional development opportunities that support meaningful assessment

Promoting the development of best practices in student engagement

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

We currently reach out to all Low Income/First Generation Freshman students (we had over 350 this year). We meet with them individually and provide personal counseling. They are also eligible for free content area tutoring through the Tutoring-Learning Center (TLC).

The Upward Bound program is designed to improve high school students' academic skills and decision making skills while building the self-confidence necessary to prepare them to obtain a college education. Students must also meet one or ideally both of the items below:

1. Potential First Generation College Student - means that a participant comes from a family where no parent has earned a four-year degree.

AND/OR

2. Low Income - a participant's family income is at or below federally determined low income levels.

The UPWARD BOUND PROGRAM consists of academic year assistance, postsecondary planning, and summer sessions annually where participants enroll in classes to improve their skills and take part in career exploration/self-development exercises. Additionally, a multitude of cultural and recreational activities are offered. Students receive a weekly stipend during summer sessions. Stipend Awards are contingent upon a student displaying good academic attitude and positive behavior.

The Solid Foundations Program will provide low income/first generation students an excellent template for academic success. Through outreach, best advising practices, and academic support, students will learn how to successfully navigate the higher education system.

There are many new UWSP first year programs that students in our program will have the opportunity to participate in. UWSP offers a First Year Seminar program, which has small class size, which will help faculty connect with first year students. In addition to exciting and relevant topics that are interesting to students, the course also incorporates student study skill instruction and fosters student involvement in campus activities as well as resources that support part of their course requirements.

### **A brief description of the institution's scholarships for low-income students:**

The UWSP Foundation website lists campus-wide scholarships and their eligibility requirements. Several are based on financial need, including the "Jack & Evelyn Burroughs Scholarship", the "Gordon M. Haferbecker Antigo High School Scholarship", and the "NCS for Success" scholarship. There are also specific scholarships for freshman, several based on financial need and non-traditional students.

We also have DPI Scholarships for summer programs for low-income middle and high school students. These scholarships are available to all students who are eligible for free or reduced school lunch. These scholarships pay all program costs except transportation to and from campus. These scholarships are considered to be recruitment tools.

### **A brief description of any programs to guide parents of low-income students through the higher education experience:**

The Financial Aid Office staff is available to help parents understand the financial aid process and answer questions. Answers to "Frequently Asked Questions" and resource links are found at the Financial Aid website.

### **A brief description of any targeted outreach to recruit students from low-income backgrounds:**

The Upward Bound program targets 10 schools in a seven-county target area in central and northern Wisconsin. Upward Bound recruits new program participants at its various target schools via recruitment presentations to groups of eligible 8th, 9th and 10th graders at a number of schools throughout December and early January. Applications for Upward Bound are available through guidance offices at all UB target schools as well as by contacting the Upward Bound office directly. Additional outreach materials include brochures, online videos, and events, such as college visits in the spring and fall.

Over the past 30 years, UWSP has run a successful retention program (formerly called Student Support Services) serving low income/first generation college students. The SSS program was designed to increase retention rates, rates that were met and exceeded the program objectives and goals. Unfortunately the SSS funding source dissolved which prompted the inception of the Solid Foundations program (SF), which will be modeled after the SSS program.

The Solid Foundations Program will provide low income/first generation students an excellent template for academic success. Through outreach, best advising practices, and academic support, students will learn how to successfully navigate the higher education system. We also have DPI Scholarships for summer programs for low-income middle and high school students. These scholarships are available to all students who are eligible for free or reduced school lunch. These scholarships pay all program costs except transportation to and from campus. These scholarships are considered to be recruitment tools.

### **A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

We have a holistic admissions policy which means every student is evaluated on the whole picture of what they bring to our institution, not just test scores and high school GPA. Low income status is taken into account if the student mentions it in their essay.

### **A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

The UWSP Office of Equity and Affirmative Action suggests that minority students inquiring about scholarships should be directed to the following sources:

- Gates Millennium Scholarships
- The American Psychological Association Minority Fellowship Program (MFP)
- The American Geological Institute (AGI) Minority Geoscience Scholarships
- The Association on American Indian Affairs Sequoyah Graduate - Fellowship (for American Indian or Alaskan Native full-time students working toward a graduate degree)

UWSP also provides a list of 60 scholarships for diversity students.

