University of Wisconsin-Whitewater

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

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

The information provided is based on the entire main campus, located in Whitewater, Wisconsin, which is mostly in Walworth County and partially in Jefferson County near the north end of campus. Additional land holdings not contiguous to the main campus or holdings by UW-Whitewater Foundation is not included. No additional facilities, farms, or satellite campuses are included. Neighboring apartments being leased by Residence Life to accommodate overflow of Residence Hall students are not included as part of the population or square footage of the campus for purposes of this report because energy and water data are not available and not paid with public funds. Residence Life, an auxiliary unit, pays these costs directly to the property owners from their own operating budget.

For more information, please visit UW-Whitewater Vital Statistics:

http://www.uww.edu/campus-info/about-uww/vital-statistics

or contact our Institutional Research & Planning Department:

http://www.uww.edu/ir

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Operational Characteristics

Criteria

n/a

Submission Note:

Steam used for heating is all sourced from natural gas cogeneration plant located outside of the City of Whitewater and provided to campus through a combination of above-ground and below-ground steam lines. On-campus generation is limited to emergency backup steam with heating plant boilers and electricity with diesel/natural gas emergency generators.

Energy intensive spaces were determined using classification codes for Class Labs (210), Open Labs (220), and Research Labs (250) to determine the laboratory space. While some of these areas can probably be better defined in the future, using these relatively broad classifications ensured that all spaces (like computer labs) were included under a use code that might also include some less energy-intensive space. Service area classifications commonly used for storage or support rooms (215,225,255) were omitted.

A similar determination was used to include food service areas and associated service areas (630, 635). It is not easily identifiable which specific areas might have higher energy use without a more detailed assessment of each individual space.

All central computer or telecommunications spaces (710/715) were included. All greenhouse space was included (580).

Health care space includes all areas in the 800 series not easily identifiable as low-energy areas (like waiting rooms).

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

Endowment size:

14,971,738 *US/Canadian $*

Total campus area:

404 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

3,017,518 *Gross Square Feet*

Conditioned floor area:

2,995,038 *Square Feet*

Floor area of laboratory space:

145,274 *Square Feet*

Floor area of healthcare space:

5,868 *Square Feet*

Floor area of other energy intensive space:

98,401 *Square Feet*

Floor area of residential space:

978,845 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	53.50
Geothermal	0
Hydro	1
Natural gas	13
Nuclear	27.10
Solar photovoltaic	0
Wind	4.60
Other (please specify and explain below)	0.80

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

0.8% is Biofuels

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

33

Full-time equivalent enrollment:

10,737

Full-time equivalent of employees:

1,221

Full-time equivalent of distance education students:

2,026

Total number of undergraduate students:

10,852

Total number of graduate students:

1,163

Number of degree-seeking students:

11,535

Number of non-credit students:

13

Number of employees:

1,373

Number of residential students:

4,126

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,181	365
Number of sustainability courses offered	21	1
Number of courses offered that include sustainability	34	5

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

16

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

19

Number of years covered by the data:

One

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

Sustainability Course Inventory - For Reporting.xlsx

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

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

http://blogs.uww.edu/sustainabilitycouncil/sustainability-courses/

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

Faculty were asked to self identify their courses according to STARS standards and courses were cross-checked against the catalogue.

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):

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

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

Does the institution designate sustainability courses in its catalog of course offerings?:
No

Does the institution designate sustainability courses on student transcripts?:
No

Learning Outcomes

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

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.

"---" *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:
39

Total number of graduates from degree programs:
2,597

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

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

Environmental Science, Geography

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

Geography: "3. Integrate geography with personal and social responsibility by applying geographic principles, knowledge, and skills to:

a. Understand how geographic concepts and techniques can inform local to global policies and actions related to natural hazards, land use, human rights, and environmental change;
b. Think relationally about intertwined concepts such as community and economy, society and environment, and citizenship and globalization."

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

Undergraduate Program

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

Environmental Science is an interdisciplinary program that teaches students to understand contemporary environmental problems and recognize potential solutions in a holistic way through broad training in the sciences, social sciences, and humanities. Students select a specialty area and take a majority of courses from one of three emphases - Natural Sciences, Geosciences, or Environmental Resource Management - but also take courses from each of the other areas to ensure an appropriate amount of breadth within the major. Students are also required to select a technical specialty that will provide them with at least one specialized skill area that is crucial for today's environmental scientists. The interdisciplinary nature of this major is also emphasized within a common core of required courses, including introductory and capstone courses that are team-taught by faculty from a wide range of disciplines represented in the major.

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

http://www.uww.edu/cls/environmental-science

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

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

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

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

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

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

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

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

Yes

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

Environmental Studies

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

This interdisciplinary minor combines information from a wide range of courses, all of which focus on some aspect of environmental studies. Participating departments and programs include Biological Sciences, Chemistry, Economics, Geography and Geology, History, Languages and Literatures, Mathematics, Safety Studies and Sociology. Upon completion, the student will have gained knowledge about many aspects of present-day environmental issues including 1) the natural processes of environmental systems, 2) the social and economic influences on the environment and the regulatory controls enacted to protect both the environment and human health, and 3) the techniques currently being used to study environmental problems. The minor, in combination with their selected major, is suitable to prepare students for possible careers related to the study of the environment or future graduate study.

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

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

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*.

Submission Note:

http://www.uww.edu/gradstudies/programs

Since we have only 13 Masters Degree Programs, we fall below the threshold of 25 programs and have chosen to claim this credit as Not Applicable.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

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.

"---" *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:

Sustainable Business in the Caribbean (Winterim class in Jamaica):

This course is designed to provide the student with experience in sustainable business practices in two leading industries in the Caribbean: tourism, and hospitality. Students begin with two days of preparatory instruction on campus and then proceed to Jamaica where they will visit representative companies in the hospitality and tourism industries, receive presentations from management on sustainability efforts and certifications, and make their own contribution through team-based sustainability projects.

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

https://uww.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=29783

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Sustainability Literacy Assessment

Incentives for Developing Courses

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

Criteria

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

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

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

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:
No

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

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

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

Campus as a Living Laboratory

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

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.

"---" *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

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

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:

Students monitored carbon dioxide and air quality in classrooms with support from the campus's Student Sustainability Fund.

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:

Technical writing students wrote signs and descriptions for campus building's sustainability features.

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:

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:

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:

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:

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:

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:

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:

Students used one of the Storm Water Pollution Prevention Plan (SWPPP) templates, Industrial Storm Water Pollution Prevention Planning Manual, NR 216 Subchapter II, and applicable course material to complete an appropriate SWPP for Upham Hall (the science building) Loading Dock Area.

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:

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:

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:

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:

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:

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:

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Criteria

Part 1

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

Part 2

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

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

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

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

"---" *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:

543

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

15

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

19

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

Sustainability Faculty -Survey Data.xlsx

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

Gruber Accounting
Bruce Eshelman Biological Sciences
Joshua Kapfer Biological Sciences
Catherine Chan Biological Sciences and Chemistry
Paul House Chemistry
Kerry Katovich Biology
Paul Rybski Department of Physics
Matthew Winden Economics
Curt M Weber Finance & Business Law
Teresa Lind Fine arts, Sculpture
Rex Hanger Geography & Geology
Eric Compas Geography and Geology
JUK BHATTACHARYYA GEOGRAPHY/GEOLOGY
David Travis Geography/Geology (Dean's Office)
Sameer Prasad ITSCM
Josh Mabie Languages and Literatures, English
Marjorie Rhine Languages and Literatures
Shan0n Cummins Marketing
Rob Boostrom Marketing
E. Andrew Kapp OESH
Karen W. Moore, PhD Political Science
jeannine Rowe Social Work
Nath, Leda Sociology
Holly Denning Sociology, Anthropology and Criminal Justice
Dennis Kopf Marketing
Jonah Rahlston Political Science

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

Online faculty survey that requested research interests. Followup with faculty who did not respond but whose faculty webpages suggest sustainability research.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

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 Undergraduate Research Program (URP) invites applications for a ten-week mentored summer research grant. Up to 15 fellowships will be awarded with stipends of $3,500. In addition, up to $500 in funding for supplies, services and travel expenses. Mentors of selected research fellows will receive a summer stipend of $2,500.Interdisciplinary projects that consider the intersecting roles of diversity and sustainability are particularly encouraged. For example, projects may explore how environmental stressors (such as climate change, fracking, mining, chemical pollutants, etc.) disproportionately impact vulnerable populations or how vulnerable communities are rallying to creatively seek solutions. Such projects may receive additional support (e.g., in the form of increased mentor stipend, research budget, etc.) from the College of Letters and Sciences, pending approval from the Dean and commitment to present project results at the Fall 2015 Diversity Forum .

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

http://www.uww.edu/urp/surfuww

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

No

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

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

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

No

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

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

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

No

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

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

Access to Research

Responsible Party

Joshua Mabie
Assistant Professor / Faculty Sustainability Fellow
Languages and Literature

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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*.

Submission Note:

Eco-Reps:

http://reslife.uww.edu/sustainability/?page_id=1474

Earth Initiative:

http://www.uww.edu/sustainability/campus-living-and-engagement/student-organizations

Areas of opportunity include a more structured and formal training for both groups and a more delineated selection process that identifies students with a particular aptitude in sustainability issues and outreach methods.

"---" *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:

11,535

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

Residence Life Eco-Rep Program

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

4,126

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

UW-Whitewater has a formal Eco-Rep program administered through the Leadership Involvement Teams (LITs) in each residence hall complex. On campus, there are eight Leadership Involvement Teams, each with their own Eco-Rep. The population served by the Eco-Rep Program is the entire resident population at UW-Whitewater.

The primary activities that these Eco-Reps perform are attendance at meetings, the dissemination of sustainability news and information to residents and interested parties, the planning and execution of sustainability programs, and the education of residents. In the past, there have been several programs executed by the Eco-Reps. The following are some examples of educational programming:

- Sustainable Halloween Decorations: In this program, residents were invited to bring recyclables and trash to create Halloween costumes and decorations. Adhesives, markers, and other craft items were provided. The program was designed to show there are other uses for garbage than just throwing it away.

- Save a Fish, Take a Fish: This program was meant to show the importance of our water ecosystems. Residents attended a viewing of a TED talk regarding oceanic sustainability, after which they discussed what they had learned.

- Recycling Olympics: This program was created to engage students in alternative uses of waste. Events such as bowling (done with a paper ball and plastic bottles for pins) and sorting (determining which items were recyclable and which weren't for our municipality) were part of this program.

- Passive Campaigns: Along with active and engaging programs, Eco-Reps also create passive campaigns, such as digital signage and bulletin boards, to disseminate information. These have ranged from bulletin boards about recycling to digital signage about saving the world's oceans and the Pacific Garbage Patch. The passive campaigns are purely educational in nature.

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

The Eco-Reps positions are all voluntary. The Reps are required to be for-credit degree-seeking students that live in the residence halls. They will serve as representatives for the LIT from which they are selected, as well as the other residence halls that are members of that LIT. All prospective Eco-Reps must be approved for the position by their LIT and their Assistant Complex Director before they can be an Eco-Rep.

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

Training for the Eco-Rep position is completed in two parts. The first is a general LIT training that takes place for all LIT positions each year in September, including the Eco-Rep position. The second part is a more formalized training takes place once the Eco-Reps are selected. At this second training, the Residence Life Student Sustainability Coordinator and the Campus Sustainability Coordinator are present to discuss the goals of the program and hand out a program manual full of ideas for the Eco-Reps in terms of programming and support. This second training also serves as a forum for any questions or concerns the Eco-Reps might have about their positions.

The Eco-Rep program is managed from the top by the Assistant Complex Director (ACD) in their respective hall, who gives them guidance and makes them aware of sustainability initiatives that they want to take place within their complexes. Guidance is also provided by the Residence Life Sustainability Coordinator. A manual was created in the central office to serve as ongoing guidance and provide ideas for programming and ways to engage residence hall students.

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

Financial assistance for programming and other obligations of the Eco-Reps is provided through LIT funds. This funding is provided on a use-it-or-lose-it basis, and is available to every executive position of the LIT for programming purposes. The amount of money received by the LIT is determined on previous spending for that LIT, as well as the resident population that the LIT serves.

Name of the student educators program (2nd program):
UW-Whitewater Earth Initiative

Number of students served (i.e. directly targeted) by the program (2nd program):
11,535

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

The UW-Whitewater Earth Initiative is a campus-wide marketing campaign run by Creative Marketing Unlimited (CMU), a student-run marketing firm that works closely with their partner student organization, American Marketing Association (AMA). AMA is a significant force on our campus, with membership typically much larger than an average student organization, and they have received national recognition and awards for their successes.

CMU is run as a business, so the Sustainability Office and Facilities Planning and Management has engaged them to find new and innovative ways to connect with their fellow students on sustainable topics. They often will host events and do tabling in the University Center to highlight sustainability initiatives or provide general information on sustainable living as a college student. They are particularly focused on off-campus and commuting students, who do not receive the same type of sustainability marketing and messaging as on-campus resident students. However, their mission is considered to be a campus-wide marketing campaign, so their scope is not limited to any particular subset.

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

Student educators are selected by the student organization itself, based on skill in marketing and interest in sustainability topics. As one of their larger accounts, the number of students assigned to assist with the account is typically a significant portion of their overall membership, although the account is typically managed by one or two key individuals.

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

The students that manage the Earth Initiative campaign have weekly meetings to receive feedback, training, and other forms of guidance throughout the academic year. Additionally, they are supplied with materials that help explain the programs in place that they are expected to promote. Otherwise, much of what they do is based on best practices research and understanding how to convey basic sustainability information and messenging that their peers find engaging.

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

The program is supported through the sustainability budget on a contract basis.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

http://www.uww.edu/sustainability/campus-living-and-engagement

Student Orientation

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

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

Student Life

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

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

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

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

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

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

	Yes or No

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

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

Students Allied for a Green Earth (S.A.G.E.): SAGE is the student organization at UW-Whitewater focused on sustainability issues of all types. SAGE gets involved in a number of hands-on projects around campus and local communities and strives to hold events that aim to educate and inform their members and the campus community about sustainability issues and environmental problems our society faces.

UW-Whitewater Water Council: The UW-Whitewater Water Council is a student organization launched in 2010. We work to create awareness of the importance of freshwater to our lives and economies and assist our parent organization, the Water Council, to advance southeastern Wisconsin's position as a world hub for water research, education, and economic development. The Whitewater Water Council welcomes members of every major and interest throughout the University. We explore regional and national water issues and promote the vast opportunities in water business. Activities include bi-weekly meetings with industry experts, networking events, community service, and social outings.

Peace, Education, and Activism through Creative Engagement (PEACE): It is the mission of P.E.A.C.E. to uphold and progress ideals which promote social, political, and environmental justice at the local, state, national, and international levels in addition to facilitating personal growth and inner balance within the members of P.E.A.C.E. and our surrounding community.

UW-Whitewater Ecology Club: The UW-Whitewater Ecology Club is a student organization of Biology and Ecology majors who focus on field trips and volunteer service related to their field of study.

The website URL where information about student groups is available:

http://www.uww.edu/sustainability/campus-living-and-engagement/student-organizations

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:

UW-Whitewater has a campus garden that allows students to gain experience in organic agriculture and sustainable food systems. This garden is available for all students to volunteer in, and regular hours for volunteering in the Fall, Spring, and Summer occur. All produce generated in the campus garden is donated to the Whitewater Food Pantry.

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

http://www.uww.edu/sustainability/campus-operations/grounds

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

UW-Whitewater also has a student-run enterprise in the residence halls called Jitters, a student-run coffee and ice cream shop. Jitters does have a mission statement with a point on sustainability included.

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

http://www.uww.edu/residencelife/involvement/jitters

A brief description of the sustainable investment or finance initiatives:

The Student Sustainability Fund provides money to students to fund projects that help make UW-Whitewater a more sustainable campus. This money is offered to promote sustainability on campus and involve the student body in these initiatives. The goal is that the level of awareness of these is issues are heightened and our campus continually adopts sustainability initiatives to continue to reduce our campus' global footprint.

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

http://www.uww.edu/sustainability/campus-living-and-engagement/sustainability-council/sustainability-fund

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

Ongoing lectures and events: UW-Whitewater has several speakers, symposia, and other events related to sustainability that have students as the intended audience, including a sustainability speaker series that occurs in the Spring, Earth Week speakers that are invited every year, and sustainability issues discussed in a Contemporary Lecture Series.

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

http://www.uww.edu/sustainability/campus-living-and-engagement/events

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

UW-Whitewater has a student organization called Alloy that always puts on a metals exhibit in our art gallery (Roberta's Gallery) in our University Center. This metals show is meant to offer an expressive outlet for students while showing the beauty of art that can be created from recyclable materials.

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

http://www.uww.edu/cac/art-design/ad-student-orgs/alloy

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

UW-Whitewater also has a cycling club that has schooled rides and information sessions based on Leave No Trace and anti-littering principles.

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

https://www.facebook.com/UWWCyclingClub

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

N/A

The website URL where information about the theme is available:

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

UW-Whitewater has a model room that all tour groups proceed through during campus tours that shows a regular residence hall room with several sustainable features, including CFL lights, Energy Star appliances, and brochures that explain how students can improve the sustainable rating of their residence hall rooms.

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

http://reslife.uww.edu/sustainability/

A brief description of sustainability-focused student employment opportunities:

UW-Whitewater has two paid sustainability-focused employment positions for students that allow them to work with sustainability as part of their job. These positions include the Student Sustainability Coordinator for Residence Life and the Sustainability Director for the Whitewater Student Government.

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

http://blogs.uww.edu/studentgovernment/sustainability/

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

N/A

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

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

UW-Whitewater does monthly stream monitoring in local waterways to test the health of our watershed through the Wisconsin Department of Natural Resources statewide Water Action Volunteers (WAV) network. Student volunteers receive training on measuring several Level 1 water quality variables, such as turbidity, stream profile and flow rate, dissolved oxygen, temperature, macroinvertebrate biotic index, and basic habitat observations. An application to add phosphorus testing to the mix in 2015 has been submitted and is under review at the time of this submission. There are currently two monitoring sites, but a third site is being considered for 2015. The sites are managed by faculty and staff, but the long-term hope is to have various student organizations "adopt a site" and take responsibility for providing students to regularly monitor.

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

http://www.uww.edu/sustainability/campus-living-and-engagement/volunteer-opportunities

Outreach Materials and Publications

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

UW-Whitewater has two sustainability Web sites. There is an overall campus sustainability site that provides information about the campus-wide sustainability efforts and information. There is also a Residence Life Sustainability Web site that focuses on competitions and information relevant to residence hall students.

The website URL for the central sustainability website:

http://www.uww.edu/sustainability

A brief description of the sustainability newsletter:

A sustainability newsletter titled The Greener Dub is produced and disseminated by Residence Life. Another sustainability newsletter is being created and disseminated to parties outside of Residence Life by Creative Marketing Unlimited, a student organization partnered with campus sustainability.

The website URL for the sustainability newsletter:

http://reslife.uww.edu/sustainability/?page_id=705

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

UW-Whitewater has several social media platforms dedicated to sustainability efforts. They include Facebook, Twitter, Instagram, YouTube, and blogs. Efforts to utilize and integrate more recent or trendy social media platforms are always being considered and actively experimented with.

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

https://www.facebook.com/uwwsustainability

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

Student research involving sustainability is featured on the sustainability website, particularly those that received funding from the Student Sustainability Fund.

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

http://www.uww.edu/sustainability/academics-and-research/student-projects-and-resources

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

There is signage highlighting green building features in many of our buildings, including a full LEED display with pictures, a signboard, and the plaque in our LEED certified building, Starin Hall, as well as monitors showing the output from our Solar Panels on Hyland Hall. The value of this program is important to our goal of creating a living, learning laboratory on our campus and plans are being formulated to expand these efforts to food service areas and campus grounds in a more significant way.

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

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

Unknown - not reported.

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

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

Planning for this effort is currently underway, but nothing has been implemented at time of submission.

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

http://www.uww.edu/sustainability/campus-operations/grounds

A brief description of the sustainability walking map or tour:

An online campus sustainability tour is currently under development using GIS software, but the descriptions and photos have not been completed by the time of submission. However, a sustainability walking tour is provided by the Sustainability Office on a regular basis as part of the class presentation and outreach offerings.

The website URL of the sustainability walking map or tour:

https://drive.google.com/open?id=1vaYa4n46UPTbc-qmT-OIPqd2xnFpHjbg0ITLlrFXXyY&authuser=0

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

Whitewater does have a Web page dedicated to informing students, faculty, and staff about the Janesville Transit System's bus stops on campus and in the City of Whitewater.

The University Center offers tips and a video to help students learn more about Zimride, the campus ridesharing program.

http://www.uww.edu/uc/services/zimride

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

http://www.uww.edu/adminaffairs/parking/transit

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

A brochure developed by the Sustainability Office is handed out to students as part of a recurring Bicycle Recycle event held by the student Cycling Club.

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

http://www.uww.edu/sustainability/campus-operations/transportation

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

UW-Whitewater also has a green living guide that was created to help everyone on campus live more sustainably, as well as a green living brochure that is available on the Residence Life Web site.

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

http://www.uww.edu/sustainability/campus-living-and-engagement/sustainable-living-guide-and-tip s

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:

Not at this time.

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:

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

Residence Life has a green living brochure focused on how to "green your room."

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

http://reslife.uww.edu/sustainability/wp-content/uploads/2012/02/Tips-for-Keeping-your-Room-Gre en-Brochure.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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

Submission Note:

http://recyclemaniacs.org/

http://reslife.uww.edu/sustainability/?page_id=4

http://www.competetoreduce.org/

http://reslife.uww.edu/sustainability/?page_id=1099

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

Yes

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

Yes

The name of the campaign (1st campaign):

RecycleMania

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

Each year, UW-Whitewater is involved in the nationwide competition to reduce waste. This program focuses on creating awareness in students, faculty, and staff, and creating a desire to reduce waste as part of a competitive campaign.