Additional state grant programs for low-income students include:

- \*UW Academic Fee Increase Grant (incomes less than \$60,000)
- \*WI Covenant Scholars Grant
- \*WI Higher Education Grant (need-based)
- \*WI Indian Assistance (need-based)
- \*WI Talent Incentive Grant (need-based & educationally disadvantaged)

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

UW-Stevens Point was awarded a Title III grant from the U.S. Department of Education in 2013. The \$1.8 million, five-year grant will fund the program Strengthening Academic Success: More Graduates for Wisconsin. Title III is part of the federal No Child Left Behind Act of 2001. The grant is part of a Strengthening Institutions Program, which helps higher education programs expand their capacity to serve low-income students by providing funds to improve and strengthen an institution's academic quality, institutional management and fiscal stability.

There are two types of student employment opportunities: the College "Work Study" Program (federally funded) and "regular work." Only students who demonstrate financial need and request work study on the FAFSA can be considered for work study. Our Student Involvement and Employment Office is ready to assist with the work study program. Our student employment professionals are actively connected to on- and off-campus employers who are seeking part-time student help.

Other sources of financial aid include vocational rehabilitation grants, Wisconsin Scholars fund, the Midwest Student Exchange Program, Academic Excellence Scholarships and others.

**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

[http://www.uwsp.edu/foundation/Pages/scholarships\\_nontraditional.aspx](http://www.uwsp.edu/foundation/Pages/scholarships_nontraditional.aspx)

Alpha Phi Omega Scholarship

Vivian and Lulu Kellogg Scholarship Fund

Elizabeth Pfiffner Debot Memorial Scholarship  
Dick Toser Alumni Memorial Scholarship

**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:**

The UW-Stevens Point Child Learning and Care Center has discounted rates for students.

**A brief description of other policies and programs to support non-traditional students:**

The Non Traditional Student Office is available to assist students over 50 hours each week during the academic school year. The office is a great place to do homework, meet with study groups, and network with other nontraditional students, use student computers and printer free of charge.

<http://www.uwsp.edu/nontrad/Pages/default.aspx>

Business at Night Degree Completion program

<http://www.uwsp.edu/cps/conted/Pages/BusNIGHT/default.aspx>

Student Organization- Alliance for Nontraditional Students at UWSP

<http://www.uwsp.edu/nontrad/Pages/ants.aspx>

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

Yes

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	34
The graduation/success rate for low-income students	58

<b>The percentage of student financial need met, on average</b>	73
<b>The percentage of students graduating with no interest-bearing student loan debt</b>	22

**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:**

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**The website URL where information about the institution's affordability and access programs is available:**

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# 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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

**Number of employees:**

1,274

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

1,274

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

No

**Number of employees of contractors working on campus:**

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**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

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**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

The Office of State Employment Relations (OSER) is charged with developing all compensation provisions for State of WI and UW System classified employees.

<http://oser.state.wi.us/docview.asp?docid=7653>

The University of WI System has guidelines, laws, rules, policies and practices pertaining to salary setting and adjustments for limited term, appointees, faculty and academic staff.

<http://www.uwsa.edu/ohrwd/policies/upg4.pdf>

The Division of Compensation and Labor Relations (DCLR) of the Wisconsin State Office of Employment Relations maintains a labor market survey research program that investigates external market comparable data.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

1,274

**Number of employees of contractors that receive sustainable compensation:**

0

**A brief description of the standard(s) against which compensation was assessed:**

The UW-Stevens Point "Living Wage" Task Force used the Poverty In America Living Wage Calculator for Portage County WI. The Living Wage for one adult is \$8.81. The Task Force estimated the Living Wage necessary for UWSP employees to be within the range of \$9.36 to \$10.95 depending on the assumptions used in the calculations. Using the single adult reference point it is safe to conclude that UWSP does pay a living wage in Central Wisconsin since the lowest starting wage by the Office of State Employee Relations is \$11.40

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

The Office of State Employment Relations (OSER) sets the starting wage for job titles in all state agencies and UW institutions. Beginning July 1, 2013 the lowest starting wage within the system is \$11.397 which is greater than all of the estimates for a single adult. The University contributes towards the cost of health and dental insurance. The Wisconsin Retirement System provides retirement (pension) benefits to UW employees. Upon retirement, layoff or termination with 20+ years of service, employees are eligible to convert unused sick leave hours into a dollar amount to pay State Group Health Insurance premiums. Classified permanent and project employees are eligible to earn paid leave time.

The majority of UW-Stevens Point faculty members are paid less than the national average. UW-Stevens Point has begun addressing the shortfall in faculty salaries using revenue garnered from improving efficiencies, increasing student retention and, where necessary, reducing or eliminating existing programming.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

The Office of State Employment Relations (OSER) sets the starting wage for job titles in all state agencies and UW institutions. Beginning July 1, 2013 the lowest starting wage within the system is \$11.397 which is greater than all of the estimates for a single adult. The University contributes towards the cost of health and dental insurance. The Wisconsin Retirement System provides retirement (pension) benefits to UW employees.

Employees working below 50% time pay 50% of the entire premium for their health plan.

Classified permanent and project employees are eligible to earn paid leave time prorated based on appointment percentage.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

Hourly pay rates for Limited Term Employees (LTEs) normally range from \$8.00 to \$12.00 per hour depending on the responsibilities of the job.

The University contributes towards the cost of health and dental insurance; LTEs with one appointment must pay 50% of the entire premium for their health plan. LTE's are not eligible to earn paid leave.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

Group health insurance is offered to short-term Academic Staff (includes Visiting Faculty) if they are expected to work at least 21% for at least six months (12-month employees) or 28% for at least one semester (9-month employees). Temporary faculty are eligible for paid leave.

You are eligible for paid leave if you are enrolled in the Wisconsin Retirement System or are expected to work at least 21% in an annual appointment or 28% in an academic year appointment for at least one year. If you are less than 100% time, your leave hours will be pro-rated based on your appointment percentage. Paid leave is allocated on a fiscal year basis - the fiscal year runs from July 1 - June 30. Academic year employees are not eligible for Vacation and Personal Holiday.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

Campus (Federal) minimum wage for student employees is \$7.25/hour. Many student employment classifications pay higher. Federal Work Study is available for students with demonstrated financial need. For the most part, on-campus positions may use eligible Work Study students. Additionally, off-campus, non-profit agencies may submit a request for Work Study students to work at their place of employment. Compensation for Grad student employees could take the form of wages, or a combination of wages and other considerations such as tuition assistance.

Student Assistants and Employees-in-Training are eligible for group health insurance if they work at least 33% time for at least six months (12-month employees) or one semester (9-month employees).

**The local legal minimum hourly wage for regular employees:**

*7.25 US/Canadian \$*

**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?:**

No

**The website URL where information about the institution's sustainable compensation policies and practices is available:**

<http://www.uwsa.edu/ohrwd/>

# Assessing Employee Satisfaction

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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### Submission Note:

Survey tentatively slated to be updated fall 2014

"---" 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:**

27

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Every employee was surveyed in the spring 2008 about their job satisfaction (among other things) as part of the Campus Climate Survey. Faculty participated in the Higher Education Research Institute (HERI) Survey in spring 2011, and this survey included general workplace satisfaction questions. The HERI survey is on a 3-year cycle, but it includes only faculty.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

\*Low morale was intricately linked to salaries below national averages:

In a study of faculty and staff salaries at UW-Stevens Point found many of our faculty and staff members are paid lower than comparable faculty and staff members (by rank and discipline/area) at public peer institutions nationwide. During the 2012-13 year the university set aside more than \$200,000 of base funding to address salary inequities of faculty and academic staff. Of this allocation, over \$150,00 was distributed to faculty through an equity formula developed through governance and approved by the Faculty Senate that compares faculty to their National peers. In addition, more than \$65,000 went to addressing salary inequities for academic staff. The university continues to work with faculty and staff governance at refining these processes for distributing equity funds.

\*Faculty and Staff cited that they needed to have additional academic support services to address incoming student populations with a greater range in academic preparedness:

Administration supported a substantial increase in support of academic services. The number of students served across all programs in the Tutoring and Learning Center (TLC), and their contact hours, grew by 28% this past year. Services included: expanded hours and satellite locations; hosted football study table; conducted in-class workshops; Math and Career Services Partnership, Advising, Disability Services, residential living and learning communities; piloted a Supplemental Instruction Program®; and intensive credit based training programs for both math and science tutors.