As well as being involved in the competition division of the competition on a national level, UW-Whitewater also holds a similar competition between the residence hall students. Each residence hall complex (consisting of one, two, or three halls) competes against the others. Weekly measurements are reported by our waste disposal partner, and weekly prizes for improvement, highest recycling percentage, and best waste minimization are awarded. Prizes are awarded at the end of the ten week competition for the three categories as well.

The entire campus of UW-Whitewater participates in all ten weeks of this campaign (the two benchmarking weeks and the eight competition weeks) every January, February, and March.

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

To determine the overall effectiveness of this program, the Student Sustainability Coordinator performs calculations and determines prizes for the entire competition, including those that focus on improvement and waste minimization. The majority of residence hall complexes and academic buildings show an improvement between the benchmarking weeks and the end of the competition. The primary calculations performed are a week-over-week percentage reduction analysis, as well as a three week average trailing analysis of recycling and trash numbers (first three week average compared to second three week average compared to third three week average, etc.). These three week averages are used to determine total improvement throughout the competition.

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

http://www.uww.edu/sustainability/campus-living-and-engagement/events

The name of the campaign (2nd campaign):

Campus Conservation Nationals

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

UW-Whitewater has been involved in CCN for the past three years. This competition is a national competition that focuses on water and energy conservation for the residence hall populations. UW-Whitewater only competes in the electricity competition, due to the difficulties of getting accurate water readings.

As with RecycleMania, Residence Life holds competitions between the residence hall complexes for energy consumption. Prizes are awarded for the highest reduction in consumption after the competition is over. UW-Whitewater holds this competition for three weeks in April, after RecycleMania.

The population served by RecycleMania is the entire campus population, including all students, faculty, and staff. The population served by CCN is the residence hall students and staff.

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

To determine the overall effectiveness of this program, the Student Sustainability Coordinator performs calculations and determines prizes for the entire competition, including those that focus on improvement and consumption reduction. The majority of residence hall complexes show an improvement between the beginning and the end of the competition. Week-over-week improvements are measured as percentages (percentage consumption improved) and compared between complexes to determine improvement winners. These are the percentages that show improvement in electric consumption throughout the program.

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

http://www.uww.edu/sustainability/campus-living-and-engagement/events

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

UW-Whitewater takes part in the Take Back the Tap initiative, which is designed to raise awareness about the unsustainable nature of bottled water consumption from an environmental, economic, and health standpoint. Students on campus have engaged the campus community through tabling to do water "taste testing", inventory of and signage at water bottle filling stations, and point of sale prompts in campus dining facilities urging them to consider choosing tap water instead. Sales of bottled water showed a measurable decrease where point of sale prompts were implemented. Most people who try the taste test indicate preference for the filtered water.

Employee Educators Program

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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*.

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

Employee Orientation

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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).

Submission Note:

Not currently implemented in full, but area of immediate opportunity to further develop and already implemented aspects of this program indicate our ability to claim points for this credit. The staff immediately impacted have been included in the final number since the program has been implemented by the time of submission and will be retroactively be available to existing staff at request.

"---" *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:

73

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

A new employee orientation program is being rolled out for classified staff and LTEs, with anticipated roll-out to academic staff. A few sustainability highlights have been incorporated as part of a campus tour and recycling instructions and other "Green Office" instructions can be provided in a welcome packet.

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

http://www.uww.edu/csac/committees/outreach

Staff Professional Development

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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

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Submission Note:

No trainings are available at this time.

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* 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) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

Submission Note:

http://www.whitewater-wi.gov/index.php?option=com_content&view=article&id=1211:mvp&catid=43&Itemid=85

http://www.usgbc.org/projects/whitewater-innovation-center

http://www.whitewatertechpark.org/InnovationCenter.aspx

"---" *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:

UW-Whitewater Sustainability Coordinator has worked with the City on the Community Garden project over a number of years. A UW-Whitewater faculty member was the garden manager for a number of years and now we look to support the new garden manager with historical information sharing and labor assistance, either directly or through coordinating volunteer events. Promoting garden membership among the campus community has been an ongoing effort to support the garden as well. Additionally, children from the Kids

Escape summer program participated in Campus Garden tours over the summer and more workshops will be planned for future years.

UW-Whitewater Nature Preserve is currently under restoration efforts to return the area to a native ecosystem. Part of this effort involves collecting prairie seeds to be replanted in other, unrestored parts of the nature preserve. During years of nominal production or harvesting of prairie seeds that do not yield enough to significantly plant a new portion of the preserve, the seeds have been donated to the City of Whitewater for their smaller restoration project at the Indian Mounds Park. This effort has been somewhat sporadic, but hopefully expanded once more of the Nature Preserve is restored and the volunteer program becomes more robust.

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 campus and city have partnered on the Whitewater Innovation Center, a business incubation center in the Whitewater Industrial Park. The construction of this facility was certified LEED Gold and features several prominent sustainability features, including a rooftop solar array. Businesses that occupy this facility often have sustainability-related goals or objectives.

The campus/community wellness partnership called W3: Working for Whitewater's Wellness is dedicated to improving the environmental health of the local community. There is a committee specifically designated to focus on environmental initiatives and collaborative relationships regarding the campus garden and other opportunities to take advantage of the campus Nature Preserve through educational walks and improved trails through restored portions of the prairie. The committee is ongoing and membership is often equally distributed among campus and community members.

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

No

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

N/A

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

https://www.wisconsin.edu/sustainability/download/sustain_quarterly/4%20Summer%202013.pdf

https://www.wisconsin.edu/sustainability/download/sustain_quarterly/7%20Fall%202014.pdf

"---" *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:

UW-Whitewater has been an active participant in the UW System Sustainability Meetings since their inception in 2009. This includes a presentation on campus lighting technology, campus outreach strategies, and a student representing UW-Whitewater on a student panel. The sustainability representatives also maintain contact through regular teleconferences.

Additionally, our campus has participated in the planning efforts for this annual meeting and has contributed to the SustainQuarterly newsletter. We also presented at the AASHE – UMACS Faculty Leadership for Sustainability workshop at UW-River Falls, which was the first regional workshop of the national program sponsored by AASHE twice per year (at Emory University and San Diego State University).

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)

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

Participation in various online groups and listservs dedicated to sustainability for purposes of collaboration and information-sharing.

Campus sustainability website is being developed to reflect the structure of AASHE's categorization for the Resources section and STARS credits. The information available on the STARS website upon submission will also be available on our local campus website, along with additional information, resources, and links for other universities to visit to learn more. This website will also reflect developments or progress made after STARS submission and provide the most up-to-date information available on campus sustainability efforts at UW-Whitewater.

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

https://www.wisconsin.edu/sustainability/

Continuing Education

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

The Continuing Education office sponsors approximately 50-75 courses per semester (fall and spring), but these are all regular courses through UW-W academic departments so they have already been accounted for in the course inventory. Courses may be taken on a non-credit basis as a "continuing education" course. Of the courses they currently sponsor, there are none that address sustainability. The Continuing Education office typically sponsors a variety of workshops, conferences, and camps. They do not offer "true" continuing education-only courses.

Adding sustainability workshops or camps on an ongoing basis is an area of future opportunity. Conferences would likely fall under a different STARS credit.

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

Community Service

Criteria

Part 1

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

Part 2

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

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

Submission Note:

All majors in the College of Business and Economics are required to complete 20 hours of community service prior to registering for the Administrative Policy capstone class. The total number of hours is not reflected in the quantities reported above as there is a notable prevalence of students reporting community service hours for student organizations and using those same hours to satisfy their degree requirement. However, it is likely that the actual number of hours completed and number of students engaged is higher.

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

Number of students engaged in community service:

6,706

Total number of students :

10,852

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:

31,531

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:

Not included on transcripts.

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

No

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

There is no campus-wide incentive for participation in community service, although some supervisors are permitted to allow employees to participate in campus-wide volunteer service events like Make a Difference Day without loss of wages.

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

http://www.uww.edu/cld/leadership/community-service

Community Stakeholder Engagement

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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*.

Submission Note:

http://www.uww.edu/documents/acadaff/community-partnership-report.pdf

http://www.uww.edu/hlcselfstudy/reports/2006reports/chapter_five_web.pdf

http://www.uww.edu/hlcselfstudy/evidence_of_engagement.htm

http://www.uww.edu/documents/acadaff/reports/goal%2010_regional%20engagement.pdf

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

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

Yes

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

Science Alliance -

http://www.uww.edu/cls/alumni/science-alliance

: The Science Alliance involves a group of 30 science alumni who meet with science faculty annually to discuss ways to strengthen the science programs and offer advice to improve the UW-Whitewater student experience. Science Alliance members are friends and alumni of the University. They are civic leaders, individuals with expertise and knowledge that can be extremely beneficial to students and faculty in the sciences, and their relationship to the college is one of dedication and affection. Ideally, the size of the Alliance will be between 20-30 persons.

College of Education and Professional Studies Dean's Advisory Board -

http://www.uww.edu/coeps/about-us/dab

:
Dean's Advisory Board members include both alumni and friends of the university. They are civic leaders, individuals with knowledge and expertise that can be highly beneficial to both the students and faculty within the College of Education and Professional Studies. Board members represent a range of careers, backgrounds and expertise.

College of Letters and Sciences Dean's Advisory Board -

http://www.uww.edu/cls/alumni/deans-advisory-board

:
The critical evaluation and valuable advice provided by members is an important dialogue with alumni and friends. The Dean's Advisory Board was established to carry out, on an ongoing basis, the functions of external review and recommendations on the programs and potential of the College of Letters and Sciences, while serving the added function of interpreting the College's programs externally. Dean's Advisory Board members are friends and alumni of the University. They are civic leaders, individuals with expertise and knowledge that can be extremely beneficial to students and faculty in L & S, and their relationship to the college is one of dedication and affection. Ideally, the size of the board will be between 20-30 persons. The membership of the board will include civic and community leaders.

College of Business and Economics Dean's Advisory Council -

http://blogs.uww.edu/uwwcobe/2012/10/student-org-spotlight-deans-advisory-council/

: The primary intent of the DAC is to provide a channel of communication between the student body and the Dean so that we may provide input for, discuss the issues of, and facilitate any changes in the College of Business & Economics experience. The DAC accomplishes this by communicating with CoBE's student organizations to try to better understand the pulse of the community. Additionally, the DAC provides a platform for student organizations to collaborate with each other as well as help each other be successful. This platform is especially beneficial to efforts like PSE's business week which will be held early this November.

Additionally, the College of Arts and Communication has a Dean's Advisory Board, but information was not available online at time of submission. Description and representation is very similar to other two boards listed above.

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

Science Alliance: Alliance members represent a variety of careers, backgrounds, and expertise. An effort will be made to include diversity within the membership, male-female balance, and desirable ratio of local to non-local members.

College of Education and Professional Studies Dean's Advisory Board: A strong effort will be made to include diversity with the membership itself, male-female balance, and desirable ratio of local to non-local members.

College of Letters and Sciences Dean's Advisory Board: Board members represent a variety of careers, backgrounds, and expertise. An effort will be made to include diversity within the membership, male-female balance, and desirable ratio of local to non-local members.

List of identified community stakeholders:

See links above for specific individuals and their representation.

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

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

Participation in Public Policy

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

http://whitewater.recdesk.com/recdeskportal/BikePedestrianNetwork/tabid/3813/Default.aspx

http://www.whitewater-wi.gov/images/stories/city_manager/misc_reports/Whitewater_25x25_Plan_Final_-_2010-1230_w-attachments.pdf

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

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

Yes

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

UW-Whitewater has been an active participant in the Bicycle and Pedestrian Master Planning process with the City of Whitewater. The partnership started with the development of the plan, which included making several recommendations that would have a positive impact on the accessibility of students living in the local community. However, a recommendation to change the configuration of Main Street along the south end of campus is significant (four lane to three lane "road diet") and somewhat controversial, but the campus representatives have advocated for this change to enhance pedestrian and bicyclist safety.

The Master Plan has been finalized and adopted by the City of Whitewater Common Council and the committee focused on the master plan has transitioned to the Bike Advocacy Group, which is focused on addressing the public outreach components of the master plan.

UW-Whitewater has representatives that serve on the City of Whitewater Energy Independence Team and developed the 2025 Community Energy Independence Plan.

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

None identified.

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

N/A

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

Trademark Licensing

Responsible Party

Terri Meinel
Director
University Bookstore

Criteria

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

Submission Note:

We had discussed this as a campus last year and decided that it was not necessary for UWW to belong to either group. We are members of LRG (Licensing Resource Group) which monitors our vendors to assure that the rights of workers are observed. We pay 8% in royalties and our vendors pay LRG a fee as well. LRG seeks and receives certifications of compliance from our vendors. In addition, all our vendors will supply verification upon request. Our major apparel vendors are Gear for Sport, Champion Products, JanSport, New Agenda and Branded Custom Sportswear.

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

Hospital Network

Criteria

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

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

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

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

Hospital Network

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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 (MtCO2e) per gross square foot (0.002 MtCO2e 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.

Submission Note:

Data collection submitted without Study Abroad travel data because performance year data has not been collected.

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

Yes

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

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

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

Yes

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

UW-Whitewater has recently transitioned current and historical greenhouse gas emissions inventory to Carbon Management and Analysis Platform (CarbonMAP). This online tool was designed to replace the Clean Air-Cool Planet calculator spreadsheet. The new web-based Campus Carbon Calculator, will help you create a greenhouse gas baseline, benchmark your performance, set goals, and analyze your progress.

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

No

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

An indication of whether the GHG emissions inventory has been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

The data collected is not verified internally or by an independent, external third party. However, the results of our inventory are publicly available through ACUPCC and on our website.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	263.90 *Metric Tons of CO2 Equivalent*	342.60 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	20,849.20 *Metric Tons of CO2 Equivalent*	22,708.80 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	13,886.60 *Metric Tons of CO2 Equivalent*	20,015.10 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	256.50 *Metric Tons of CO2 Equivalent*	256.50 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

No institution-catalyzed carbon offsets program has been implemented.

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

Carbon sequestration land area includes the 55 acres of prairie and 55 acres of forested land that constitute the UW-Whitewater Nature Preserve. Additionally, land that is maintained as mowed grass was included in the carbon sequestration.

A brief description of the composting and carbon storage program:

Currently, no composting or carbon storage program exists. A composting program is being considered in the near future, but only on a limited rollout to start.

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

No carbon offsets are purchased by the campus.

Figures needed to determine "Weighted Campus Users":::

	Performance Year	Baseline Year
Number of residential students	4,126	3,476.50
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,737	9,484
Full-time equivalent of employees	1,216.75	1,056.26
Full-time equivalent of distance education students	2,026	1,420

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

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

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

As a signatory of the American College and University President's Climate Commitment, we embarked on the task of conducting our first greenhouse gas inventory officially conducted by the institution after July 2008, when the first campus Sustainability Coordinator was

hired. This was his primary task upon being hired, and using the information from Fiscal Year 2008 was most practical and relevant. This has continued to serve as our baseline inventory moving forward.

Gross floor area of building space, performance year:

3,017,518 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	145,274 *Square Feet*
Healthcare space	5,868 *Square Feet*
Other energy intensive space	98,401 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	0 *Metric Tons of CO2 Equivalent*
Commuting	4,414.80 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	0 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

Waste generated in operations is recycled whenever possible, but all landfilled waste resides at a facility that utilizes methane capture for use in electricity generation, which explains the zero carbon impact. The impact of waste water is not calculated, but the municipal wastewater facility utilizes anaerobic digestion to capture methane and biosolids are given to local farmers for use as fertilizer.

Commuter data was the only significant data collected for Scope 3 from both baseline year and performance year.

A copy of the most recent GHG emissions inventory:

calculator_v7.0.xlsm

The website URL where the GHG emissions inventory is posted:

http://www.uww.edu/sustainability/campus-operations/air-and-climate

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

Many of these efforts are related to energy savings, recycling, and other campaigns that are covered in other areas of the report. At this time, no specific initiatives or efforts have been made with the primary goal of reducing greenhouse gas emissions. Therefore, the more appropriate place to account for these projects are listed under their respective areas in other places in STARS reporting.

Outdoor Air Quality

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Part 1

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

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

Part 2

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

Submission Note:

Areas of opportunity include considering the expansion of a "no-idling policy" for wider implementation across campus. Fugitive refrigerant emissions are generally minimal, but a more descriptive narrative for accomplishing this goal will be useful.

"---" *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:

The campus has implemented "no-mow zones" that effectively remove certain areas of campus from a regular mowing schedule. This includes landscaping around all sign and light poles on campus to avoid use of handheld string trimmers. The campus is also contracted to use Zimride, an online ridesharing board, and have partnered with numerous other local campuses to establish a robust carpooling network. Receiving docks at the University Center and campus dining halls have implemented a "no-idling" policy.

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:

Campus heating plant boilers are held in permanent standby status, so the only time they consume any amount of fuel is during testing periods, which is negligible. Nonetheless, the reporting requirements for Operation Permit 128006120-F21 requires fuel consumption numbers to be submitted to the Wisconsin Department of Natural Resources to generate a Quarterly Fuel Sampling Analysis Report. This report includes the following variables: Coal (tons/month), Ash (%), Sulfur (%), Heat (Btu/lb), SO2 (lbs/mmBtu), Fuel Oil (gallons), and Fuel Oil Sulfur (%). Zero quantities of Coal Ash and Fuel Oil were burned during Fiscal Year 2014. Fuel reports indicate that natural gas is used to test fire the heating plant boilers.

Emissions from standby generators was calculated based on specifications from the manufacturer and the average run time during a testing period, multiplied by the frequency by which these generators are tested. The generators are tested 2 times a month for 30 minutes per testing period. These emissions are also represented under Scope 1 of the greenhouse gas inventory.

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

	Weight of Emissions
Nitrogen oxides (NOx)	0.94 *Tons*
Sulfur oxides (SOx)	0.12 *Tons*
Carbon monoxide (CO)	0.21 *Tons*
Particulate matter (PM)	0.51 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0 *Tons*
Hazardous air pollutants (HAPs)	0 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0.57 *Tons*

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

Stationary sources of emissions largely originate from the use of emergency generators since all steam and electricity is purchased from off-campus suppliers. Therefore, maintaining a consistent power supply to the campus is paramount to avoid starting these generators. To accomplish this more consistently, an upgrade to the primary campus electrical switchgear helps maintain the electrical supply. Additionally, many of the generators have been recently upgraded to newer, more efficient models.

To help avoid fugitive emissions of steam once on campus, upgrades or repairs to existing underground steam lines helps avoid steam loss, which leads to unnecessary additional steam generation at the co-generation plant that supplies the campus.

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

http://www.uww.edu/sustainability/campus-operations/air-and-climate

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

Hyland Hall (187,085) is currently undergoing LEED O&M Certification and will led to a future increase for this credit.

Starin Hall (207,900) and Laurentide Hall (82,581) are exempt from this submission due to LEED for New Construction certifications that are within the five year acceptable window.

Excluded buildings include storage or strictly facility-related buildings, park shelters, and General Services Greenhouse. Upham Greenhouse was kept in these calculations since it would be considered part of Upham Hall's overall footprint for certification purposes. Excludes Observatory and White Hall for having less than 1 FTE assigned to the building.

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

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

buildings?:

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

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

None at time of submission.

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

2,948,800 *Square Feet*

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

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

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

	Certified Floor Area

Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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:

2,948,800 *Square Feet*

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

OP 03 - DSF Sustainable Facilities Standards.pdf

The date the guidelines or policies were formally adopted:

April 19, 2006

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

The Building Commission Sustainable Facilities Policy, and Division of State Facilities (DSF) Sustainable Facilities Standards (Standards) prescribe the minimum sustainable requirements for state construction and leased facilities and they apply to all DSF projects without exception, regardless of size or budget. The fundamental purpose is to improve the overall quality and usability of state owned

and leased facilities and optimize monetary, material, environmental and human resources.

The Building Commission Sustainable Facilities Policy sets goals and direction. It does not prescribe a level of "performance", but makes reference to and relies upon "guidelines and minimum standards". DSF developed the Sustainable Facilities Guidelines and Minimum Standards following the Building Commission policy statement and prescribed how the Policy was to be implemented.

DSF already had policies, guidelines and standards established in the areas of energy conservation, air quality, water conservation, daylighting, recycling construction waste, use of recycled materials, commissioning, erosion control or within the DSF master specifications. Wisconsin Statues and DSF policy and procedures also address sustainability. In some cases, there were conflicts within our policies and standards. This became an opportunity to align everything, eliminate discrepancies and make our standards clearer. Other policies include DOA/DSF Statement on LEED-EB for DOA Managed Buildings, DOA/DSF Energy Use Policy, and Wisconsin Executive Order 145.

A policy was developed but DSF did not take the Policy to the Building Commission until guidelines and standards were identified. DSF reviewed what was available throughout the industry and after careful consideration, chose to write DSF Sustainable Facilities Guidelines and Minimum Standards, basing them on LEED-NC Version 2.1 Rating System.

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

WDNR MS4 Stormwater permit specifies how building stormwater must be handled and is monitored for compliance.

Continual modifications and adjustments are made by electricians to ensure our overall power factor remains in the 97-98% range.

Feedback forms are available online for indoor air quality monitoring.

Efficient water and electric fixtures are always used where operationally and financially feasible.

TMA Workorder system is implemented for all academic areas and any operational deficiencies or necessary repairs can be handled through this software and properly expedited in a timely fashion to avoid inefficient operations.

Responsibilities for Building Managers and Physical Plant Staff is a document that outlines specific procedures for addressing issues.