\*Faculty and staff reported that there was not a consistent expectation for faculty to offer High Impact Learning Strategies within their department:

Administration retooled and just launched a streamlined General Education Program (GEP) in Fall 2013 embedding high impact practices such as an experiential learning component, a first year seminar, as well as a capstone project. Experiential learning is the synthesis of a hands-on experience such as in internship, externship, research or community project. UW-Stevens Point expects all students will demonstrate skills, processes, and resources needed to make a successful transition from college to the world.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,011

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

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# Wellness Program

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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
- 

### Submission Note:

UWSP has a long history in helping create the wellness movement. The Health Promotion and Wellness (UWSP-HPW) academic program introduced in 1987 and continues to produce professionals with a Health Promotion and Wellness bachelor of science degree.

"---" 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
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

The mission of the Health Promotion/Wellness Program is to provide high quality education and experiences to future professionals for placement in worksites around the nation, and to assist all UWSP students, faculty and staff in understanding the process of developing a healthier lifestyle.

These resources are available to faculty, staff and students:

Cardio Center

[STARS Reporting Tool](#) | [AASHE](#)

Employee Assistance Program  
Counseling Center  
Environmental Health and Safety Committee  
Health Enhancement Center

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.uwsp.edu/hphd/Pages/empWell/default.aspx>

# Workplace Health and Safety

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

**Please enter data in the table below::**

	Performance Year	Baseline Year
<b>Number of reportable workplace injuries and occupational disease cases</b>	36	40
<b>Full-time equivalent of employees</b>	1,140	1,034

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

	Start Date	End Date
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<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

**A brief description of when and why the workplace health and safety baseline was adopted:**

In 2009 we converted from contracted food service to a self-operated program. This resulted in a large increase in employees, with the potential for increased risk and injuries.

**A brief description of the institution’s workplace health and safety initiatives:**

UW-Stevens Point Occupational Health Programs are designed to protect personnel with best practices and technology, from factors that may adversely impact health and productivity while providing a comfortable and safe environment in which to work and study. Initiatives are directed at general employee and student wellness, disease prevention, eyes, ears and feet safety, indoor air quality and a respiratory program.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://www.uwsp.edu/rmgt/Pages/ehs/occ-health/default.aspx>

# 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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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## Submission Note:

UW-Stevens Point endowment funds are invested with the UW-Madison Foundation. They do not have a CIR. A small portion of our investment funds are invested with the UW Trust Funds.

The Trust Funds Office is responsible for the administrative and investment oversight of endowment and other investable funds entrusted to the Board of Regents of the UW System. These funds currently consist primarily of monies that have been gifted directly to a UW institution, rather than to one of the separate, supporting foundations. The Office reports to and supports the Business, Finance and Audit Committee of the Board of Regents, which serves as the ultimate fiduciary and trustee of these investable funds.

Core investment oversight efforts include the following: 1) determination of investment policies and guidelines, 2) determination of appropriate investment strategies, asset allocations, and spending policies, 3) implementation of investment strategies, primarily through the selection of external managers, 4) on-going evaluation of overall investment performance and manager performance. 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, shareholder proxies are voted in a socially-conscious manner, consistent with Regent policies.

Regarding administration, the Trust Funds Office works externally with donors and other related parties, and internally with the benefiting campuses and colleges, to facilitate the receipt and proper use (compliant with donor terms and conditions) of all gifts and bequests. Operationally, the Office is responsible for the deposit of funds, fund- and account-level transaction processing, maintenance of the donor account-level recordkeeping system and its reconciliation and integration with other accounting systems.

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

## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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

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

# Investment Disclosure

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## Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.

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

### **Does the institution make a snapshot of its investment holdings available to the public?:**

No

### **The percentage of the total investment pool included in the snapshot of investment holdings:**

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### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

<http://www.supportuw.org/publications/annual-report/>

# 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

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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## 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.
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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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Testing of compostability of packaging and bioplastic materials

**A brief description of the innovative policy, practice, program, or outcome :**

The UW-Stevens Point Wisconsin Institute for Sustainable Technology (WIST) laboratory services developed a protocol to test packaging and bioplastic materials to ASTM D6400 and D6868 standards for compostability. This facility is one of only a handful of laboratories in the US that test to these standards. Compostable materials can be diverted from landfills and the compost put to productive use, yielding a double environmental gain.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

WIST's testing protocol is designed to meet ASTM D6400 and D6868 standards for compostability. With information from WIST testing and certification, companies may make certain claims regarding the biodegradability of their materials. This is especially timely given the October, 2012, publication of the updated "Green Guides" by the US Federal Trade Commission.