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

http://www.uww.edu/sustainability/campus-operations/buildings

Building Design and Construction

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

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

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

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

And/or

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

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

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

Submission Note:

New construction projects included in this credit include Laurentide Hall, Starin Hall, and Hyland Hall. Drumlin Hall renovation is excluded from this credit because it only affected the main dining area and did not substantially change the other floors of the building.

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

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

	Yes or No

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

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

LEED certification was used for the construction process of Starin Hall and Carlson Hall in its transition to Laurentide Hall. Starin Hall is a LEED Gold Certified Building and Laurentide Hall is a LEED Certified Building.

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

609,459 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	82,581 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	207,900 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	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::

	Certified Floor Area

Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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:

318,978 *Square Feet*

A copy of the guidelines or policies :

OP 03 - DSF Sustainable Facilities Standards.pdf

The date the guidelines or policies were adopted:

April 19, 2006

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

Wisconsin Executive Order 145 directs the Department of Administration to work with the Building Commission and the Energy Center of Wisconsin to ensure that new state facilities are constructed to be 30% more energy efficient than commercial code.

It also directs the Department of Administration to establish sustainable building operation guidelines (for owned and leased properties), which shall be adopted by the Division of State Facilities within six (6) months following the date of this order, based on the Leadership in Energy and Environmental Design (LEED) Green building Rating System for New Construction and Existing Buildings and other comparable sustainable guidelines and rating systems. For certification, LEED and other comparable sustainable guidelines and rating systems may be pursued and the Department of Administration will support projects that request certification as part of the initial project request.These guidelines will apply to the operations and construction of all new buildings, additions and retrofit projects, including planning, siting, budgeting, design, construction and deconstruction, in addition, these guidelines will address sustainable operation and maintenance, including green cleaning, green purchasing waste reduction and recycling, pollution prevention, energy and water efficiency, and light pollution in existing buildings. The guidelines should include identifying performance data that will be measured to assess the effectiveness of the efforts and for benchmarking purposes. Progress and Outcomes will be reported annually to the Governor's office as well as the State of Wisconsin Building Commission.

Sustainable Facilities Standards are a statewide mandated set of construction practices that govern any significant construction or renovation project on campus. Buildings included in this credit that were subject to enhanced sustainability guidelines include Hyland Hall, Drumlin Hall, Fischer Hall, and Wellers Hall.

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

The Building Commission Sustainable Facilities Policy, and Division of State Facilities (DSF) Sustainable Facilities Standards (Standards) prescribe the minimum sustainable requirements for state construction and leased facilities and they apply to all DSF projects without exception, regardless of size or budget. The fundamental purpose is to improve the overall quality and usability of state owned and leased facilities and optimize monetary, material, environmental and human resources.

The Building Commission Sustainable Facilities Policy sets goals and direction. It does not prescribe a level of "performance", but makes reference to and relies upon "guidelines and minimum standards". DSF developed the Sustainable Facilities Guidelines and Minimum Standards following the Building Commission policy statement and prescribed how the Policy was to be implemented.

DSF already had policies, guidelines and standards established in the areas of energy conservation, air quality, water conservation, daylighting, recycling construction waste, use of recycled materials, commissioning, erosion control or within the DSF master specifications. Wisconsin Statues and DSF policy and procedures also address sustainability. In some cases, there were conflicts within our policies and standards. This became an opportunity to align everything, eliminate discrepancies and make our standards clearer.

A policy was developed but DSF did not take the Policy to the Building Commission until guidelines and standards were identified. DSF reviewed what was available throughout the industry and after careful consideration, chose to write DSF Sustainable Facilities Guidelines and Minimum Standards, basing them on LEED-NC Version 2.1 Rating System.

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.uww.edu/sustainability/campus-operations/buildings

Indoor Air Quality

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

Upham Hall has 100% passthrough due to its designation as a laboratory building.

Building Tenant Manual:
http://www.doa.state.wi.us/Documents/DFM/Building%20Tenant%20Manual%20Updated%20January%202013.pdf

DSF Sustainable Facilities Standards:

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

ANSI/ASHRAE Standard 62.1-2004 Ventilation for Acceptable Indoor Air Quality:
http://isites.harvard.edu/fs/docs/icb.topic256760.files/62_1_2004.pdf

"---" 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:

2,995,038 *Square Feet*

Gross floor area of building space:

2,995,038 *Square Feet*

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

Wisconsin Executive Order 145 requires a minimum indoor air quality approaches to construction; and, minimal ventilation requirements for indoor environmental quality that meet the current version of ASHRAE, now ASHRAE 62.1- 2004 Ventilation for Acceptable Indoor Air Quality.

The campus is also mindful of all ASHRAE standards and sets building HVAC systems accordingly. The Division of Facilities Development (DFD) sets forth the policies for state owned facilities.

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

http://www.uww.edu/adminaffairs/riskmanagement/indoor-air-quality-survey

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Ann Rakowiecki

Marketing Director

UW-W Dining Services in Partnership with Chartwells

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:

13

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

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

Examples of sustainable food and beverage purchases include locally sourced meats, cheeses, dairy and produce. Other examples include organic, fair trade and rainforest alliance certified products.

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:

13

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:

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

Our convenience stores and concessions serve locally made and sourced products (these facilities are also operated by UW-W Dining Services in Partnership with Chartwells.

Examples of sustainable food and beverage purchases include locally sourced meats, cheeses, dairy and produce. Other examples include organic, fair trade and rainforest alliance certified products.

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

UW-W Dining Services in Partnership with Chartwells purchases local and third party-certified products when possible to support local economies and sustainably produced foods and beverages.

Our third party certified products included USDA Organic, Fair Trade and Rain Forest Alliance Certified and accordance with Monterey Bay Aquarium standards.

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

Methodology used to track and inventory purchases includes a measurement of total invoiced purchases for the financial year October 2013 through September 2014, identification of compliant items, following purchasing standards and vendor inquiry.

The percentage is the same for total food purchases and those for convenience or concession purposes because all locations are under the operation of UW-W Dining Services in Partnership with Chartwells.

Dining Operations included in this site survey include:
Two (2) Resident Dining Halls (Drumlin and Esker)
Two (2) Quick Service Restaurants/Convenience Stores (Prairie Street Market and Drumlin Market)
Two (2) Full Service Restaurants (Graham Street Café and Ike Schaffer Commons)
One (1) Coffee Bar (Willie's 360)
Three (3) "Grab and Go" Facilities
Catering
Concessions

Total annual food and beverage expenditures:

2,900,581 *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	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	Yes
Convenience stores	Yes	Yes
Vending services	No	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)	No
Marine Stewardship Council (MSC) certification	No
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:

Willie's 360 once carried a Two Star Green Restaurant certification. While this has since lapsed, most of the practices are still in place.

http://dinegreen.com/restaurants/standards.asp

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

http://www.dineoncampus.com/uww/show.cfm?cmd=sustainability

Low Impact Dining

Responsible Party

Ann Rakowiecki
Marketing Director
UW-W Dining Services in Partnership with Chartwells

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:

0

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

Currently, a methodology has not been established to distinguish sourcing for all animal products to accurately calculate a percentage to claim points for this portion of the credit.

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"):

UW-W Dining Services in Partnership with Chartwells provides complete-protein vegan options at our two Resident Dining Halls at all times and provides labeling to distinguishing between vegetarian and vegan options.

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

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

http://www.dineoncampus.com/uww/show.cfm?cmd=sustainability

Annual dining services expenditures on food:

2,900,581 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	448,579.70 *MMBtu*	334,770.60 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	113,018 *MMBtu*	100,566 *MMBtu*
District steam/hot water	322,626 *MMBtu*	223,769 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	3,017,518 *Gross Square Feet*	2,564,128 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	145,274 *Square Feet*
Healthcare space	5,868 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	8,357
Cooling degree days	549

Source-site ratios::

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

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

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

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

As a signatory of the American College and University President's Climate Commitment, we embarked on the task of conducting our first greenhouse gas inventory officially conducted by the institution after July 2008, when the first campus Sustainability Coordinator was

hired. This was his primary task upon being hired, and using the information from Fiscal Year 2008 was most practical and relevant.

At a similar time, more detailed data collection on electricity consumption at the building level was being initiated. This detailed data was combined with water and natural gas data that already existed through utility metering. Fiscal Year 2008 was one of the first years of complete data and also coincided with our first greenhouse gas inventory, so it is being used as a common baseline.

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

State of Wisconsin Department of Administration - Division of State Facilities (DSF)
Adopted November 2006:

Thermostats: In small buildings and in exterior zones of large buildings, adjust to 68 degrees F maximum in the winter and 76 degrees F minimum in the summer. Reduce to 60 degrees F during unoccupied winter hours.

In interior variable air volume zones of large buildings, adjust to 76 degrees F minimum.

In interior constant air volume zones of large buildings, adjust to 68 degrees F maximum in the winter and 76 degrees F* minimum in the summer. Reduce to 60 degrees F during unoccupied winter hours. *(For reheat systems, subject to discharge reset control strategy and temperature setting necessary to minimize cooling and reheat.)

In vestibules, stairwells, mechanical/electrical rooms, elevator equipment rooms, unoccupied storage and similar spaces, adjust to 60 degrees F in the winter.

Dress for comfort and plan for the conditions in your working environment.

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

The area lighting LED project converted existing area lighting that used high pressure sodium and metal halide technology for the 664 fixtures that cover parking areas, sidewalks and streets. These fixtures consume 482,622 kWh per year. The LED area lighting consume 208,492.2 kWh per year at a 56.8% energy reduction for an annual savings of $21,930.40 ($0.08 per kWh).

LED lighting is currently being implemented for outdoor, building-mounted fixtures. Additionally, some interior common areas have been converted to LED lighting, although at this point it is limited and only part of remodeling projects, not an active retrofit.

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

Occupancy and vacancy sensors are integrated as part of the Metasys HVAC controls system to detect occupancy to ensure rooms are properly ventilated and have temperature control during appropriate times.

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

Besides an effort to integrate daylighting in new or renovated buildings whenever possible, there is no passive solar heating systems on campus.

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

No ground-source heat pumps are employed.

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

The steam supplied to the campus is provided by a large co-generation plant located a couple miles northeast of campus. The steam is provided through a combination of above-ground and underground piping to the Central Heating Plant, where it is distributed using the campus steam network. Electricity is not provided directly to the campus by this power plant, but the overall higher efficiency of the plant allows us to purchase steam at a significant discount and the plant utilizes 100% natural gas, which is a cleaner fuel mix than we would be able to provide with on-campus generation.

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

PERFORMANCE CONTRACT:

JCI performance contract included Air Handling Unit (AHU) upgrades with the addition of VFDs, discharge air reset, and scheduling strategies. AHUs without Direct Digital Control (DDC) were also converted to DDC as appropriate. Lighting improvements include occupancy control and exit light upgrades, fluorescent fixture upgrades in UC. Water conservation measures included toilet replacement and retrofits of urinals, showerheads, and sinks. Cooling Towers VFD fans. Dishwasher at UC and two ovens at Esker replaced. VFD on CA building chilled water pump, AHU System cooling coils repiped two way valves, and AHU coil chilled water pumps removed. All motors 3 HP or larger upgraded to premium efficiency models.

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

The campus employs the Johnson Controls MetaSys HVAC controls system. Metasys connects your HVAC, lighting, security and protection systems, and gets them all "talking" to each other in a single language, on a single platform to give you information to make better decisions, save money and improve the way your building functions.

http://www.johnsoncontrols.com/content/us/en/products/building_efficiency/products-and-systems/

building_management/metasys.html

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

An effort to minimize the life-cycle cost of all equipment and appliances includes a calculation of the energy consumption. In particular, implementing variable frequency drives in various HVAC systems across campus allow us to dial back energy consumption in these systems when they are not at peak use.

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

The campus has implemented "no-mow zones" in various areas around campus. These areas of turf grass are not utilized regularly for recreation and are not in key areas of the academic core, so the regular mowing schedule was reduced significantly.

Additionally, the campus grounds crew has been able to significantly reduce the amount of push mowing or string trimming done, which is a less efficient use of fuel and is more time-consuming. Perennial plantings of various decorative plants like daylilies are used around poles and beds are planted in areas that would normally be mowed with a push mower (like parking islands). This allows us to use riding deck mowers to quickly and efficiently take care of lawn areas.

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

Vending machine sensors were determined to be infeasible because the card readers that allow for campus ID money (called Purple Points) cannot be powered down without significant delay in reboot.

All other best practices for vending machines are left to the discretion of the beverage contractor. Incorporating more energy-efficient models is done to replace existing machines.

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

LIGHTING: Kachel Fieldhouse Lighting Retrofit, Williams Center Gym 1 Lighting Retrofit, Williams Center Gym 2 & 3 Lighting Retrofit, Williams Center Gym 4 Lighting Retrofit, Williams Center Common Area Lighting Retrofit, Center for Students with Disabilities Lighting Retrofit, Ambrose Health Center Rocker Room Lighting Retrofit, Physical Arts Lab Lighting Retrofit, Drawing Lab Lighting Retrofit, Heating Plant Lighting Replacement, Center of the Arts Sign Replacement, Schwager Road Lighting Retrofit, Parking Lot Lighting Retrofits (#7, #18, new parts of #2 and #8), General Services Building Lighting Retrofit.

STEAM: Heating Plant Steam Trap Replacement, Campus Steam Pit Steam Trap Replacement, Chiller System Air/Dirt Separator

HVAC – AIR HANDLING: Upham Hall Exhaust Fan VFD Drives, Williams Center Gym 1 Air Handler, Ambrose Hall VAV Conversion, HVAC Controls, Cutbacks and Recalibration, McGraw Server Room AC

BUILDING ENVELOPE: Winther Hall Vestibule, Center for Students with Disabilities Window Replacement, General Services Window Replacement

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

http://www.uww.edu/sustainability/campus-operations/energy

Clean and Renewable Energy

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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:

Wisconsin Executive Order 145:

http://docs.legis.wisconsin.gov/code/executive_orders/2003_jim_doyle/2006-145.pdf

Wisconsin Executive Order 145 directs the Department of Administration to pursue demonstration projects at state facilities, including the Capitol and Executive Residence, regarding use of photovoltaic (PV) and other renewable technologies to generate electricity and use alternative fuels for heating and cooling

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*

Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	16,966.20 *MMBtu*

Total energy consumption, performance year:

448,579.70 *MMBtu*

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

The only on-site generation is a solar array on Hyland Hall. As part of the grant funding obtained to erect that array, We Energies retains the RECs for that installation.

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

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

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

The State of Wisconsin purchases all electricity consumed in state-owned facilities. For our campus, the electricity is purchased from WE Energies. In 2005, Act 141 passed and required 10% of all electricity to come from renewable sources by the end of 2007, and 20% of all electricity to come from renewable sources by the end of 2011, if economically feasible. During the 2014 Fiscal Year, the state purchased an equivalence of 15% of all energy consumed in state-owned facilities sourced from wind power. The UW-System allocates this energy purchase to each campus based on electrical energy use.

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

http://docs.legis.wisconsin.gov/2005/related/acts/141.pdf

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	404 *Acres*
Footprint of the institution's buildings	22.50 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	271.50 *Acres*
Managed organically, third party certified and/or protected	110 *Acres*

A copy of the IPM plan:

The IPM plan :

The current Integrated Pest Management plan was derived from a campus effort to prevent use of general herbicides by an environmental student organization. While this ban is no longer in place, we still use pesticides minimally for a number of reasons. Choosing less toxic chemical pesticides and minimizing their use is environmentally beneficial, but also is safer for the staff to handle and use.

The pesticide ban also encouraged the grounds staff to significantly reduce the frequency of general chemical applications on lawn areas by our contracted lawn service. Typically we only do a single application to minimize dandelion spread because several members of the campus community had voiced concerns over their prevalence.

Other than our occasional general lawn applications, we only use chemicals in targeted locations and only for targeted species. Typically, these are used to treat weeds that grow through the cracks of paved surfaces. Occasionally, weeds will be treated in marquee flower beds, such as near the alumni center. Insect pests are only treated with chemcials when they have gotten too far to control manually.

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

The campus grounds supervisor maintains a philosophy of sustainable landscape management due in part to a commitment to maintaining a beautiful and healthy environment. However, a main motivation is also the savings that can be realized through a less intensive approach to managing grounds. It is important to find these savings in both money and time so projects can be implemented to make progress rather than to simply maintain the existing look.

Through the approach of sustainable landscape management, we have been able to maintain a beautiful campus through minimal regular interventions that allows for additional projects that further enhance this mission, like prairie restoration or maintaining a small collection of beehives.

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

The reuse of existing vegetation is most commonly demonstrated by our policy to preserve existing trees whenever possible. This has been important from a public relations standpoint as well, since a large amount of construction on campus has impacted mature trees already.

A centerpiece of our sustainable landscape plan is the use of native species in landscaping beds. A few decades ago, an effort to restore the campus nature preserve to native prairie species was undertaken. Of the 55 acres of disturbed farmland, a portion has been restored to a functional prairie, including a couple dozen plants native to our geographical region and this biome. Harvesting the seeds of these initial plants have helped continue the restoration in other segments of the preserve, but have also provided seed stock to propagate plants for use in campus landscaping. For example, many areas of campus feature Little Bluestem grasses, which have a neat, clumping appearance and enjoyable fall colors.

The main focus in controlling invasive species right now is the response to the Emerald Ash Borer on campus. Well over 1,000 campus trees, many planted in developed areas of campus as parking islands or along roads, are ash trees. Since evidence of the Ash Borer has already been sighted on campus, some trees have been treated. However, this is not a long-term solution and such treatments are chemical-intensive. Therefore, a companion planting program was initiated to begin replacing ash trees by planting a similar species of tree nearby. Once that tree is sufficiently established, the ash tree will be removed.

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

Campus landscaping waste materials are almost exclusively reused. Mulching woody waste from branches or felled trees is reused as landscaping wood chips all over campus. Grass trimmings are never collected and are allowed to mulch in place. Leaves are also mulched in place. Any accumulated yard waste that is collected is left to compost in the nature preserve or in an empty lot near the facilities building. There is an interest to begin a composting program and purchase a compost sifter to utilize the compost collected by the municipal government, which suffers from a fair amount of contamination at this point.

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

Inorganic fertilizers are rarely used in a general application on lawn areas and are really only utilized to help establish new plantings of lawn or landscaping beds. Since lawn clippings and leaves are mulched in place, this also helps maintain the natural nutrient cycle for lawn areas. Lawn areas in the immediate vicinity of the Visitor's Center, Hyland Hall, Hyer Hall, University Center, and Alumni Center

were the only areas managed with any kind of inorganic fertilizers. This is about 1.5 total acres of the total managed space that has more intensive or active fertilization.

In landscaping beds, organic compost from Purple Cow Organics has been used heavily to improve the soil health without inorganic fertilizer. Wood chips also add additional organic matter.

Lawns are aerated regularly to help maintain a healthy environment for them to thrive without chemical inputs.

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

As much as possible, reused or recycled materials are used in a variety of applications. Of course, the benefit of lower costs is as much a motivation as environmental protection. Therefore, a policy of repurposing is very common among various applications.

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

The integrity of natural hydrology is important to help mitigate flash flooding events as well as protecting Whitewater Creek, a small tributary that ultimately ends up in the Mississippi River.

There is a natural depression in the nature preserve that has undergone some excavation so it can serve more consistently and competently as a retention pond during wetter seasons. It has also become an important wildlife habitat, including a rare visit from some migrating whooping cranes, so maintaining a more consistent water level in this area is a high priority. Since it does receive some runoff from a low-lying area of campus that has experienced flooding issues, it is an important resource for minimizing flooding potential.

In one parking lot, there are extensive bioswales planted primarily with cup plant, a native prairie species. The deep root systems of these plants helps draw water down quickly into the soil and this infiltration allows more stormwater runoff to avoid local waterways.

Using dry creek beds near storm drains in the most developed areas of campus also help promote infiltration. The water must run over a bed of various rocks and pebbles, which helps slow the flow rate of that water and encourages infiltration prior to reaching the storm drain.

There is a campus water feature in the academic core that draws its water supply from a nearby building that has a nearly continuous flow of water going into the storm system, due to it being built slightly below the water table. A portion of this water is diverted from the system to maintain the water level in this water feature due to losses from evaporation.

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

Impervious services are currently treated with a product called ThawRox, which has numerous environmental advantages over traditional road salt. A liquid brine system is also being investigated because it has the potential to reduce ThawRox usage by about half, since surfaces pre-treated with the brine resist ice formation. Otherwise, the same "less is more" approach has been adopted to only spot-apply products to problem areas, focusing mainly on heavily used sidewalks. This reduced salt product use helps save money, time, and has environmental benefits.

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

The UW-Whitewater Nature Preserve was originally land purchased in the 1970s to house additional residence halls as part of an aggressive growth agenda for the University of Wisconsin system. When it became clear that this growth was not going to occur, an effort was made to protect the land as a natural green space in an urban area as part of the LAWCON initiative. Years later, this formerly disturbed farmland started its transformation back to a habitat found native to Wisconsin prior to European settlement, thanks to the efforts of several faculty and staff members. This restoration effort has continued today and now several acres of land have been restored with native prairie species, and with active management of the area through controlled burns and seed collection, we hope to restore the entire area to native prairie species in the future.

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

No

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

http://www.uww.edu/sustainability/campus-operations/grounds

Biodiversity

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

Area of opportunity to provide additional protections to the Nature Preserve and conduct more detailed analysis of the area's importance to biodiversity.

"---" *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:

The Land and Water Conservation Fund Act (LAWCON) was enacted by Congress in 1964 "to strengthen the health and vitality of the citizens of the United States" through planning, acquisition, and development of land and water outdoor recreation facilities. A trust fund was created to collect receipts from several sources (chiefly from outer continental shelf oil leases) from which Congress would annually appropriate funds to be distributed among the states and territories.

The UW-Whitewater Nature Preserve was originally purchased in part through funds provided by the LAWCON initiative. The Friar's Woods area, which is approximately 40 acres, was purchased using LAWCON funds in 1970. Other areas of campus have subsequently been purchased using these funds as well. Part of this area was also purchased to potentially house residence halls in the future, anticipating significant enrollment growth that has not fully materialized.

This formerly disturbed farmland started its transformation back to a habitat found native to Wisconsin prior to European settlement, thanks to the efforts of several faculty and staff members. This restoration effort has continued today and now several acres of land have been restored with native prairie species, and with active management of the area through controlled burns and seed collection, we hope to restore the entire area to native prairie species in the future.

The area is 110 acres, with about half of it as prairie or disturbed former farmland and half is wooded or contains heavy brush cover. Restoration efforts continue to this day, and the area retains some of its legal protections bestowed by the LAWCON purchase. However, more stringent protections are needed to ensure this land will not be subject to extensive development decades into the future.

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

No

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

No

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

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

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

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

http://www.uww.edu/sustainability/campus-operations/grounds

Purchasing

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

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

Electronics Purchasing

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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:

Since all campus computers on the stated preferred hardware list are EPEAT Gold certified, it would be a very simple policy addition to add a stated preference for EPEAT certified technology.

Inventory of approved hardware available from iCIT and related EPEAT certification:

PC DESKTOPS:
http://www.uww.edu/Documents/icit/documentation/Tech%20Purchasing/Tech%20Purch%20Handout%20-%20
PC%20Desktops.pdf

EPEAT Search Results:
http://ww2.epeat.net/publicSearchResults.aspx?return=search&&status=1&ProductType=1
,4,5&stdid=1&manufacturer=24&epeatcountryid=1&

- EliteDesk 800 G1 Small Form Factor (Gold):
http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=10456&ProductType=1,4,5&epeatcountryid=1&stdid=1&manufacturer=24

- EliteDesk 800 G1 Small Form Factor w/SSD:

- EliteDesk 800 G1 Mid-Tower Alternate Lab/Class (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=10454&ProductType=1,4,5&epeatcountryid=1&stdid=1&manufacturer=24

- EliteDesk 800 G1 Ultra Small Desktop Alt Lab/Class (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=10457&ProductType=1,4,5&epeatcountryid=1&stdid=1&manufacturer=24

- EliteOne 800 G1 All-in-One (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=10461&ProductType=1,4,5&epeatcountryid=1&stdid=1&manufacturer=24

- EliteOne 800 G1 All-in-One w/SSD:
- EliteOne 800 G1 All-in-One w/Touch (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=12840&ProductType=1,4,5&epeatcountryid=1&stdid=1&manufacturer=24

- EliteOne 800 G1 All-in-One w/Touch w/SSD:

APPLE DESKTOPS:

http://www.uww.edu/Documents/icit/documentation/Tech%20Purchasing/Tech%20Purch%20Handout%20-%20
Apple%20Desktops.pdf

EPEAT Search Results:

http://ww2.epeat.net/publicSearchResults.aspx?return=search&&status=1&ProductType=1
,4,5&stdid=1&manufacturer=32&epeatcountryid=1&

- Apple Mac Mini (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=searchoptions&action=view&search=true&a
mp;productid=9149&ProductType=1&epeatcountryid=1&stdid=1

- Apple 21.5" iMac (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=pm&action=view&search=true&producti
d=9140&epeatcountryid=1&stdid=1&manufacturer=32
- Gold includes MD093, ME699, Z0Q4, ME086, ME087, Z0PE, MF883, MF470, Z0QE, Z0PD,
- Apple Standard+ 21.5" iMac:
- Apple Standard+ 21.5" iMac w/SSD:
- Apple Mid-Range 21.5" iMac:
- Apple Standard+ 27" iMac (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=pm&action=view&search=true&producti
d=11024&epeatcountryid=1&stdid=1&manufacturer=32
- Gold includes ME088, ME089, Z0PG, MF471, MF 472, Z0QG, Z0PF, Z0QF
- Apple Standard+ 27" iMac w/SSD:
- Apple Mid-Range 27" iMac
- Apple High End 27" iMac:

PC LAPTOPS:

http://www.uww.edu/Documents/icit/documentation/Tech%20Purchasing/Tech%20Purch%20Handout%20-%20
PC%20Laptops.pdf

EPEAT Search Results:

http://ww2.epeat.net/publicSearchResults.aspx?return=search&&status=1&ProductType=3
&stdid=1&manufacturer=24&epeatcountryid=1&

- HP ProBook 640 G1 14" Notebook (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=11255&ProductType=3&epeatcountryid=1&stdid=1&manufacturer=24

- HP ProBook 650 G1 15" Notebook (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=11256&ProductType=3&epeatcountryid=1&stdid=1&manufacturer=24

- HP Ultralight Laptop EliteBook Folio 9480m (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=12356&ProductType=3&epeatcountryid=1&stdid=1&manufacturer=24

- HP EliteBook 840 G1 14" (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=11070&ProductType=3&epeatcountryid=1&stdid=1&manufacturer=24

- HP EliteBook 850 G1 15" Notebook (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=11066&ProductType=3&epeatcountryid=1&stdid=1&manufacturer=24

- HP Z Book 15" Notebook (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=10821&ProductType=3&epeatcountryid=1&stdid=1&manufacturer=24

- HP Z Book 17" Notebook (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=search&action=view&search=true&prod
uctid=10871&ProductType=3&epeatcountryid=1&stdid=1&manufacturer=24

MAC LAPTOPS:

http://www.uww.edu/Documents/icit/documentation/Tech%20PurchasingTech%20Purch%20Handout%20-%20A
pple%20Laptops.pdf

EPEAT Search Results:

http://ww2.epeat.net/publicSearchResults.aspx?return=search&&status=1&ProductType=3
&stdid=1&manufacturer=32&epeatcountryid=1&

- Apple 13" MacBook Air (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=pm&action=view&search=true&producti
d=10444&epeatcountryid=1&stdid=1&manufacturer=32
- Gold includes MD760, MD761, Z0NZ, Z0P0, MF068
- Apple 13" MacBook Pro (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=pm&action=view&search=true&producti
d=8620&epeatcountryid=1&stdid=1&manufacturer=32
- Gold includes MD101, MD102, Z0MT, Z0MU, ME864,

- Apple Standard+ 13" Retina MacBook Pro:
- Apple High End 13" Retina MacBook Pro:
- Apple 15" Retina MacBook Pro (Gold):

http://ww2.epeat.net/ProductDisplay.aspx?return=pm&action=view&search=true&producti
d=8624&epeatcountryid=1&stdid=1&manufacturer=32

; Gold includes MD103, MD104, Z0MV, Z0MW
- Apple Mid-Range 15" Retina MacBook Pro:
- Apple High End 15" Retina MacBook Pro:

"---" *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?:

No

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

The electronics purchasing policy, directive, or guidelines :

Technology Purchasing

The following policy and guidelines were established in order to maximize limited University funding and to ensure reliability and integration in the campus technology environment.

Policy Statement

Computer hardware, software, peripherals or any other equipment that is intended to connect to the campus wired or wireless network and/or use any infrastructure building cabling will require consultation with ICIT prior to purchase.

Attach a copy of the purchase approval email message from ICIT to the Purchase Order.

If you already have an ICIT contact for purchasing/consultation, please continue to consult with them. Otherwise, please contact the appropriate ICIT representative listed below for consultation or purchase. You will receive a response by the next business day.

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

Computer hardware, software, peripherals or any other equipment that is intended to connect to the campus wired or wireless network and/or use any infrastructure building cabling will require consultation with ICIT prior to purchase.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	1,010,000 *US/Canadian $*

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

1,010,000 *US/Canadian $*

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

http://www.uww.edu/icit/services/tech-purchasing

Cleaning Products Purchasing

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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

Submission Note:

"---" *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:

Green Cleaning Policy.docx

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

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

Awarded vendors of this contract will work with end-users to replace non-green certified cleaning chemicals with Green Certified (Green Seal, Ecologo or EPA DfE) chemicals through product testing processes.

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

Compliance with UW System purchasing guidelines are required, but there is a campus green cleaning policy that provides further direction on the purchase and use of these products.

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

No

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

0 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

248,000 *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:

The purpose of the Green Cleaning Policy is to implement green cleaning practices and product use to optimize environmental conditions for all building occupants and maintenance personnel by minimizing potentially hazardous chemical, biological, and particulate contaminants, which adversely affect air quality, human health, and the environment.

To fulfill LEED O&M EQ Prerequisite requirements, every attempt is made to select materials that meet the requirements of EQ – Green Cleaning: Cleaning Products and Materials and EQ– Green Cleaning: Cleaning Equipment.

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

2588_3.DOC

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

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

1.1 In addition to providing 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.

6.4.3 Contractor is encouraged to provide advice to end-users about efficient and economical solutions to cleaning problems. Contractor is encouraged to keep end-users updated on the latest Green Certified (Green Seal, Ecologo or EPA DfE certified) products within their category of award.

6.4.4 The Bureau of Procurement is committed to expanding the Green Certified (Green Seal, Ecologo or EPA DfE certified) product lists for all Tier 1 categories. To this end, awarded vendors are encouraged to work with end-users in performance testing processes of Green Certified sample products to replace non-green products.

7.1 Tier 4: Bidder shall submit a percent discount off of a dedicated Green Certified (Green Seal, Ecologo and/or EPA DfE certified) manufacturer's catalog or list prices. Bidder will also submit the publication number and date of the price lists that discount is derived from. Upon request by the Bureau of Procurement, Bidder must provide documentation of their company's price lists.

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

http://www.uww.edu/sustainability/campus-operations/purchasing

Office Paper Purchasing

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Part 1

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

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

Part 2

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

Submission Note:

http://vendornet.state.wi.us/vendornet/recycle/index.asp

http://vendornet.state.wi.us/vendornet/procman/prod19.asp

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

http://vendornet.state.wi.us/vendornet/asp/ContractDetail.asp?SystemContractNumber=2537

"---" *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:

The paper purchasing policy, directive or guidelines:

The Bureau of Procurement and state agencies will achieve the goals of recycling and waste reduction procurement by revising specifications, bidding effectively, and purchasing recycled products. The Bureau's role is to assist state agencies in complying with current state law. The majority of the following specific material requirements, timetables, deadlines, and compliance requirements come directly from 1989 Wisconsin Act 335, as amended by later legislation.

s.16.75(8)(a) 2. Each agency and authority other than the University of Wisconsin Hospitals and Clinics Authority shall ensure that the average recycled or recovered content of all paper purchased by the agency or authority measured as a proportion, by weight, of the fiber content of paper products purchased in a fiscal year, is not less than 40% of all purchased paper.

State agencies are required to use recycled papers whenever possible. Paper offered on this contract shall meet the definitions and minimum content recommendations in the EPA Comprehensive Procurement Guidelines issued October 2007. Current RMAN percentages can be accessed in electronic format on the Internet at

www.epa.gov/cpg

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Based on the following general recycled content criteria, paper specifications will achieve the maximum postconsumer content that is reasonable available from at least two manufacturers and that satisfies performance standards. The criteria for determining realistic recycled content specifications are: Adequate supply; Competitive market with at least two manufacturers producing the specified content; and Reasonable price.

It is the awarded bidders' responsibility to obtain mill certifications for all brands of recycled paper sold through this contract, and to submit the certifications to the State Bureau of Procurement upon request. A mill certification is a letter from a paper mill confirming recycled content based on the EPA definitions of terms. A mill certification letters must be submitted for both Lots 5 and 6.

Paper purchased on campus typically carries the FSC Mix Label, although some manufacturers use the SFI label that indicates 100% responsible sourcing.

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

"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."

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

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

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	0 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	62,100 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Total expenditures on office paper :

75,325 *US/Canadian $*

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

http://www.uww.edu/sustainability/campus-operations/purchasing

Inclusive and Local Purchasing

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

The percentage of these purchases compared to the overall university spend for service and commodities is minimal. Disadvantaged spending is $3,200 and local/community-based businesses is $190,300.

Average campus-wide spending is considered an average of $22 million.

"---" *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:

OP 15 - State Procurement Manual.pdf

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

UW System campuses purchase goods and services through State Procurement. The State of Wisconsin is committed to the involvement of minority, women, and veteran-owned business enterprises in the state's procurement program. UW-Whitewater 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. Other programs included are The Minority Business Enterprise Program, Woman-Owned Business Enterprise, and Disabled Veteran-Owned Business Enterprise.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

1

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/ProcurementDeskGuide.pdf

Life Cycle Cost Analysis

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

"---" 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?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

State Procurement Policy:

http://vendornet.state.wi.us/vendornet/procman/prod19.asp

Specifications should use life cycle costing when it is appropriate to include the costs of waste disposal or to evaluate durability or reusability.

Life cycle cost formulas may include, but are not limited to the applicable costs of energy efficiency, acquisition and conversion, money, transportation, warehousing and distribution, training, operation and maintenance and disposition or resale.

Bid specifications should state whether or not life cycle costs will be used in the bid evaluation. If life cycle costing is used for bid evaluation but the details are not included in the bid specifications, then the terms, conditions, and evaluation criteria will be available upon request at the time of the bid opening.

Any energy-related product implemented for the purpose of energy savings is evaluated according to its simple payback, or the length of time it can pay for the initial investment through energy savings. If the simple payback exceeds the useful life of the product, it is deemed infeasible. While this calculation is suitable for purposes of securing state funding, campus projects also incorporate an estimate of

maintenance costs, particularly when a project can realize maintenance savings over the existing technology or product.

Therefore, maintenance cost is implicit in the lifetime of the product itself, but servicing more complex systems that might only achieve minimal gains in energy savings lose some degree of credibility, even if they achieve the lifetime payback metric.

The website URL where information about the institution's LCCA policies and practices is available:

http://www.uww.edu/sustainability/campus-operations/purchasing

Guidelines for Business Partners

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

"---" 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?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

OP 17 - State of Wisconsin Vendors Guide.pdf

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

UW Credit Union: The bank is not covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards. In regard to policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights, the bank is governed by all applicable state and federal employment laws as well as National Banking laws. No other minimum standards apply requiring our adherence.

Chartwells: The following provisions were included in the RFP for the current contract with Chartwells, the campus food service provider:

5.13.1
Describe how you intend to address the issues of Sustainability Practices. Propose an outline of practices you would implement in the first year of the contract, versus what the campus should expect over the life of the contract (waste management, energy consumption, purchasing, and other).
5.13.2
Describe how and to what extent your offerings include Fair Trade, Locally Grown, Humane and Organic Foods. Describe purchasing practices that include sustainable sources and meet the University's goal of 10 percent or more of purchases from local/regional producers.
5.13.3
Describe your company's plan for reducing waste that would contribute to landfill levels in our community. Describe any experiences with compostable disposable ware and potential applications for UW-Whitewater.
5.13.4
Describe how you will reduce energy consumption in food service operations. The University will collaborate with the vendor to incentivize energy reduction on electrical, natural gas, and steam usage. The program will be agreed to in Year 1 for implementation in Year 2 and will be based on a benchmark of the average of three years of meter readings on each utility.
5.13.5
Describe how you intend to support efforts to move forward to create a more sustainable food service operation as well as any new areas of sustainability that will arise in the future as it pertains to food service footprint on the environment. Describe current programs in place at your other accounts that may enhance our program.
5.13.6
Describe any reusable mug programs or other promotions and education programs for reducing waste, as well as, how your company will reduce waste. Describe how you will implement a program for biodegradable containers, cups, cutlery, plates and bowls. plates and similar items as much as possible.
5.13.7
Describe what marketing or education initiatives you propose to encourage healthy eating habits and a healthy lifestyle?

The following provisions are in the current contract with Chartwells:

6.6.1
Chartwells agrees to offer a trayless program in all units/restaurants with the exception of the Commons, summer camps and conferences, and for special need students and staff.

7.23.14 Use of Disposable Serving Ware

Chartwells agrees in the interest of sustainability issues and the customer perception of service levels, use of disposable serving ware including, but not limited to plates, flatware and beverage containers will be minimized to the extent possible. China and non-disposable flatware and glassware should be used whenever it is possible to do so.

7.32.1

Chartwells shall collaborate with the University for the potential purchase and use of products grown in the University Garden if said products meet the appropriate risk management, health codes, etc.

7.32.7

Chartwells agrees that sustainability efforts will be reviewed by June 30th annually for effectiveness and comparison/alignment to goals of the University sustainability initiatives. Upon these reviews and upon mutual agreement between Chartwells and the University, pending notification of and approval from the UW-System Procurement Office, appropriate adjustments/amendments to the contact will be made.

7.32.8.1 Chapter 266 State Statutes

Chartwells shall comply with University and State policies and procedures related to recycling of waste

materials, purchase of recycled materials and participate in required waste separation programs. The

University shall arrange for space and/or suitable containers required for recycling.

Chartwells shall assist the University in providing data supporting their program participation.

Chartwells shall develop programs, approved by the University, to reduce the use of disposable items that are not recyclable and separate for recycling the following materials that are generated as solid waste by the University and Contractor:

a) Aluminum containers

b) Corrugated paper or other container board

c) Glass containers

d) Magazine or other material printed on similar paper

e) Newsprint

f) Office paper

g) Plastic containers #1, #2

h) Steel containers, aerosol cans, paint cans

7. 32.8.2 Recyclable Materials and Trash Removal

Chartwells agrees the University will provide dumpster service for trash and garbage under separate contract.

Chartwells is encouraged to recycle when possible. No charge will be made for service of recycled items properly separated by Chartwells.

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:

An ongoing relationship with the Chartwells staff, including involvement in and consultation with their sustainability program and practices, have ensured their efforts are consistently maintained at a local level.

A notable change in purchasing behaviors have revolved around the shift from foam disposable food service containers. They have largely adopted compostable disposables to replace foam products and this effort was largely in response to campus interest in a more sustainable alternative.

Generally speaking, however, sustainability is an integral part of Chartwells mission and they are very willing and interested in exploring new possibilities, such as a larger scale composting program, so long as the cost and level of service does not compromise the experience

of the students they serve.

The website URL where information about the institution's guidelines for its business partners is available:

http://www.uww.edu/sustainability/campus-operations/purchasing

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

    A. Gasoline-electric hybrid

    B. Diesel-electric hybrid

    C. Plug-in hybrid

    D. 100 percent electric

    E. Fueled with Compressed Natural Gas (CNG)

    F. Hydrogen fueled

    G. Fueled with B20 or higher biofuel for more than 4 months of the year

    And/or

    H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

85

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	4
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The adoption of more widespread alternative fuel and power technology in the motorized fleet is challenging. The majority of our fleet vehicles are service vehicles that must serve a large range of maintenance tasks and have the capacity to carry a variety of equipment. Therefore, it is very common to see full-sized vans or trucks used on campus. However, there has been some effort to use the smaller Vantage vans. These are still gasoline-powered, but use much less gasoline than their larger predecessors.

The other most prevalent service vehicle used are small carts that travel on sidewalks, such as Gators or Mules. These vehicles have been replaced with a few full-electric equivalents, but the reliability and success of the battery technology in these vehicles proved inconsistent during the winter months.

The passenger vehicle fleet has been outsourced to Enterprise Rental, so we do not have any significant impact on their vehicle choices. The few passenger vehicles in our fleet do have flex-fuel capabilities, although it is easy to argue against the sustainability of ethanol. Exploring biodiesel options seems to be the likely course for future adoption, along with integrating electric vehicles with lithium-ion battery technology since there are now charging stations appearing on campus.

The website URL where information about the institution's support for alternative fuel and power technology is available:

http://www.uww.edu/sustainability/campus-operations/transportation

Student Commute Modal Split

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

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

Total percentage of students that use more sustainable commuting options:

80.30

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)	19.70
Walk, bicycle, or use other non-motorized means	38.40
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	2

A brief description of the method(s) used to gather data about student commuting:

Since there is not a reliable method of calculating this number and in the absence of a scientific survey, some assumptions are made based on campus parking permits. While there are some who drive without permits, all parking on campus requires a permit and it is safe to assume most vehicles that come to campus are single occupancy vehicles. To balance these two outliers, we assume that all vehicles are single occupancy vehicles to account for those that use parking meters regularly. In reality, there are probably a decent percentage of

students that carpool and obviously plenty of metered parking used regularly.

Additionally, there are commuter permits owned by students who live locally, but only use their vehicles sporadically. There is also a lightly used regional bus service. This would indicate that those who use sustainable transportation might be higher. However, there are 1,868 Residential permits sold to students in the Residence Halls and many of them travel home on weekends. Since this is not strictly related or required to attend classes, it is not considered part of our measurement but is large enough to note the significant emissions that accumulate from this practice. Therefore, we consider our assumption to be conservative in nature until a proper measurement of sustainable transportation use can be assessed but we do acknowledge that our conservative estimate is more than negated by the practice of weekend travel by on-campus, residential students, who make up 38.4% of our population.

The website URL where information about sustainable transportation for students is available:

http://zimride.uww.edu/

Employee Commute Modal Split

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

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

Total percentage of the institution's employees that use more sustainable commuting options:

17.60

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)	82.30
Walk, bicycle, or use other non-motorized means	17.60
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

Since there is not a reliable method of calculating this number and in the absence of a scientific survey, some assumptions are made based on campus parking permits. While there are some who drive without permits, all parking on campus requires a permit and it is safe to assume most vehicles that come to campus are single occupancy vehicles. To balance these two outliers, we assume that all vehicles are single occupancy vehicles to account for those that use parking meters regularly. In reality, there are probably a decent percentage of faculty or staff that carpool. For faculty in particular, there is likely a percentage that telecommute but it is impossible to determine this number.

Additionally, there are commuter permits owned by faculty or staff who live locally, but only use their vehicles sporadically. There is also a lightly used regional bus service. This would indicate that those who use sustainable transportation might be higher. Therefore, we consider our assumption to be conservative in nature until a proper measurement of sustainable transportation use can be assessed.