**A letter of affirmation from an individual with relevant expertise:**

[Letter of Affirmation Compostability Testing 04-2014.pdf](#)

**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	No
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No

<b>Grounds</b>	No
<b>Purchasing</b>	Yes
<b>Transportation</b>	No
<b>Waste</b>	Yes
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available :**

<http://www.uwsp.edu/wist/Pages/laboratory-services/compostability-testing.aspx>

### Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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### Criteria

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Tomorrow River Community Charter School (TRCCS) Program Partnership between the UW-Stevens Point Central Wisconsin Environmental Station

**A brief description of the innovative policy, practice, program, or outcome:**

With a shared vision on education this partnership will make both programs more sustainable. UW-Stevens Point's College of Natural Resource undergraduate and graduate students now have the opportunity to take part in formal education, environmental education and practical experiences with the charter school programming. It gives the UW-Stevens Point students the ability to develop long term projects with the TRCCS students in addition to the day programming they currently participate in. An additional collaboration is CWES provides lunches for the students and staff at the Charter School, some products produced from the CWES and TRCCS organic gardens. With this partnership TRCCS is developing relationships with many other UW-Stevens Point programs as well, including environmental education, education, youth programming, camp management, dietetics, art, music, dance, drama and any other related majors.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The TRCCS was one of four Wisconsin awardees, and among only 48 schools nationwide, that were recognized by the US Dept. of Education for a Green Ribbon Award.

[http://www.dpi.state.wi.us/files/eis/news\\_docs/dpinr2014\\_56.pdf](http://www.dpi.state.wi.us/files/eis/news_docs/dpinr2014_56.pdf)

**A letter of affirmation from an individual with relevant expertise:**

[CWES-TRCCS Innovation Letter docx.pdf](#)

**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	Yes
Research	No
Campus Engagement	Yes
Public Engagement	Yes

<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available:**

<http://tomorrowrivercommunityschool.org/about/cwes/>

### Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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### Criteria

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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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Residential Living Plant Program

**A brief description of the innovative policy, practice, program, or outcome:**

The Residence Hall Green Advocates, in collaboration with UW-Stevens Point Building & Grounds, is sponsoring their second annual Plant Program - an opportunity for students to grow selected plants for campus in their resident rooms.

The plants come in recycled plant containers filled with composted-amended soil that was made right on campus, and for which the residence halls help supply the food waste through the residence hall composting program.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

300 annual Coleus starter plants to the residence halls for residents to grow in their rooms from April 1st through May 8th. Plants are cared for by residents then planted around campus during the summer months by Building & Grounds staff.

Besides the obvious environmental benefits of indoor and outdoor plants, this program provides our campus community with the added benefit of additional plants that might not otherwise be possible due to funding, staffing and lack of green house space to properly cultivate large quantities of plants. There is also an educational component, since students who might not otherwise be interested in gardening can get some practical experience. Also, students can see the full cycle of food waste being composted and used as nutrient-rich soil.

**A letter of affirmation from an individual with relevant expertise:**

[Res Living Plant Program Innovation Letter docx.pdf](#)

**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	Yes
Public Engagement	---
Air & Climate	---

<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	Yes
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	Yes
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available:**

---

### Responsible Party

**Shelly Janowski**  
Sustainability Coordinator  
Facility Services

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### Criteria

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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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Green-On-the-Go reusable take out containers

**A brief description of the innovative policy, practice, program, or outcome:**

Beginning in March 2014, reusable take-out containers are available to students in the Dreyfus University Center food court. Students may purchase a food container for \$6.00. Each time the container is used, the student receives a \$0.50 discount on their food purchase and will be making money after their 13th purchase.

The dirty container is returned to the food court and the student is given a validation ticket to hand to the food service worker when they next want to purchase food in a “Green on the Go” container. Used containers are washed and ready to be handed out again.

This program is also available to faculty and staff of the University of Wisconsin Stevens Point.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The program is too new to see results yet, but we expect to spend less on current Earthchoice compostable drink ware and service ware for take out food.

**A letter of affirmation from an individual with relevant expertise:**

[AASHE Stars DSC Letter.pdf](#)

**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	Yes

<b>Energy</b>	---
<b>Grounds</b>	---
<b>Purchasing</b>	Yes
<b>Transportation</b>	---
<b>Waste</b>	Yes
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available:**

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