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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

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:

Currently, there is no shower and locker facilities that are publicly available and advertised for bicycle commuters, although this may be implemented in the near future.

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:

A mostly complete map of bicycle rack and long-term storage locations can be found here:

http://arcg.is/1BtZIaf

Residence Life has bicycle lockers available at several locations and covered bicycle storage near Starin Hall:

http://www.uww.edu/residencelife/residence-halls/bikelockers

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The City of Whitewater has recently adopted a Bicycle and Pedestrian Master Plan, which includes recommendations for a Complete Streets ordinance that recently passed Common Council. While there is no specific commitment to following this policy on campus, the general effort to provide connectivity and accommodation to the city efforts (particularly the city streets that intersect the campus) is already underway as the campus has been an active partner in the city's process.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

The bicycle sharing program is scheduled for pilot launch in Spring 2015, but is not complete at the time of submission.

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:

Will be considered further once we have an opportunity to work through some of the planning process with the city government.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

No

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):

The campus is located in a small municipality that does not have a transit pass. A free campus shuttle was tried for bringing students on campus to local businesses, but was underutilized simply based on the close proximity of these businesses to a relatively centrally-located campus.

A regional bus system is available and operated by a larger nearby municipality with a bus service, but discounts are not offered as it has struggled financially since its inception.

http://www.ci.janesville.wi.us/index.aspx?page=558

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:

Demand has not warranted this type of 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:

http://zimride.uww.edu

The campus is a member of Zimride, now operated by Enterprise Rental, which is an online ride sharing database. Campus users can create profiles using secure campus log-in information and be automatically matched with other commuters who enter the same schedule. We have also partnered with several other UW System schools who also have Zimride to expand our regional network.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:
Yes

A brief description of the car sharing program:

http://www.enterprisecarshare.com/car-sharing/program/uww

Enterprise CarShare a car sharing program on campus that allows you to reserve a car by the hour for one, all-inclusive price. Unlike traditional rental, you only have to be 21 years old to share in your community. However, for the campus program you can actually rent a vehicle if you are at least 18 years old and have an insurance policy to cover liability and repairs.

The vehicles are located near the Visitor's Center in the main commuter parking lot. Currently, we have two vehicles available for rental.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

A brief description of the electric vehicle recharging stations:

http://www.chargepoint.com/

We have two electric vehicle Level 2 charging locations on campus that are connected to the ChargePoint network. One is a single-post charger located at the General Services building and is designed to serve an electric vehicle in the service or rental vehicle fleet. The other

location is a dual-post charger in the parking lot adjacent to Upham Hall and is designed to serve the wider campus community with a convenient location.

Vehicles parked in these spots are asked to limit their time at the charging station to four hour increments and to not park at the spot if they do not need to use the charger.

Both charging stations are free to the public if the user already has a ChargePoint card.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

No consistent or campus-wide telecommuting program exists. Telecommuting is only offered on a case by case basis and at the discretion of the supervisor.

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:

Most campus departments offer an option to use "flex time" where more hours are worked on certain days and other days can be taken off during the week. This practice tends to be more available for faculty and staff that work with students because there is a somewhat limited Friday class schedule on this campus.

Full policy included in Classified Policies document:

http://www.uww.edu/Documents/adminaffairs/hr/2012ClassifiedPolicies.pdf

The University of Wisconsin Whitewater endorses the use of Flextime and understands it contributes to employee morale. Flextime does not allow for a change of work location.

A. In establishing Flextime both management and employees recognize that the use of Flextime cannot prevent or interfere with the accomplishment of the mission, goals and tasks of the University and its various units, nor can Flextime cause a reduction in the levels of service presently being provided.
B. Classified employees may participate in Flextime if their work unit and position allows for University needs to be met while participating in Flextime.
C. Employees who do not have a satisfactory performance appraisal may not be allowed to participate in Flextime, it is at the discretion of the supervisor.
D. The Flextime schedule for FLSA "exempt" employee s is 80 hours every two week pay period. The Flextime schedule for "non-exempt" employees is 40 hours per week.
E. The maximum number of hours a supervisor may approve to work per day is 12. Flextime is hour for hour and paid at the standard rate. It must not cause overtime.
F. The supervisor may choose hours or days of the week that the employee must be present as p art of the Flextime schedule.
G. Flextime schedules must be approved by the supervisor in advance. Supervisors may require submission of the proposed schedule in

writing up to two weeks in advance or may approve a verbal request in situations that could not

have been anticipated more than 24 hours in advance. In all cases where time sheet are filled out, or recorded in the system, they must be recorded accurately as the exact hours worked.

H. Flextime schedules may be for long-term or short-term. In either case, the supervisor or employee must inform the Office Human Resources and Diversity specifically their payroll specialist of any approved Flextime.

I. Employees who use vacation time or sick leave on a day they have Flextime, must report the number of hours

they are gone as leave time. For example, if an employee is approved to work 9 hour days, for 4 days and then a half day

on Friday, and the employee is sick on a 9 hour day, the employee must report 9 hours of leave time for that day.

J. Supervisors may revoke use of Flextime if operational needs are no longer being met, suspected abuse or employee work-related issues.

Employees must initiate the request for Flextime by using the Flextime Request Form from the Office of Human Resources and Diversity.

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

http://www.uww.edu/foundation/downpayment/

The Warhawk Real Estate Foundation ("Foundation") is an entity separate from the University of Wisconsin-Whitewater that owns a number of vacant lots within the City of Whitewater. The Foundation has created the Faculty and Staff Down Payment Assistance Program to help the university with its stated goal to "attract, retain and support sufficient numbers of faculty and staff who are committed to innovatively promoting student learning and fostering student success."

Specifically, the Down Payment Assistance Program allows full-time UW-Whitewater employees to purchase a lot from the Foundation for the construction of a new house. Effective immediately, all lots will be priced at $15,000. The employee will work with the lender of their choice to secure financing for the purchase of the property, and a construction firm of their choice to build a house on the property. If the employee signs a construction contract within two years of the purchase of the lot, and has maintained employment at UW-Whitewater, the Foundation will provide $5,000 toward construction in the form of a check made out to the construction firm.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Janesville-Milton-Whitewater Innovation Express is a regional commuter bus service that serves the UW-Whitewater campus:

http://www.ci.janesville.wi.us/jmw

The website URL where information about the institution's sustainable transportation program(s) is available:

http://www.uww.edu/sustainability/campus-operations/transportation

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	324.05 *Tons*	276.62 *Tons*
Materials composted	0 *Tons*	0 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	754.32 *Tons*	766.25 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,126	3,476.50
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,737	9,484
Full-time equivalent of employees	1,216.75	1,056.26
Full-time equivalent of distance education students	2,026	1,420

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

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

A brief description of when and why the waste generation baseline was adopted:

Baseline was FY 2008 to maintain congruence with energy and population data.

A brief description of any (non-food) waste audits employed by the institution:

No waste audits have been performed recently. The previous waste audit performed by the waste hauler was used to determine the percentages for commingled recycling estimates broken down by material type.

A brief description of any institutional procurement policies designed to prevent waste:

http://vendornet.state.wi.us/vendornet/procman/prod19.pdf

The State of Wisconsin has a policy in the State Procurement Manual to to establish policy on recycling-related procurement in accordance with 1989 Wisconsin Act 335, including: the purchase of recycled products; the purchase of products with reduced waste; the purchase of products that can be recycled; the choice of durable, multiple-use products; and the use of life cycle costing.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

http://www.uww.edu/policies/disposal-of-university-property

The Director of Procurement Services shall coordinate all property disposal activities on campus as the official Property Control Officer for UW-Whitewater. All such property disposition shall be in accordance with regulations found in the "State Procurement Manual" section "PRO-F3, 4, & 5" as published by the Wisconsin Department of Administration.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The UW-Whitewater Integrated Course Search (WICS) is a publicly available, searchable, web-based course search and catalog, and the campus directory is completely online and a printed version is no longer available to save on cost and paper use.

A brief description of any limits on paper and ink consumption employed by the institution:

General printing policy (no specific notes on paper or ink consumption limitation efforts):

http://www.uww.edu/icit/policies-agreements/printing-policy

Practice: The General Access labs (Library, L1008, Mg19, UC146, UH51, and CA4) all default to double-sided printing and we use print release stations in the larger areas (Library, L1008, Mg19) so that unwanted printing is never released.

General Access Printing Policy: General Access Printing is limited to students for academic purposes only. Please do not print student organization materials, department materials, or chapters of books. Print quantities are monitored!"

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Residence Life has partnered with Goodwill Industries in recent years to coordinate a collection event as part of the move-out activities. These events have been very successful and productive to help reduce the amount of waste generated, although specific numbers have not been tracked at this point during the pilot phase of the program. However, the value to Goodwill prompted them to place two permanent on-site collection bins near each residence hall area to facilitate year-round collection.

Move-in waste is generally handled with additional recycling haul-away dumpsters to accommodate the increase in cardboard during this period. Recycling magnets have also been provided the last couple years to clearly articulate what items are and are not recyclable on campus.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

At least once per year, Dining Services engages in a program to audit post consumer food waste in our All You Care to Eat Dining Facilities. For a series of 3-4 weeks, during the lunch meal period once per week students are asked to scrape their food waste into trash bins rather than returning their dirty plates to the dish carousel. We then weigh the waste and report the number to our students in total pounds and pounds per person.

The program is actually designed to raise awareness of hunger in our community. By reducing food waste in our these facilities over the specified period, a donation is made to the locally run and self-sustaining food pantry in Whitewater.

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:

Dining Services tracks and monitors pre-consumer food waste and production waste on a daily basis at each of our locations. Waste is recorded by Associates and monitored by management. Adjustments are made to menus, production as well as finding ways to incorporate unused food into menus.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Dining Services participates in trayless dining programs in our two "all you care to eat" dining facilities. This has impacts on reducing waste from washing the trays, as well as reducing food waste from customers not taking more than they can eat just because it can fit on a tray.

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):

Compostable containers are used for hot beverages across campus. Compostable plates are used at Uno due Go. Compostable containers are used for cold fountain beverage purchases in our retail areas. However, there is no composting program in place on campus.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Reusable service ware are used in both "all you care to eat" dining facilities and in the UC Commons, which is a buffet-style dining option in the University Center.

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:

Dining Services provides a discount on brewed coffee to customers making a purchase with a reusable mug.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

http://www.uww.edu/sustainability/campus-operations/waste

Waste Diversion

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

324.05 *Tons*

Materials disposed in a solid waste landfill or incinerator :

754.32 *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:

RecycleMania is a national competition designed to promote a higher recycling rate on participating campuses while finding ways to reduce overall waste that enters either waste stream. Our campus has participated in this effort since 2009 and has been engaging in messaging consistently to clear up misconceptions about proper recycling procedures.

Common area recycling bins are being evaluated to determine if there are any gaps in coverage. Most notably, an expansion of outdoor recycling bins has provided much stronger coverage in athletics and residential sections of campus.

The campus has an active surplus program where furniture and other miscellaneous equipment are sold bi-weekly to a variety of customers at very affordable rates.

A media recycling collection program (CD/DVD, batteries, cell phones, toner/inkjet cartridges) was launched by a student and is now managed by the Sustainability Office.

Fluorescent light bulbs and tubes are picked up for recycling by a state contracted vendor.

Scrap metal is sold to a local recycler by the pound.

Standard pallets are collected and sold to a recycler, while non-standard sized pallets are donated to local businesses, employees, and the general public.

Motor oil and tires are recycled responsibly with a local contractor.

Recycling magnets are consistently given to incoming freshman to explain the basic guidelines for recycling on campus. This message is reinforced through ongoing education in Residence Life and by the UW-Whitewater Earth Initiative marketing campaign.

A brief description of any food donation programs employed by the institution:

UW-Whitewater Campus Garden donates all food produced to the Whitewater Food Pantry. Chartwells conducts an annual food waste awareness campaign called Project Clean Plate, which measures the amount of food waste generated in the dining halls. If customers are able to reduce their food waste compared to the baseline, Chartwells donates the weight difference in food to the Whitewater Food Pantry.

A brief description of any pre-consumer food waste composting program employed by the institution:

Chartwells handles all pre-consumer food waste by sending it through an industrial grinder and into the wastewater treatment system. The wastewater treatment plant for the City of Whitewater has an anaerobic digester system that creates digested sludge that can be applied to agricultural fields directly in a liquid form. Biogas produced by the digesters is flared (burned and released to the atmosphere) at a waste gas burner.

Also, student projects have experimented with composting and vermicomposting systems and pre-consumer waste has been used for these purposes.

A brief description of any post-consumer food waste composting program employed by the institution:

Student projects have experimented with composting and vermicomposting systems and post-consumer waste has been considered for these purposes.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No

Food composting	No
Cooking oil	Yes
Plant materials composting	No
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Cell phones and different types of media are included in the electronic waste recycling collection.

Construction and Demolition Waste Diversion

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

1,900.35 *Tons*

Construction and demolition materials landfilled or incinerated :

373.69 *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:

Carlson (now Laurentide) Hall was originally constructed in 1972 as a 77,000 square foot classroom building located in the center of the University of Wisconsin Whitewater campus. The building is owned by the State of Wisconsin and managed by the campus. LEED for New Construction provided a recognizable metric for showcasing Laurentide Hall's sustainable features and practices.

Strang, Incorporated, the architect, contracted with Leonardo Academy to perform a LEED Charrette to explore what would be needed to meet the LEED-NC requirements at varying certification levels. After careful consideration, the project opted to pursue LEED certification with Leonardo Academy providing consulting services. The LEED-NC implementation effort began in November 2010. The project has had a twelve-month construction period that lasted from December 2011 to December 2012.

Participating in LEED-NC has produced a number of benefits:

Energy performance has been estimated to be 24% lower than the ASHRAE 90.1 code standard baseline

Implemented a green cleaning program in the building and campus

Diverts 83% of the building's construction waste stream through a waste reduction and recycling program

Reduced potable water used for irrigation by 100 percent

Improved the occupant environment through the use of low VOC materials throughout the building

Specified high recycled content, locally sourced materials

Salvaged over 86% of the structural frame and shell

Hazardous Waste Management

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

http://www.whitewater-wi.gov/residents/services/refuse-a-recycling/2235-free-electronics-recycling-2

http://www.whitewater-wi.gov/images/stories/public_works/recycling/Southeaster_WI_Electronic_Waste_2010.pdf

"---" *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:

Hazardous substances and chemicals are purchased in amounts commensurate with normal consumption rates. No university institution or employee is to accept donated hazardous substances or chemicals from outside sources without notification to the Hazardous Waste Coordinator and development of a written plan exists for the use of the entire quantity within six months of its receipt. No university

institution or employee shall be permitted accept hazardous wastes from a person or organization external to the University.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

The Hazardous Waste Management Policy is established to aid the University of Wisconsin-Whitewater in achieving and maintaining compliance with the hazardous waste regulation, NR 661 of the Wisconsin Administrative Code. The NR 661 requirements include locating the waste sources on campus, evaluating the waste characteristics and controlling the substance from generation to final treatment and disposal.

All hazardous waste is to be disposed of using only the contracts and contractors that have been approved by UW System Administration. Contracts currently in place are for waste incineration, landfill, management of highly reactive/explosive materials, and analytical testing. All waste shipments and contractor scheduling are coordinated with UW System Administration to reduce costs and maximize scheduling. Waste will be treated or disposed of only using facilities and sites that have been approved by UW System Environmental Health and Safety staff.

The Hazardous Waste Mini-Guide is provided online so the necessary information is provided to employees to properly process and dispose of all hazardous chemical wastes. Information is provided on how to segregate, package, and label waste for pick-up and transportation to the campus Hazardous Waste Storage Building.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No significant incidents.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The Environmental Health, Risk Management, Safety, and Loss Control Department manages an inventory system and public listing of chemicals available for redistribution on campus.

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?:
No

A brief description of the electronic waste recycling program(s):

The institution follows the Campus Computer Repurposing & Surplus Process Policy. Surplus Equipment Processing is the service for removing unwanted technology equipment from campus offices, labs and classrooms. Once removed, ICIT serves as a clearinghouse for the equipment, which is evaluated, and either kept for potential redeployment or recycled as part of the TREE (Technology Repurposing & Electronic E-cycling) program. Asset inventory is tracked and records are updated. Before computers are removed from campus, hard

drives are cleaned and data are destroyed based on an industry-approved reformatting process; non-functioning hard drives are physically disassembled and destroyed. The intent of the surplus process is to ensure that computer equipment is not removed from campus while still having a useful purpose, and can be redeployed or put to use on campus for temporary needs or special projects.

At this time, the TREE program focuses on institutional e-waste only. However, our recycling contractor has expressed interest in our campus hosting an e-recycling event for campus/community. Since the contractor charges a pick up fee, the program has mainly been geared towards institutional e-waste at this time.

Along with this, the institution participates in battery and light bulb recycling.

The battery recycling program covers lead-acid batteries used on campus. They are recycled in accordance with a state-approved recycling vendor.

The light bulb recycling program covers fluorescent, low-pressure sodium, high-intensity discharge such as metal halide and mercury vapor, and incandescent bulbs.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Electronic waste is processed by Universal Recycling Technologies, which is a recycler certified under the e-Stewards standards, among several other certifications that verify their ethical and responsible operation.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.uww.edu/sustainability/campus-operations/waste

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

http://www.whitewater-wi.gov/water-utility

Construction projects between baseline and performance years mostly displaced parking with buildings. Data not available, so an estimate was used for additional vegetated grounds displaced by newly impermeable surfaces.

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

Level of water risk for the institution's main campus:

High

Total water use::

	Performance Year	**Baseline Year**
Total water use	84,179,305 *Gallons*	65,504,460 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**

Potable water use	84,179,305 *Gallons*	65,504,460 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,126	3,476.50
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,737	9,484
Full-time equivalent of employees	1,216.75	1,056.26
Full-time equivalent of distance education students	2,026	1,420

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	3,017,518 *Square Feet*	2,564,128 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	308.20 *Acres*	315 *Acres*

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

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

A brief description of when and why the water use baseline was adopted:

The baseline was adopted to maintain congruence with the other energy and emissions-related data baselines.

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

There are no water recovery or reuse systems in place that have any significant impact. The only example of this is the use of graywater from Hyland Hall in the campus water feature, but this amount is minimal and is currently not being metered.

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

Water meters are managed by the municipal water utility. They have recently installed wireless meters that are read and billed monthly, which provides much more accurate and reliable data than the quarterly information previously used.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Many of the retrofit projects have focused on implementing low-flow water fixtures and upgrading the plumbing systems in general. Several of the newer campus buildings also utilize dual-flush toilets to help reduce the water consumption of those fixtures.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Recent purchases of industrial dishwashing equipment have realized significant savings over their predecessors. Previous dishwashers used 400 gallons per minute, but they were replaced with models that used only 90 gallons per minute.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

As a general practice, our campus also practices water efficient landscaping by planting native species and other low-maintenance plant varieties that do not require significant water inputs. This practice is also extended to most turf areas on campus, as no-mow zones during summer eliminates much of the need to maintain traditional turf areas. The only time we water anything, it is to establish areas of new turf or other new plantings.

A brief description of any weather-informed irrigation technologies employed by the institution:

Since the irrigation is limited on campus, there isn't much need for weather-informed practices outside of ensuring that irrigation is not occurring on the same days there is a forecasted chance of rain. However, most irrigation is to establish new plantings and the consistency of water at that early stage is the main priority.

A brief description of other water conservation and efficiency strategies employed by the institution:

A significant portion of water consumption has to do with running chiller units to provide air conditioning to buildings during the summer months. Therefore, an effort to properly manage indoor temperatures has a significant impact on our overall water use. Proper maintenance of these chillers also ensures that fresh water is being used efficiently.

Trayless food service was introduced several years ago and significant water savings were realized in a very limited rollout at the dining halls on campus. This has been adopted as campus policy and has the added benefit or reducing food waste that might have been taken if someone has a tray to use to hold extra food they end up not eating.

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

http://www.uww.edu/sustainability/campus-operations/water

Rainwater Management

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

http://www.whitewater-wi.gov/stormwater-utility

"---" *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:

Policies that dictate the Low Impact Development practices and best management strategies for stormwater control on construction sites for any state-controlled land include the Department of Administration/Division Facilities Development - Erosion Control master, Department of Administration/Division of Facilities Development - Civil and Sitework Guidelines, and State of Wisconsin Administrative Code, University of Wisconsin System, Chapter 18: Conduct on University Lands,

DSF Sustainable Facilities Standards-All building projects on state-owned lands in Wisconsin must conform with the following prerequisite standard for sustainable facilities:

Design a sediment and erosion control plan, specific to the site that conforms to the requirements of NR 216 or COMM 61.115, NR 151 and any local construction site erosion control ordinances.
The plan shall meet the following objectives:

Prevent loss of soil during construction by stormwater runoff and/or wind erosion, including protecting topsoil by stockpiling for reuse, prevent sedimentation of storm sewer or receiving streams, and prevent polluting the air with dust and particulate matter.

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:

As of September 17, 2007, the Wisconsin Department of Natural Resources determined that discharges from the campus Municipal Separate Storm Sewer System (M54) will be authorized and regulated under Wisconsin Pollutant Discharge Elimination System (WPDES) MS4 General Permit No. Wl-S050075-1 , Municipal Separate Storm Sewer System, in accordance with ch.283, Wis. Stats., and subch. of ch. NR 216, Wis. Adm. Code. Accordingly, the University of Wisconsin - Whitewater must comply with the terms and conditions of the permit in order to lawfully discharge storm water from its MS4 to waters of the state.

Associated with the MS4 Permit, the campus has partnered with the City of Whitewater as well as other municipalities in the Rock River basin in forming the Rock River Stormwater Group in December 2008 for the purpose of coordinating efforts in public education and public outreach on storm water issues.

The University of Wisconsin-Whitewater Storm Water Management Plan was completed in August 2006, by Norris and Associates, Inc of Milwaukee, WI. This plan serves as the guide for the university in compliance with stormwater regulations. Additionally, a Stormwater Quality Management Plan was also completed for the university by Strand Associates of Madison WI on December 3, 2008, in conjunction with a Stormwater Quality Management Plan that Strand completed for the City of Whitewater. This storm water management plan is being maintained and updated as required to reflect significant progress and/or change in regulations, and it is being used as a guide in managing storm water issues, new construction, etc. on campus.

A brief description of any rainwater harvesting employed by the institution:

A small amount of rainwater is harvested from Hyland Hall's storm drain system and is re-purposed in the pondless water feature in the middle of the campus core.

Rainwater harvested directly and stored/used by the institution, performance year:

0 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Using rainwater filtering systems to treat water prior to release (e.g. into public storm drain systems, drainage easements and water bodies)
A drainage easement has been utilized in the campus nature preserve to help alleviate flooding issues in the low-lying areas of the east residential zone on campus.

A brief description of any living or vegetated roofs on campus:

No living or vegetated roofs are currently employed on campus. At last review, it was determined this type of installation was economically infeasible.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Currently there is no permeable paving, although some options are being considered for development of paved pathways in nature areas to improve wheelchair accessability.

A brief description of any downspout disconnection employed by the institution:

There are very few buildings that have any opportunity for downspout disconnection since most of them have internal storm drain systems. The largest building that has downspouts is not a candidate for this program based on the grading of the land at its location. It would ultimately serve very little purpose since infiltration opportunities are limited. There are several small buildings that have disconnected downspouts, but the impact is minimal.

A brief description of any rain gardens on campus:

The only true rain garden to be established on campus was not properly graded and received too much water and ended up flooding the plants. There is a native grasses garden that functions largely like a rain garden near Upham Hall.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A detention pond was built during the Starin Hall construction project to assist with drainage for additional parking that was built to accommodate the increase in vehicles in this area.

A brief description of any bioswales on campus (vegetated, compost or stone):

There are large vegetated bioswales in Parking Lot 8 to absorb runoff from the nearby parking spots. Smaller bioswales made from stone are used extensively in the campus core and can be found near most storm water drains in this area.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The institution employs best management practices at active construction sites to mitigate the impact of suspended solids in local waterways.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

https://www.wisconsin.edu/offices/office-of-administration/capital-planning-budget/

Wastewater Management

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

Submission Note:

http://www.whitewater-wi.gov/images/stories/public_works/wastewater/WWTP_Tour.pdf

http://www.whitewater-wi.gov/images/stories/public_works/wastewater/WWTP_Draft_Plan.pdf

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

Total wastewater discharged:

59,827,805 *Gallons*

Wastewater naturally handled:

0 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

There is no wastewater handled naturally on our campus. All water enters the sanitary sewer system and eventually ends up at the City of Whitewater's wastewater treatment facility, which does not utilize this technology.

The website URL where information about the institution's wastewater management practices is available:

http://www.whitewater-wi.gov/wastewater-utility

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

Wisconsin Executive Order 145:

http://docs.legis.wisconsin.gov/code/executive_orders/2003_jim_doyle/2006-145.pdf

Wisconsin Executive Order 145 directs that each state agency and the UW System assign a lead person to work with the Department of Administration in the development of the sustainability and energy efficiency goals, the budget and management review, the purchasing of renewable energy, and the implementation of the sustainable building guidelines.

"---" *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:

SUSTAINABILITY COORDINATOR:

Given a number of class presentations and sustainability walking tours over the course of the academic year.

Collaboration with UW-Whitewater students on a wide variety of class projects related to sustainability.

Assisted Residence Life in planning for Campus Conservation Nationals and establishing Eco-Reps peer to peer outreach program, although my involvement dissipated throughout the semester.

Engaged student organizations to organize and implement Earth Week 2014 activities, which included organizing meetings and handling logistics for the events planned by students during that week.

Participated in Campus Sustainability Day with a prairie seed collection event that involved the Children's Center and campus clean-up efforts.

Hosted Green Vehicle Tour as part of an effort to showcase alternative energy vehicles by the Wisconsin Clean Cities organization.

Met with University Center students to consult on project to improve recycling efforts in that building.

Participated in Harry Potter Festival put on by English Department by holding an "Herbology Class" in the Upham Greenhouse.

Expanded UW-Whitewater Campus Garden in vacant lot near Ambrose Health Center and Moraine Bookstore and engaged another semester of a Service Learning class with at-risk students in garden planning and outreach.

Re-launched Sustainability Website using new web management system and started process of rebuilding and updating content to serve as a resource for all campus sustainability efforts.

Continued as co-chair of the Sustainability Council and continued pursuing an agenda to promote sustainability in academics and assess overall sustainability progress using AASHE STARS framework.

Collaborated on a variety of projects with additional internal and external stakeholders.

SUSTAINABILITY FELLOW:

Student Sustainability Fund Reboot - Student leadership from WSG led to the re-launch of the Student Sustainability Fund. The grants were reorganized into a three-tier process to encourage students to use the money that they were awarded and to complete projects for which they were awarded funds. The process for reviewing, mentoring, and approving grants was revised to streamline the process for students while still providing responsible oversight. The call for proposals and the application were substantially revised. The Student Sustainability Fund has funded three projects since it was re-launched at the beginning of the spring. All of these projects have been completed. Two more projects have been approved and are awaiting disbursement.

Campus Master Plan Advocacy - The university's revision of its long-term master plan provided opportunities to raise awareness of the need for attention to sustainability in the campus's growth. The sustainability fellow and the sustainability council coordinated advocacy at campus master plan open forums. The three primary goals were 1) preservation of campus green space, 2)

LEAP and General Education Reform Input - A sustainability LEAP TEAM created sustainability learning objectives and provided them to the General Education Review Committee (GERC) for consideration in the ongoing general education reform.

STARS 2.0 Approval and Data Collection - The Sustainability Council, Faculty Senate, and the Chancellor approved an initiative to undertake STARS 2.0 certification. The Faculty Sustainability Fellow is responsible for the academic portion of the STARS data collection. This data collection is approximately 75% complete and will be completed by the end of summer 2014.

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 council embraces a broad definition of sustainability which includes three integrated aspects: environmental, social, and economic. Efforts on the UW-Whitewater campus seek to further and balance sustainability across each of these components.

The council consists of 10-15 members and is co-chaired by a representative of Facilities, Planning and Management, and a faculty member. Membership includes representatives from faculty, staff, and students. Members are expected to serve a two-year term. The council will convene monthly while classes are in session and as special needs arise. The council will also create working groups as needed for particular issues or projects.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Sustainability Council Members as of Fall 2014:

Greg Swanson, Director of Facilities Planning and Management (Co-Chair)
Josh Mabie, Assistant Professor, Dept. of Languages and Literature (Co-Chair)
Eric Compas, Assistant Professor, Dept. of Geography & Geology
Andrew Kapp, Associate Professor, Dept. of Occupational and Environmental Safety and Health
Wes Enterline, Sustainability Coordinator
Frank Bartlett, Director of University Housing
Ann Wick, Marketing Director, Chartwells
Bob Barry, Executive Director of the University Center
Jo Ann Oravec, Associate Professor, ITBE
Paul House, Assistant Professor, Chemistry Department
Residence Life Student Sustainability Coordinator (or current supervisor)
Student Government Sustainability Director
Student Government Senator
Students Allied for a Greener Earth representative (SAGE)

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

http://blogs.uww.edu/sustainabilitycouncil/

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:

Currently the Sustainability Office is based in the Facilities Planning and Management Office and consists of a full-time Sustainability Coordinator and a quarter-time Sustainability Planning Intern.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1.25

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

http://www.uww.edu/sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Joshua Mabie, Faculty Sustainability Fellow; Wes Enterline, Sustainability Coordinator

A brief description of each sustainability officer position:

Wesley Enterline - Sustainability Coordinator
A complete job description is available as a Word document.

Josh Mabie - Sustainability Fellow
Include sustainability in institutional initiatives and reforms.
Advance sustainability education in the general education curriculum.
Report to the chancellor on the status of sustainability initiatives.
Co-chair the sustainability council with FP&M director.
Set monthly meeting schedule
Call for agenda items at least one week in advance of the meeting
Publish agenda (email and blog) before the meeting
Co-chair the Student Sustainability Fund review committee with WSG sustainability officer
Review and approve student grants as needed
Chair the Faculty Sustainability Committee
Provide, monitor, and update the academic content of the UW-Whitewater sustainability website.
Provide for long-term success and stability of faculty sustainability fellow position, the sustainability council, and sustainability initiatives on campus by
Recruiting new council and committee members
Mentoring student leaders
Maintaining a bench of faculty sustainability fellow successors.
Supervise student sustainability worker who will provide administrative assistance
Maintain an online directory of sustainability faculty research and teaching
Partner with the LEARN Center to organize events to gather sustainability faculty

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

http://www.uww.edu/sustainability

Sustainability Planning

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

Strategic plan or equivalent guiding document -
http://www.uww.edu/documents/strategic_plan.pdf

Campus master plan or physical campus plan -
http://www.uww.edu/masterplan

Sustainability plan - N/A

Climate action plan - Not formally adopted

Human resources strategic plan - ?

State of Wisconsin Compensation Plan -
http://oser.state.wi.us/subcategory.asp?

linksubcatid=1273&linkcatid=413&linkid=

Diversity plan -

http://www.uww.edu/diversity/reports

http://www.uww.edu/adminaffairs/hr/diversity-hr-information/federal-affirmative-action-plan

Chartwells Sustainability in Action-
http://www.dineoncampus.com/uww/show.cfm?cmd=sustainability

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	**Measurable Objectives (Yes or No)**
Curriculum	Yes	No
Research (or other scholarship)	No	No
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	No
Buildings	Yes	No

Dining Services/Food	Yes	No
Energy	Yes	No
Grounds	Yes	No
Purchasing	No	No
Transportation	Yes	No
Waste	Yes	No
Water	Yes	No
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	No	No
Investment	No	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

2011-2017 Campus Physical Development Plan: page IE-3, "The new major in Environmental Sciences that includes tracks in geosciences, natural sciences,
and environmental policy and management has been approved and will be available beginning in fall of 2012."

2012-2014 Strategic Planning Goals Progress Report: page 9-10, Addition of Water Science Major or Minor (Biology, Chemistry, Geography & Geology, Interdisciplinary) and Green Chemistry Emphasis (Chemistry). "Programs with an environmental and resource sustainability focus (Green Chemistry, Environmental Science; Water Science)."

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Curriculum plan(s):

Strategic Planning and Budget Committee

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

None of the campus plans include any advancement to sustainability in Research.

The measurable objectives, strategies and timeframes included in the Research plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Research plan(s):

None

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Campus Master Plan: page 12, " Further sustainable practices and lay the groundwork for additional sustainable initiatives by highlighting natural features unique to Whitewater, promoting efficient use of resources, and connecting people with each other and with their environment."

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management

A brief description of the plan(s) to advance Public Engagement around sustainability:

UW-Whitewater Strategic Plan: page 2, Regional Engagement- "We will strengthen mutually beneficial partnerships withing the University, within the UW System and with external constituents. We will create and cultivate meaningful relationships with members of the extended campus community."
Professional and Personal Integrity- "We will encourage members of the University to exemplify good citizenship, and, when appropriate, provide civic leadership, and we will recognize those members of the University community whose distinguished efforts reflect favorably on the institution."

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Public Engagement plan(s):

Chancellor's Office

A brief description of the plan(s) to advance sustainability in Air and Climate:

Campus Master Plan: page 8, "Due to limited alternative transportation options and long-standing patterns of behavior, automobile circulation is the dominant mode of vehicular transportation to campus, impacting the University's carbon footprint and requiring a significant amount of land dedicated to parking."

Campus Master Plan: page 27, "Current campus policies provide a re-planting strategy of 2 to 1 as trees are removed purposely or by attrition. Plan proposals appropriately preserve this area as a future campus arboretum.

Campus Master Plan: page 70, " A Sustainability Plan will provide the opportunity to address the full range of initiatives necessary to realize the University's commitment to sustainability indicated by their signing of the American College and University President's Climate Commitment (ACUPCC)."

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Air and Climate plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management

A brief description of the plan(s) to advance sustainability in Buildings:

Campus Master Plan: page 16, "The plan focuses new building in previously developed areas, increasing previous surface through redevelopment of surface parking into open space. New building orientation is optimized to minimize energy use and existing buildings are reused to reduce waste and resource consumption."

2011-2017 Campus Physical Development Plan: page IA-3, "Also worthy of note are campus buildings currently being constructed as guided by the Leadership in Energy and Environmental Design (LEED)."

2011-2017 Agency UW System Agency Physical Development Plan: page F-3, "Develop solutions that correct noncompliance with applicable building codes and/or accepted performance/ program standards. Develop solutions that upgrade facilities to accepted benchmark standards and best practices for a safe environment."

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Buildings plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Chartwells Eat.Live.Learn. Philosophy: Sustainability in Action, "Disposable Products: Utilize napkins made of Minimum 90% Post Consumer Fiber Content, Made from 100% recycled, materials and a bleach free process. Utilize earthchoice products. Reduced price for brewed coffee when purchased with a reusable mug. Lighting: Implemented LED lighting and Eco-Lux Lighting, and Compact Florescent Lighting at Drumlin Dining Hall. Foods: Purchasing locally produced foods when possible. Recycling: Recycle approximately 2 tons of materials each week through our partnership with JOHNS Disposal of Whitewater. Food Waste: Drumlin and Esker Dining Hall: pre and post consumer food waste is disposed of via a grinder. The pulverized food waste is then sent with waste water to the local waste water treatment facility. The largest particles are then skimmed and used by local farmers for animal feed. Used Fryer Oil: picked up and recycled by SaniMax of Madison, that fryer oil is then converted to bio-diesel fuel, animal feed and other products. Implemented Trayless Dinding to reduce food waste, chemical and water use four years ago."

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

UW-W Dining Services in Partnership with Chartwells.

A brief description of the plan(s) to advance sustainability in Energy:

Campus Master Plan: page 16, "New building orientation is optimized to minimize energy use and existing buildings are reused to reduce waste and resource consumption."

Campus Master Plan: page 65, "Site planning prioritizes southern and northern exposure over eastern and western exposure where heat gain is more difficult to control, minimizing energy use of new buildings."
" Discussions throughout the Campus Master Plan process touched on opportunities to integrate sustainability education into landscapes and buildings, stormwater management best practices, and reducing energy usage in existing buildings by shutting them down in off hours and months."

2011-2017 Agency UW System Agency Physical Development Plan: page F-3, "Develop solutions that demonstrate environmental stewardship and sustainability. Advance physical development plans that promote compact development, preserve green space, consider the natural environment, minimize negative development impacts, and minimize energy consumption."

The measurable objectives, strategies and timeframes included in the Energy plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Energy plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management

A brief description of the plan(s) to advance sustainability in Grounds:

Campus Master Plan: page 55, "This strategy results in displacement of surface parking as lots are reconfigured to accommodate new buildings. Siting new buildings in gray fields, or parking lots, is a sustainable practice the plan reinforces."

Campus Master Plan: page 56, " New facilities are sited in developed areas of the campus, ensuring the nature preserve remain undisturbed as natural habitat and an amenity for the campus community."

Campus Master Plan: page 65, "The Plan consolidates new development in previously developed ares. This results in preserved natural landscapes, redevelopment of grey-fields, and a compact, walkable campus that decreases automobile dependence for trips between campus destinations."

2011-2017 Campus Physical Development Plan: page IA-4, "Approximately 110 acres on the north end of campus have been set aside and developed with federal LAWCON funds as a recreation areas and nature preserve for campus use, especially the Department of Biology, as well as for the surrounding community."

2011-2017 Agency UW System Agency Physical Development Plan: page F-3, "Develop solutions that demonstrate environmental stewardship and sustainability. Advance physical development plans that promote compact development, preserve green space, consider the natural environment, minimize negative development impacts, and minimize energy consumption."

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Grounds plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management

A brief description of the plan(s) to advance sustainability in Purchasing:

None of the campus plans include any advancement to sustainability in Purchasing.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Purchasing plan(s):

None

A brief description of the plan(s) to advance sustainability in Transportation:

Campus Master Plan: page 8, "Due to limited alternative transportation options and long-standing patterns of behavior, automobile circulation is the dominant mode of vehicular transportation to campus, impacting the University's carbon footprint and requiring a significant amount of land dedicated to parking."

Campus Master Plan: page 30, "Recent transportation additions have been successful, including the Janesville-Milton-Whitewater "Innovation Express" (JMW) which makes a stop on campus at the visitor center. The route proves access to several destinations in Janesville and Milton, incuding the Van Galder Bus Depot, where passengers can transfer to buses to Madison, South Beloit, Rockford, O'Hare International Airport, and Chicago."

Campus Master Plan: page 58, " The City of Whitewater has identified three types of bike access adjacent to the campus; shared use paths, greenways, and bike lanes."
" The combination of this designated bike access immediately adjacent to the campus compliments the master plan by providing an improved alternative mode of transportation the the campus and greater community."

Campus Master Plan: page 65, " In conjunction with the City of Whitewater's Bicycle and Pedestrian Plan, new bicycle infrastructure will encourage more members of the University community to bike to campus. The University can further promote cycling by providing more bicycle-oriented amenities, including covered bicycle parking, storage, changing and shower facilities, and bicycle service."

Campus Master Plan: page 70, " Providing parking for the campus population will be a comprehensive approach including surface parking, structured parking, policy around parking assignments, and TDM strategies to encourage people to use other modes of transportation."

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Transportation plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management

A brief description of the plan(s) to advance sustainability in Waste:

Campus Master Plan: page 16, "New building orientation is optimized to minimize energy use and existing buildings are reused to reduce waste and resource consumption."

Campus Master Plan: page 65, " Discussions throughout the Campus Master Plan process touched on opportunities to integrate sustainability education into landscapes and buildings, stormwater management best practices, and reducing energy usage in existing buildings by shutting them down in off hours and months."
"Existing Buildings will be reused to reduce waste and resource consumption."

The measurable objectives, strategies and timeframes included in the Waste plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Waste plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management

A brief description of the plan(s) to advance sustainability in Water:

Campus Master Plan: page 65, " Redevelopment of surface parking lots will increase pervious surface to reduce stormwater runoff and will provide opportunities for infiltration."
"Discussions throughout the Campus Master Plan process touched on opportunities to integrate sustainability education into landscapes and buildings, stormwater management best practices, and reducing energy usage in existing buildings by shutting them down in off hours and months."

2011-2017 Campus Physical Development Plan: page III-3, "Storm water management parameters, to determine sources and control of campus runoff pollutants have
been completed. A complete implementation plan with plans for new building sites will be completed as part of a new comprehensive campus master plan."

The measurable objectives, strategies and timeframes included in the Water plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Water plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management

A brief description of the plan(s) to advance Diversity and Affordability:

2011-2017 Campus Physical Development Plan: page IC-1, in Core Mission Statement, "Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff."

UW-Whitewater Diversity Plan: page , "To provide access to higher education for all students, including those from historically underrepresented groups. In doing so, to educate a student body that is representative of the population of southeastern Wisconsin. To employ a workforce that is representative of the population of southeastern Wisconsin. To ensure success of all students who are admitted to UW-Whitewater. To provide a campus climate that is accepting and respectful of diversity."

2011-2017 Agency Physical Development Plan- page C1, "Accessibility: To develop an overall environment that is accessible to people with disabilities and to remove existing barriers that obstruct access to university buildings and facilities."
"To recognize the increasingly diverse student population, and to provide for the needs of these students."

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Division of Administrative Affairs: Department of Facilities and Planning Management
Human Resources and Diversity

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources and Diversity
State of Wisconsin Office of State Employment Relations (OSER)

A brief description of the plan(s) to advance sustainability in Investment:

None of the campus plans include any advancement to sustainability in Investment.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

No measurable objectives were measured in any of these reports.

Accountable parties, offices or departments for the Investment plan(s):

None

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

he University of Wisconsin-Whitewater's Sustainability Council, which includes at least three faculty members from different departments who conduct research, developed the following definition of sustainability research:

Sustainability is defined by the Bruntland Commission as "the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs." This is achieved through a focus on the three key principles of sustainability: environmental stewardship, economic opportunity, and social equity.

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:

Strategic Plan: Programs and Learning- "We must create effective, safe, environmentally sound and secure learning environments that promote faculty, staff and student engagement and success."

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

http://www.uww.edu/sustainability/planning-administration-and-social-justice

Governance

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

Academic Staff Assembly:
http://www.uww.edu/asa/

Classified Staff Advisory Council:
http://www.uww.edu/csac

Faculty Senate:
http://www.uww.edu/facsenate/

Whitewater Student Government:
http://blogs.uww.edu/studentgovernment/

University Committees:
http://www.uww.edu/university-committees

"---" *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:

Whitewater Student Government's purpose is to enumerate the powers of the student government, to protect the rights of students, and to ensure that students at UW-Whitewater are guaranteed their statutory right of shared governance under State Statute 36.09(5).

The Senate will consist of twenty-five Senators elected from and by the student body. Each elected Senator will represent one of four districts. The on-campus student community will be divided into two districts: "Esker" and "Drumlin." The Esker district will consist of those students residing in the residence halls North of Starin Road and East of Warhawk Road. The Drumlin district will consist of those students residing in the residence halls South of Starin Road or West of Warhawk Road. The off-campus student community will compose the third district. The fourth district will be known as At-Large, and represents the entire student populace.

The executive officers of the WSG will be the President and the Vice President. Elections will be held in accordance to the election rules, with their terms of office beginning the following July first and ending June thirtieth of the next year. No executive officer will be eligible to service the same office for more than two elected terms. No executive of the WSG may concurrently serve as a Senator. Any member of the student body will be eligible and qualified to seek the office of the President or Vice President. The members of the student body who are seeking the office of the President or Vice-President will be in good academic standing and maintain such standing throughout their term. Good academic standing is defined as "not on academic probation" (at least a 2.00 cum. G.P.A.). The President and Vice-President will serve a term of one year or until a successor is elected and assumes office.

The Residence Hall Association is an organization established to promote interaction among residence halls. In order to achieve this purpose, RHA provides services and activities for the benefit of the residents. Also, RHA exists to formulate, review, recommend, and maintain all policies within the Office of Residence Life and the University of Wisconsin - Whitewater.

The Dean's Advisory Council provides a forum for students to communicate their concerns and interests directly to the Dean of their undergraduate college. Members of the DAC also represent student perspectives on various College committees and have networking opportunities to meet with alumni.

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:

The closest thing UW-Whitewater has to a governing body is the Strategic Planning and Budget Committee. The WSG President and Vice President serve on this committee.

http://www.uww.edu/university-committees/administrative-committees/strategic-planning

The Chancellor's Administrative Staff is also a representation of decision-makers on campus. The WSG President and a Senate representative serve on this committee.

Do students 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	No
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Several of the committees represented below cover more than one area and there are multiple committees focused on some of the areas, but a sampling has been provided below. For a full detail of all administrative campus committees, including mission and membership, please visit:

http://www.uww.edu/university-committees/administrative-committees

One representative of the Whitewater Student Government serves on the International Education Committee. The Committee will help discern the strategic focus of university international education endeavors and will make specific recommendations to internationalize the campus.

One representative of the Whitewater Student Government serves on the Campus Safety Committee. The purpose of the Campus Safety Committee is to create and maintain an active interest in safety through a broad scope Risk Management, Safety and Loss Control program that encourages the participation of all personnel in initiating, maintaining and improving safe practices or conditions for the UW-W campus.

Two representatives of the Whitewater Student Government serve on the Essential Learning and Assessment Review Commitee (ELARC). The committee is responsible for discussing assessment data and other indicators related to student achievement of the UW-Whitewater baccalaureate learning outcomes (essential learning outcomes) and make recommendations to improve teaching, learning, and assessment.

A representative of the Whitewater Student Government served on the Master Plan Advisory Committee (WSG President). An additional undergraduate student was also included on this committee.

One representative of the Whitewater Student Government serves on the University Technology Committee. The University Technology Committee (UTC) is the representative group which considers issues of campus-wide importance concerning information technology.

Two representatives of the Whitewater Student Government serve on the Strategic Planning and Budgeting Committee (WSG President and Vice President). The committee is responsible for the strategic planning and budgeting process for the campus and is advisory to the Chancellor. This includes some discussion of priorities and projects.

There is no clear indication of a committee that focuses on communications processes and transparency practices.

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 University of Wisconsin-Whitewater University Staff Council's (USC) mission is to promote a positive environment for all classified employees and encourage active participation in the University decision-making process. The USC is dedicated to promoting professional development and ongoing educational opportunities as well as serving as a channel of respectful communication among all classified employees, and between classified employees and the broader University community. The USC serves in an advisory role to the Chancellor and University administration, and represents all classified permanent, limited term (LTE) and project appointment employees of the University. USC has authority to propose resolutions to the Chancellor for campus-wide policy implementation for concerns relating directly to classified staff as a whole. New resolutions will be reviewed by the USC and require the approval of 60% (6/10) of the voting members with final approval by the Chancellor.

The Academic Staff Assembly is an elected body that represents UW-Whitewater instructional and non-instructional academic staff. The Assembly has primary responsibility for formulation and review of relevant policies and procedures and shall be represented in the development of all policies and procedures concerning academic staff members, including academic staff personnel matters.

Ten representatives will be elected based on nominations. Interested individuals may be nominated by another campus employee or self-nominate. If fewer than twelve individuals are nominated, Deans, Directors and the Chancellor may be asked for additional nominations. A maximum of two representatives from any unit/department will be allowed; however, if there are no accepted nominations from other units/departments then the maximum may be exceeded.

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:

The closest thing UW-Whitewater has to a governing body is the Strategic Planning and Budget Committee. There is one University Staff Council representative on the committee and two Academic Staff Assembly members (one Instructional and one Non-Instructional).

http://www.uww.edu/university-committees/administrative-committees/strategic-planning

The Chancellor's Administrative Staff is also a representation of decision-makers on campus. There are no staff members representing their respective governance groups on this committee.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No

Establishing organizational mission, vision, and/or goals	---
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	No
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Several of the committees represented below cover more than one area and there are multiple committees focused on some of the areas, but a sampling has been provided below. For a full detail of all administrative campus committees, including mission and membership, please visit:

http://www.uww.edu/university-committees/administrative-committees

One representative of the Academic Staff Assembly and one from the Classified Staff Advisory Council serves on the Campus Safety Committee. The purpose of the Campus Safety Committee is to create and maintain an active interest in safety through a broad scope Risk Management, Safety and Loss Control program that encourages the participation of all personnel in initiating, maintaining and improving safe practices or conditions for the UW-W campus.

One representative of the Academic Staff Assembly serves on the Essential Learning and Assessment Review Commitee (ELARC). The committee is responsible for discussing assessment data and other indicators related to student achievement of the UW-Whitewater baccalaureate learning outcomes (essential learning outcomes) and make recommendations to improve teaching, learning, and assessment.

Representatives of the Academic Staff Assembly and Classified Staff Advisory Council served on the Master Plan Advisory Committee.

One representative of the Academic Staff Assembly serves on the University Technology Committee. The University Technology Committee (UTC) is the representative group which considers issues of campus-wide importance concerning information technology.

Two representatives of the Academic Staff Assembly serve on the Strategic Planning and Budgeting Committee (Instructional and Non-Instructional). A representative of the Classified Staff Advisory Council serves on the Strategic Planning and Budgeting Committee. The committee is responsible for the strategic planning and budgeting process for the campus and is advisory to the Chancellor.

There is no clear indication of a committee that focuses on communications processes and transparency practices.

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 Senate shall represent and conduct the business of the Faculty except at those times at which the Faculty meets and except for those purposes otherwise specified by this constitution or by a vote of a meeting of the Faculty. It is answerable to the Faculty and may refer matters to the whole Faculty for decision.

Senators shall be elected according to the following rules in elections conducted by the Elections Committee, which shall adjudicate difficulties. Senators-at-large shall be elected from each rank (Professor, Associate Professor, Assistant Professor, and Instructor) by the faculty of that rank. Each rank shall elect one senator for each 20 faculty of that rank or major fraction thereof, except that each rank shall elect at least one senator, making twenty constituency senators. For Senate purposes there shall be five constituencies; they are the four colleges of the University, and a fifth made up of all faculty members whose major appointment lies outside an academic department. This fifth constituency shall be considered to be under the jurisdiction of the Offices of Student Affairs and Academic Affairs. The four constituency senators shall be elected at large within the constituency and by the constituency. All members of the Faculty holding rank of Professor, Associate Professor, Assistant Professor, or Instructor (including Academic Staff members who have been granted "Faculty Status") are eligible.

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 closest thing UW-Whitewater has to a governing body is the Strategic Planning and Budget Committee. There are five Faculty Senate representatives on this committee, including one from each College and the Senate Chair.

http://www.uww.edu/university-committees/administrative-committees/strategic-planning

The Chancellor's Administrative Staff is also a representation of decision-makers on campus. There are no faculty members representing their respective governance groups on this committee.

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	No	
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:

Several of the committees represented below cover more than one area and there are multiple committees focused on some of the areas, but a sampling has been provided below. For a full detail of all administrative campus committees, including mission and membership, please visit:

http://www.uww.edu/university-committees/administrative-committees

One representative of the Faculty Senate serves on the Campus Safety Committee. The purpose of the Campus Safety Committee is to create and maintain an active interest in safety through a broad scope Risk Management, Safety and Loss Control program that encourages the participation of all personnel in initiating, maintaining and improving safe practices or conditions for the UW-W campus.

Several representatives of the Faculty Senate serve on the Essential Learning and Assessment Review Commitee (ELARC) from various Faculty Senate committees related to the topic of curriculum and/or assessment. The committee is responsible for discussing assessment data and other indicators related to student achievement of the UW-Whitewater baccalaureate learning outcomes (essential learning outcomes) and make recommendations to improve teaching, learning, and assessment.

A representative of the Faculty Senate served on the Master Plan Advisory Committee.

One representative of the Faculty Senate serves on the University Technology Committee. The University Technology Committee (UTC) is the representative group which considers issues of campus-wide importance concerning information technology.

Five representatives of the Faculty Senate serve on the Strategic Planning and Budgeting Committee (Chair and representative from each of the four Colleges). The committee is responsible for the strategic planning and budgeting process for the campus and is advisory to the Chancellor.

There is no clear indication of a committee that focuses on communications processes and transparency practices.

The website URL where information about the institution's governance structure is available:

http://www.uww.edu/governance/

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

Submission Note:

http://www.uww.edu/diversity/policies

http://www.uww.edu/diversity/inclusive-excellence

http://www.uwsa.edu/vpacad/diversity.htm

http://www.uwsa.edu/ideass/

"---" *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:

OFFICE

The Human Resources and Diversity Department is available to facilitate, assist, and consult on all Human Resource-related topics/issues, including employment, benefits, staffing, labor relations, diversity, payroll, contract and policy interpretation, etc.

OFFICER

Elizabeth Ogunsola, Assistant to the Chancellor for Affirmative Action and Diversity: Affirmative Action & Diversity, ADA concerns; Discrimination complaints; Title IX Coordinator (sexual assault or battery, harassment, etc.).

http://www.uww.edu/adminaffairs/hr/staff-directory

COMMITTEES

AA/EEO/Diversity Committee: The Affirmative Action/Equal Opportunity/Diversity Committee is the campus committee whose members are representative of campus constituencies. Their function is to afford advisory assistance to the Chancellor, Provost and Affirmative Action/Equal Opportunity Officer to insure that affirmative action and equal opportunity continue to be carried out as fundamental responsibilities of the institution and are carried out appropriately in all aspects of employment and student life.

Affirmative Action/Equal Opportunity/Diversity Committee: The Affirmative Action/Equal Opportunity/Diversity Committee is the campus committee whose members are representative of campus constituencies. Their function is to afford advisory assistance to the Chancellor, Provost and Affirmative Action/Equal Opportunity Officer to insure that affirmative action and equal opportunity continue to be carried out as fundamental responsibilities of the institution and are carried out appropriately in all aspects of employmentand student life.

http://www.uww.edu/university-committees/administrative-committees/affirmative-action

Chancellor's Committee on Disability Concerns: The purpose of this committee is to identify and deal with campus wide concerns of persons with disabilities and to make recommendations to the Chancellor for resolving problems and/or concerns that are brought to the attention of the committee.

http://www.uww.edu/university-committees/administrative-committees/chancellors-committee-on-dis

Chancellor's Committee on Inclusive Excellence: The purpose of this committee is to identify and engage with campus-wide efforts focusing on Inclusive Excellence, to advocate for diversity in all its forms, to act as a source of education and programming for these issues, and to make recommendations to the Chancellor for resolving problems and/or concerns that are brought to the attention of the committee.

Chancellor's LGBT Task Force: The function of the Chancellor's Task Force on LGBT* Issues is to offer advice and assistance to the Chancellor, Provost, and Equal Opportunity Officer, ensuring that the voices of lesbian, gay, bisexual, and transgender* (LGBT*) employees and students are heard and that equal opportunities for LGBT* employees and students continue to be carried out as fundamental responsibilities of the institution and are carried out appropriately in all aspects of employment and student life.

http://www.uww.edu/university-committees/administrative-committees/lesbian-gay-bisexual-awarene

ss-

or

http://blogs.uww.edu/lgbtforce/

Sexual Assault Prevention Advisory Committee: The function of this UWW administrative committee is to advise the Sexual Assault Prevention Coordinator regarding: identifying campus needs for sexual assault prevention efforts; setting biennial goals; designing a campus plan to meet the goals; suggesting departmental responsibilities for implementation; and reviewing progress, as requested by the Coordinator.

http://www.uww.edu/university-committees/administrative-committees/sexual-assault-prevention

Women's Issues Committee: Promote interest in women and women's issues on campus, provide educational programming to celebrate women and their accomplishments (e.g. Sponsor Women's History Week), to combat sexism, and to encourage content on women to be included throughout the curriculum, advocate for and support the development of an Office of Women on campus, and conduct research to investigate the status of women on campus, their concerns, and their needs.

http://www.uww.edu/university-committees/administrative-committees/womens-issues-committee

Diversity Advocates: The purpose of the Diversity Advocate Program is to enhance the lives of students in the Residence Halls. The program is designed to raise awareness and promote understanding and appreciation of the diversity of our community. The program is an integral component of educational programming efforts of Residence Life.

http://www.uww.edu/residencelife/staff/diversity-advocates

The full-time equivalent of people employed in the diversity and equity office:

1

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.uww.edu/adminaffairs/hr/diversity-hr-information

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:

STUDENT-FOCUSED

U.S. Racial/Ethnic Diversity Course Requirement: The 3-credit Diversity Course Requirement discussed here was instituted in 1988 by the UW-System to focus specifically on the experiences and concerns of four historically underrepresented racial/ethnic groups within the United States: Native American, African American, Latino/a, Asian American. In May 2014, the University Curriculum Committee and the UWW Faculty Senate approved renaming it the U.S. Racial/Ethnic Diversity Course Requirement. This is not a new course requirement for students—only a name change. This name change was made to clarify what the Diversity course requirement is. While UWW recognizes the importance of other forms of diversity—gender, sexual orientation, physical ability status, nationality, etc., the intention of the course requirement is to better prepare all UW-System undergrads for workplace and civic engagement in an increasingly multiracial/ multi-ethnic United States by focusing on the four historically underrepresented groups above.

http://www.uww.edu/diversity/racialethnic-diversity-course-guidelines

Diversity Leadership Certificate: The Certificate is designed to allow students, across the disciplines, to engage in in-depth diversity learning around issues of gender, race, ethnicity, class, sexuality and ability. Geared toward building responsible citizens and reflective professionals, the Diversity Leadership Certificate uses curricular and co-curricular activities to enhance knowledge, develop facilitation skills, and engage in productive collaborations across differences. Assessed through artifacts submitted to an ePortfolio, students gain skills at building inclusive environments and an ability to address complex social issues. The Certificate complements all Majors and Minors and is well suited for those who plan to work in government, nonprofit or private sectors of the economy and in the fields of business, education, health or community organizing.

http://www.uww.edu/cls/diversity-leadership-certificate

ENTIRE CAMPUS

Safe Zone Training: Provides a safe space for members of the lesbian, gay, bisexual, transgender, fluid, pansexual, asexual, genderqueer, gender transitioning* campus community. It is an office or place where staff is willing to talk with members of the campus community in a non-threatening environment and will remain non-judgmental. Topics of discussion may or may not relate to the person's sexual orientation or gender identity & all discussions will remain confidential.

http://www.uww.edu/Documents/diversity/safe_zone.pdf

Conversations on Race: The Conversation on Race program will include panel discussions, guest speakers, digital stories, films/documentaries, and other activities focusing on race and culture. The program will provide multiple opportunities to engage the Conversation – and for faculty and staff to build the Conversation into the workplace and curriculum throughout 2014-2015. Curricular support materials for program activities will be available through the UWW Diversity website (including suggested discussion and writing prompts and other teaching/learning activities, and additional resources); CoR interns will coordinate sign-in sheets for courses requiring attendance or offering extra-credit; some events will be digitally accessible for classroom use.

http://www.uww.edu/diversity/conversation-on-race

Campus Diversity Forum: Event hosted by the College of Business and Economics in November 2014 that featured two keynote speakers, a culture show, and a student panel.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Wesley Enterline

Sustainability Coordinator

Facilities Planning and Management

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

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Submission Note:

http://www.uww.edu/diversity/

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

Has the institution assessed diversity and equity in terms of campus climate?:

No

A brief description of the campus climate assessment(s) :

The most recent Campus Climate Survey is from 2010, which means it exceeds the three year timeframe for STARS reporting. However, it has been included here for purposes of reporting relevant efforts.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The annual Accountability Report provides a summary of information on the efforts to close the Equity Gap, a UW-System initiative that UW-Whitewater is actively pursuing. The goal is to reduce the Equity Gap by half by 2015 among underrepresented minorities, lower income students, and for all races/ethnicities. Improving diversity among the student population is part of Core Strategy 2: Stronger Workforce.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The State of Wisconsin Office of State Employment Relations publishes the Classified Workforce & Affirmative Action Report, which includes statistics on the demographic composition of Classified Staff employed in the University of Wisconsin System. This report provides additional statistics and information about the affirmative action and equal employment opportunity policies and fulfillment for the state's permanent classified workforce.

The annual Accountability Report provides a summary of information on the efforts to balance, diversify, and develop the human resources talent at UW-Whitewater. Faculty and staff diversity provides richer exchanges of ideas in the classroom, broader lines of inquiry in research, and a more welcoming climate for students from underrepresented groups. In fall 2013, 10.6% of UW■Whitewater faculty and staff were people of color, or 143 out of 1,343. Improving diversity among the faculty and staff population is part of Core Strategy 5: Resources.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

The Values of the University of Wisconsin-Whitewater includes point #5, which reads: "Commitment to develop a sense of community, respect for diversity, and global perspectives." The Mission of the University of Wisconsin-Whitewater includes point #4, which reads: "To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them."

UW-Whitewater follows the Inclusive Excellence Guidelines, results of a workshop funded by an Inclusive Excellence grant from the Chancellor's Office of UW-Whitewater. The workshop organizers invited speakers from the American Association of Colleges and Universities and from the University of Wisconsin System to work with faculty, instructional staff and administrators from each of the four colleges, representing as many academic disciplines as possible. Workshop participants learned about Inclusive Excellence as a national and state initiative and an important element of LEAP, a liberal arts initiative that has been adopted by UWW as well as UW System.

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

http://www.uww.edu/diversity/reports

Support for Underrepresented Groups

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

http://www.uww.edu/diversity/policies

http://www.uww.edu/university-committees/administrative-committees/lesbian-gay-bisexual-awareness-

http://www.uww.edu/diversity/inclusive-excellence

The inventory of gender neutral (referred to on our campus as "All Gender") bathrooms has been recently completed and a web link of the document showing the updates will be provided at a later date. It will also be accessible through the UWW Sustainability home page.

Information about the gender neutral housing option in Starin Hall can be found at the following links:

http://blogs.uww.edu/news4u/opinion/gender-neutral-housing/

http://blogs.uww.edu/journalism/2014/04/14/starin-hall-to-introduce-gender-neutral-housing/

"---" *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:

MULTICULTURAL STUDENT CENTER INITIATIVES
The institution provides Multicultural Student Center Initiatives where Academic Network supports students' academic and career endeavors by connecting them to campus resources, educational programs, and community events. They serve as mentors and an outlet for students' academic, personal, and professional development and serve as a liaison between the Office of Multicultural Affairs and Student Success and other departments on campus.

The Academic Network initiative targets incoming freshmen who have participated in the UW-Whitewater Pre-college Programs and are now attending UW-Whitewater for their undergraduate work. The program helps guide, develop and provide resources for pre-college and college students on academic and social issues to increase their retention and graduation at the University of Wisconsin-Whitewater. The focus is on supporting Pre-College and College students' academic endeavors by connecting them with campus resources, community events, and educational programs.

The African American Network, Southeast Asian Support Services, and Latino Student Programs help guide, develop and provide resources for African American, Southeast Asian, and Latino students on academics and social issues to increase their retention and graduation at the University of Wisconsin-Whitewater. They focus on supporting students' academic endeavors by connecting them with campus resources, community events, and educational programs. Not only is counseling provided, but creative, innovative, cultural and educational programming, and general assistance in adapting to life at the University of Wisconsin-Whitewater.

Native American Support Services (NASS) to provides academic advising and tutoring as well as financial counseling to Native students. NASS works to make sure that Native Students are able to have the best experiences possible at UW-Whitewater. NASS helps to relieve some of the academic and financial stresses of college life while keeping students informed of valuable research and internship opportunities that will benefit each student in their future.

STUDENT INVOLVEMENT OFFICE
The Student Involvement Office is available to help students learn about and connect with any aspect of the co-curriculum at UW-Whitewater through programs like student organizations.

IMPACT is a student organization for all students and faculty/staff members of all gender expressions, sexual identities, and romantic identities at the University of Wisconsin-Whitewater. IMPACT will serve as a safe, confidential, and open space for discussion, support, and activism for LGBT*students and their allies, and it will provide education and awareness LGBT* issues for IMPACT members, the UW-Whitewater student body, faculty and staff. IMPACT shall not discriminate based on race, religion, gender, gender expression, sexual identity, age, class, or ability.

There are Historically Black Greek Chapters available such as Alpha Kappa Alpha Sorority, Alpha Phi Alpha Fraternity, Delta Sigma Theta Sorority Inc., Kappa Alpha Psi Fraternity, Omega Psi Phi Fraternity, Phi Beta Sigma Fraternity, Sigma Gamma Rho Sorority, and Zeta Phi Beta Sorority. And, there are Latino/Latina Greek Chapters including Gamma Alpha Omega Sorority, Lambda Alpha Upsilon Fraternity, and Lambda Theta Phi Fraternity, as well.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.uww.edu/acadsupport/initiatives

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:

Any employee or student who has reason to believe that they have been discriminated against in a University education program or activity or in their employment may contact the Equal Opportunity Officer in the Office of Human Resources. Discussion or complaint can be verbal and informal; confidentiality can be preserved unless the complaint becomes written and formal. Informal solutions may be agreed to as an appropriate means to resolving an issue.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.uww.edu/adminaffairs/hr/diversity-hr-information/discrimination-complaint-procedures

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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:

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.

The UW-Whitewater McNair Program prepares first-generation and multicultural students for masters and doctoral study as well as eventual careers as faculty. The program provides educational and professional role models, introduces students to high-quality research settings, improves student skills and profiles so they can complete rigorous courses of academic study, with special emphasis on qualitative, computer, writing, interpersonal, and test-taking skills; research methods; critical thinking. It also assists students in acquiring fellowships, graduate assistantships, and related positions so that they can pursue doctoral study.

A central feature of the program is the mentoring provided by UW-Whitewater faculty where each scholar receives guidance in working on a research project, as well as regular contact with a professional role model. The research component requires each scholar to complete a research project and present that project at a professional conference. Scholars participate in a research internship during their second summer at a university, regional, or national research center.

The website URL where more information about the faculty diversity program(s) is available :
http://www.uww.edu/acadsupport/mcnair

Affordability and Access

<div align="center">

Responsible Party

Wesley Enterline

Sustainability Coordinator

Facilities Planning and Management

</div>

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

Submission Note:

http://www.uww.edu/scholarships

http://www.uww.edu/diversity/grants-and-awards

A reliable source for 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 was not available, so the following assumptions were made: 29.7% of students enter as

low-income, according to reported statistics. Furthermore, the Adult Student Outreach Office website reports serving anywhere from 900 to over 1000 students classified as "non-traditional" (900 over the age of 25, but non-traditional includes other classifications, such as students that work full-time or have children). Therefore, the assumption that approximately 10% of the student population meets the criteria of non-traditional and, assuming some degree of overlap between the groups, the final percentage for this criteria was determined to be 35%. If more reliable information is identified, this metric will be updated.

"---" *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:

There are various grants available to UW-Whitewater students that target students below a certain threshold of EFC (expected family contribution). Examples include:
Pell Grant: (EFC must be less than 5,101) - $602–$5,730/year
Supplemental Educational Opportunity Grant: $100–$1,000/ year (at UWW)
WI Higher Education Grant: (EFC must be less than 4,000) - $764–$2,324/year
WI Covenant Scholars Grant: $250-$2,500/year
Non-Resident Grant: (EFC must be less than 12,000) - $1,000-$1,500/year (at UWW)

Work Study: Considered financial aid and is based on need and availability of
funds; funds run out quickly (at UW-Whitewater). Funds earned by rate of pay and hours worked and jobs are usually on campus (at UW-Whitewater).

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The UW-Whitewater Inclusive Excellence (IE) Fellowship Program seeks applications from scholars, artists and educators who can contribute significantly to the University of Wisconsin-Whitewater's Inclusive Excellence initiatives. The IE Fellowship Program supports the university's commitment to fostering greater understanding of individual, societal and group differences at every level of university life. Fellows play a critical role in intentionally integrating those differences into the core aspects of the institution. The IE Fellowship Program offers a unique opportunity to work in a university environment that is committed to creating learning environments in which students of all backgrounds can thrive, and that demands that the ideals of inclusion, equity, diversity and excellence be pursued as interconnected and interdependent goals.

http://www.uww.edu/diversity/inclusive-excellence-fellowship-program

A brief description of any programs to prepare students from low-income backgrounds for higher education:

TRIO programs are federally funded by Title IV of the Higher Education Act of 1965. These programs are designed to prepare low income, first generation or disabled Americans to begin and complete college.

http://uwhelp.wisconsin.edu/preparing/multicultural.aspx

The King/Chavez Scholars program is designed to compliment the array of multicultural/disadvantaged programs at UW-Whitewater that serve the interests and needs of first generation/low income TRIO students. The program aims to attract and retain scholars for participation in the following: McNair Scholars Program; University Honors Program; Undergraduate Research Program.

http://www.uww.edu/acadsupport/king

The Upward Bound Program is funded by a grant through the US Department of Education, and it follows the legislation provided by the Higher Education Act of 1965, as amended (Title IV). Its success helped support the creation of Educational Opportunity Centers, Veterans Upward Bound, and Upward Bound Math/Science in 1972; the Training Program in 1976; the Ronald E. McNair Post Baccalaureate Achievement Program in 1986, and the TRIO Dissemination Project in 1998. All of these programs make up what we call "TRiO" programs.

http://www.uww.edu/precollege/programs/upward-bound

Pre-College summer camps provide students entering 6th through 12th grade with a wide range of academic, career, cultural, and recreational experiences at the University of Wisconsin-Whitewater. Campus include Reading for Success in Math & Science, College Acceleration Programs, and ACT Preparation Camp.

http://www.uww.edu/precollege/programs/summer-academic-camps

A brief description of the institution's scholarships for low-income students:

There are several hundred scholarships and grant programs offered to UW-Whitewater students and many of them have requirements for demonstrated financial need.

http://www.uww.edu/scholarships

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Wheels to Whitewater: The Wheels to Whitewater program focuses on recruitment of students from the Milwaukee Public Schools district. Wheels to Whitewater is designed to give multicultural students the opportunity to visit the UW-Whitewater campus, while also exposing them to specific areas such as Admissions, Academic Advising, Athletics, Financial Aid, and Multicultural Affairs and Student

Success. This comes at no cost to the high schools; UW-Whitewater funds transportation and meals. Historically, the program serves 325-400 students each year.

Precollege Programs: The Office of Pre-College Programs administers the Upward Bound Program, Pre-College Academic Camps, and the Saturday College Program. The Upward Bound Program—funded by the U.S. Department of Education—provides academic advising, tutoring, mentoring, and a 6-week summer academic enrichment experience to 68 college-bound high school students each year from targeted schools in Milwaukee and Racine. The Pre-College Summer Camps—funded largely by the State of Wisconsin Department of Public Instruction—provide 200-300 low-income, first generation, and URM students with academic, career, and cultural activities in one-, two-, or three-week residential experiences.

Warhawk Premiere Day: Designed to provide a glimpse into life at UW-Whitewater, this open house offers a chance to meet with members of the academic community, discover support services available to students, tour campus, and eat in the dining facility.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Several Diversity Intramural Grant Programs fall under the umbrella of Inclusive Excellence, which addresses needs of students from underrepresented minority groups and from low-income backgrounds.

Whitewater Inclusive Excellence Initiatives Programs: The Office of the Provost is now accepting proposals for the Inclusive Excellence Initiatives Program. The purpose of the University of Wisconsin-Whitewater Inclusive Excellence Initiatives Program is to fund, on a one time basis, projects supporting equity, diversity and inclusion on the UW-Whitewater campus. Projects will be funded for amounts between $500 and $10,000. Funding will supplement, not supplant, other University of Wisconsin-Whitewater or University of Wisconsin System initiatives and/or programs.

System Office of Equity, Diversity, and Inclusion [EDI] Closing the Achievement Gap Program: This grant program supports practical and innovative programs that are effective in redressing the gaps in access, learning, and academic achievement that currently exist among students from historically underrepresented populations. Through these grant funds, the UW system seeks to advance greater equality, inclusion, and excellence across its institutions.

Extention Diversity Program Development Initiative: The University of Wisconsin-Extension seeks proposals to provide start-up support for new ventures that are consistent with the Extension goals and initiatives. Funds are intended to assist University of Wisconsin institutions in developing and implementing pilot programs that advance diversity and inclusivity.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

The difference between the Cost of Attendance and the Expected Family Contribution is considered financial need. The Financial Aid Office will assist students and their families in trying to meet their financial need by offering a combination of grants, loans, and employment opportunities. Students who have no financial need are eligible to be considered for non-need based loans and employment.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

No other policies or programs not already noted above.

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:

No, federal and state financial aid can be disbursed to students enrolled at least half time, but there are no 'targeted' dollars for part time students.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The Children's Center offers year round, full day year round child care for children from ages 3 months up to 6 years and a Summer School Aged Camp for children entering the 1st through 5th grades. Our program's philosophy is that children learn through hands on inquiry based open ended activities. We defend our children's right to play and believe that play is their work. We follow a Reggio Inspired Approach to teaching by viewing every child as capable and competent and our children's families as their first teachers and partners in the learning process. Our program's curriculum is child centered and initiated and we utilize the Project Approach to implement our curriculum.

http://www.uww.edu/childrenscenter/

A brief description of other policies and programs to support non-traditional students:

Adult Student Outreach is dedicated to helping each adult student find information, connections, and motivation to achieve his or her educational goals.

http://www.uww.edu/aso

The Nontraditional Student Recognition Award was established to recognize a nontraditional student on our campus. It recognizes the nontraditional student's academic commitment, leadership, and significant contributions to the university community while managing the multiple life roles of a nontraditional student.

Concern for Adults Returning to Education (CARE) Recognition is for UW-Whitewater faculty or staff members who show sensitivity to the diverse learning styles, experiences, and multifaceted lives of nontraditional undergraduate students. Faculty or staff members nominated for this support and enrich the student experience by accepting the unique qualities and challenges that adult students bring to campus.

The Adult Student Services Coordinator key responsibility is to provide one-on-one attention to encourage and coordinate support for you as an adult learner. Some of the valuable services provided include support services to meet your unique needs as an adult student and help to enhance your experience at UW-W, programs and services that help you connect to the campus community such as Plan-It-Purple orientation/registration and advising program, and guidance and support to assist you with the transition while understanding you have other responsibilities such as employment and family obligations.

Adult Students Connections is a dedicated group that aim to support each other on their educational journeys by communicating via email and Facebook.

Non-Trad Pad: The Non Trad Pad is located near the Career and Leadership Offices, past the bay of computers and Bailey Interview Center. It is tucked in the corner near the fireplace. Stop in for as little or as long as your busy schedule allows. It is casual and a fun way to meet other nontraditional students on campus.

In addition, the Talbots Charitable Foundation is proud to present a scholarship program for women looking to return to college later in life. And, the Denise Bertucci Memorial Scholarship was founded to award nontraditional students - those returning to school after a break in their formal education.

There are other various scholarship opportunities available to non-traditional students:

http://www.uww.edu/aso/scholarships

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	29.70
The graduation/success rate for low-income students	51.80
The percentage of student financial need met, on average	60
The percentage of students graduating with no interest-bearing student loan debt	62

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:
35

The website URL where information about the institution's affordability and access programs is available:
http://www.uww.edu/sustainability/planning-administration-and-social-justice

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

http://livingwage.mit.edu/counties/55127

The State of Wisconsin Compensation Plan for all state employee classifications is found here:
http://oser.state.wi.us/subcategory.asp?linksubcatid=1296&linkcatid=697&linkid=29

The State of Wisconsin Investment Board (SWIB) is responsible for managing the assets of the Wisconsin Retirement System (WRS) trust fund. The individual accounts and benefits of WRS are managed by the Department of Employee Trust Funds (ETF).
http://www.swib.state.wi.us/WRS.aspx

The UW System offers a Tax-Sheltered Annuity Program, UW 403(b), as a supplemental retirement savings program. The Deferred Compensation Program allows employees to invest pre-tax earnings into a variety of investment options offered by the program. The annual maximum for 2014 is $17,500. There are 21 investment options currently offered by the plan, plus a self-directed brokerage option that provides more than 2,000 mutual fund choices, available through the Schwab Personal Choice Retirement Account.
https://wisconsin.gwrs.com/login.do

Investment options include a wide array of mutual funds and fixed and variable annuities managed by six authorized investment companies; Dreyfus Retirement Services, Fidelity Investments, T. Rowe Price, TIAA-CREF, RiverSource Life Insurance Company, and Lincoln National Life Insurance Company.

Investment options provided by these companies include: TIAA-CREF Social Choice Equity Fund (Mutual) and CREF Social Choice Fund (TIAA-CREF currently considers constituents of the MSCI USA IMI ESG and MSCI World ex-US ESG Index as meeting the Fund's ESG criteria); LVIP Delaware Social Awareness (not available to new participants); and Neuberger Berman Advisers Management Trust Socially Responsive Portfolio (S Class).

In addition, the UW System provides a link to TIAA-CREF's Socially Responsible Investing Report at:
http://www.tiaa-cref.org/ucm/groups/content/@ap_ucm_p_tcp/documents/document/tiaa01007775.pdf

While many employees are paid a sustainable compensation, this does not qualify as a "sustainable compensation standard/guideline/policy." Collective bargaining rights for state employees were terminated by Wisconsin Act 10 in 2011.

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

Number of employees:

1,373

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

0

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

350

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

57

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Our wages are based upon a regional wage scale survey based on regional averages. Salaried positions are based upon pay-grade and adjusted for the marked in which they are based (e.g. in metropolitan areas with a higher cost of living, the same position may be paid slightly higher than in a rural area).

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

1,369

Number of employees of contractors that receive sustainable compensation:

67

A brief description of the standard(s) against which compensation was assessed:

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). In Walworth County for 2 adults, 2 children, the living wage rate is $19.18/hour. 120% of the Poverty Wage ($10.60) is $12.72, which is the minimum standard used to measure compensation on campus.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid permanent employees make $11.51/hour, but are eligible for a benefits package that makes their total compensation exceed the calculated living wage for Walworth County of $12.72/hour.

Employees needs to have at least a 54% FTE to be eligible for WRS and benefits unless they were employed prior to ACT 10. Using the Total Compensation Estimator: $11.51 * 2080 hours/year = $23,940.80, the total compensation is $35,234.92. When I divide $35234.92/2080 = $16.94/hour

This would mean that no permanent employees are under the $12.72 except for those that are temporary employees such as LTEs or students. Therefore, all permanent employees at the university receive a living wage.

https://www.wisconsin.edu/ohrwd/benefits/totalcomp/

DINING SERVICES CONTRACTOR

Our full time union associates are members of the Chicago Midwest Regional Joint Board (CMRJB) Local 122. Wages for union members are agreed upon in the labor agreement, while non-union supervisors are at comparable rates. Based on the labor agreement, our average union full time position pays $14.70, with annual increases to $15.65 by 2017.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Project and Limited Term Employment appointments tend to be the only part-time staff at the university. These positions must meet a minimum threshold of hours worked to be eligible for benefits. The lowest paid of these employees make $11.51/hour, which falls below the calculated living wage for Walworth County of $12.72/hour. Out of the 25 LTES, only 4 are under the $12.72/hour threshold.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Temporary staff are generally paid in a lump-sum arrangement. The compensation for these employees is not factored into an equivalent hourly wage.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Adjunct, or temporary, faculty are generally paid in a lump-sum arrangement. The compensation for these employees is not factored into an equivalent hourly wage.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Many student employees on campus are paid the federal minimum wage of $7.25/hour.

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?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

Additional press releases of awards:

http://www.uww.edu/news/archive/2011-05-top-100-workplaces

http://www.uww.edu/news/archive/2012-05-top-workplace

http://www.uww.edu/news/archive/2013-05-top-workplace

Additional information about the program:

http://www.topworkplaces.com/frontend.php/regional-list/company/jsonline/university-of-wiscon

http://www.workplacedynamics.com/

"---" *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:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In each of the past four years, UW-Whitewater has participated in a survey conducted by WorkplaceDynamics LLP, an independent research company. Based on the survey results, we were recognized in 2011, 2012, 2013, and 2014 as a Top Workplace by the Milwaukee Journal Sentinel.

All employees were surveyed, giving us a 100 percent assessment rate.

For the last completed assessment, 854 employees responded to the survey from 1423 employees that were invited to complete a survey (giving a response rate of 60%). This is made up entirely of online surveys. Employees provided approximately 1200 comments and improvement ideas about UW-Whitewater gathered through the conditional line of questioning.

The benchmark is comprised of similarly-sized companies in our peer group. Culled from a database of more than 6,000 organizations that have surveyed with Workplace Dynamics, LLC. over the last year, this national benchmark includes the most current available data from 18 peer institutions.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The satisfaction survey is completely confidential, but an exit interview is utilized for all individuals leaving employment at UW-Whitewater. HR sends out the link to the exit interview with all resignation and retirement letters (so all university staff personnel who leave) and the choice is up to the individual to complete this. The current mechanism is to have the UW-Whitewater HR Manager (or Director) initiate contact with the submitter for investigation into any issues raised that she feels requires follow-up. Typically, the issues reported on the exit interview include interpersonal conflict, pay, and advancement opportunities. Any issues regarding supervisor conduct are addressed directly with the supervisor as appropriate. Decisions on pay and advancement are often results of UW System policy.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.uww.edu/news/archive/2014-06-top-workplace

Wellness Program

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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:

W3: Working for Whitewater's Wellness:
http://www.w3wellness.org/

University Health and Counseling Services - Wellness Information:
http://www.uww.edu/uhcs/wellness-information

University Health and Counseling Services - Counseling Services Available:
http://www.uww.edu/uhcs/counseling-services/services-available

Employee Assistance Program:
http://www.uww.edu/uhcs/counseling-services/employee-assistance-program

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes

Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The University of Wisconsin - Whitewater's Worksite Wellness Committee is dedicated to enhancing a culture that provides environmental and social support that encourages good health and the overall well-being of our employees.

The organization Working for Whitewater's Wellness seeks to increase longevity and quality of life utilizing the Blue Zones Principles by facilitating programs and partnerships to affect sustainable improvements for everyone in our community.

The University Health and Counseling Services (UHCS) provides a wide variety of basic health information and resources geared toward students. The UHCS staff offers free speaking services on a wide variety of health and counseling services on health-related topics. They offer bulletin board kits for RA's to use in residence halls to help educate students through passive displays. Scheduled events include Try It Tuesday, Campus Reflection Space, Cold & Flu Solutions, and the Great American Smokeout. Licensed massage therapy is also available to the campus for reasonable rates. In addition, trainer counselors offer individual, group, and couples counseling. Consultations with staff and referrals to community agencies are also available. Crisis intervention is also available. There are also resources for individuals to help with distressed students and to handle situations involving sexual assault and harassment.

The Employee Assistance Program at UW-Whitewater provides employees and their immediate family members with a free and confidential opportunity to address personal and work related concerns such as: Stress, Depression, Health, Anxiety, Marital/Family Difficulties, Alcohol and Other Drug Use, Workplace Difficulties, Financial Strain, and Grief. The University of Wisconsin-Whitewater assures employees that those who consult with the EAP staff may do so on work time. Contact with the EAP is always voluntary and EAP records will not be kept as part of a personnel file. Contact with the EAP staff is free and confidential.

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

http://www.uww.edu/worksitewellness

Workplace Health and Safety

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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.

Submission Note:

The reportable information was derived from our OSHA 300A Summary of Work-Related Injuries and Illnesses reports from the past 3 years. This information is based on a calendar year.

http://www.uww.edu/adminaffairs/riskmanagement/employee-safety

http://www.uww.edu/adminaffairs/riskmanagement/uww-health-and-safety

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

Please enter data in the table below::

	Performance Year	Baseline Year

Number of reportable workplace injuries and occupational disease cases	21	23
Full-time equivalent of employees	1,221	1,119

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the workplace health and safety baseline was adopted:

The reportable information was derived from our OSHA 300A Summary of Work-Related Injuries and Illnesses reports from the past 3 years. This was the most immediately relevant data. 2013 saw 17 reportable injuries out of 1,156 FTE employees.

While a baseline was not reported for our on-site dining contractor, they did report for FY2014 they only had 5 paid claims (and no out of work days) for 350 associates.

A brief description of the institution's workplace health and safety initiatives:

Obviously it is our goal to have zero injuries. This means that the employees must be involved with the various safety programs that affect them in their area. We continuously try to keep the employees involved through their supervisors and managers. It must be a priority for their supervisor for it to be a priority for them. Training is a huge part of this and there is required training for certain areas/employees.

We also rely on the supervisors/managers to talk about safety on a regular basis and give the employees a chance to bring up safety issues. This constant communication allows for information to be addressed and improvements to be made. We are trying to get this to be the safety culture across campus. With this constant interaction, we hope to keep improving towards our goal.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.uww.edu/adminaffairs/riskmanagement

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

Submission Note:

UW-Whitewater Foundation has a Board of Directors, but there is not a specific committee focused on investor responsibility.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

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 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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Submission Note:

While several practices have been implemented at the UW System level that apply to a small portion of our overall holdings, there is a good deal of room for improvement in practices and/or data collection methods to get more specific details about UW-Whitewater Foundation.

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

Total value of the investment pool:

17,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

A complete accounting of specific amounts invested in the above categories has not been completed, although it is likely that investments that apply to these categories are made within the funds utilized by the endowment.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

UW SYSTEM

The policy on Social Responsibility Investment Considerations applies to the invested assets of the University of Wisconsin System's Trust Funds, and to individuals interested in providing input regarding the corporate policies or practices of the companies and other entities in which the University of Wisconsin System invests.

The purpose of this statement is to communicate the Board of Regents' policies and practices for considering the various aspects of the social responsibility of the companies, governments, or other entities in which it invests University of Wisconsin System Trusts Funds.

UW-WHITEWATER

There is not a sustainable investment policy that is utilized by UW-Whitewater Foundation to guide investments for the endowment at this time.

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

To enhance the Board's awareness of social concerns the Board of Regents, through the Business, Finance, and Audit Committee, directs the University of Wisconsin System Administration to conduct a proxy review to highlight proxy resolutions related to discrimination and substantial social injury. As further provided under RPD 31-13, the Committee will also determine its voting position for such shareholder resolutions.

The Regents also wish to solicit input from students, faculty, alumni and citizens on matters related to social concerns. To obtain this input, the Business, Finance, and Audit Committee of the Board of Regents may schedule a public forum at the request of parties interested in presenting such concerns to the Board of Regents. The purpose of this forum is to offer the broadest opportunity for System constituencies to present such information to the Board of Regents.

Cognizant of the University of Wisconsin System, state, and federal commitments to environmental protection, the Board of Regents Business, Finance, and Audit Committee, in discharging its responsibility for managing the University of Wisconsin System Trust Funds, does so with the expectation that the companies and other entities in which it invests will evidence a similar commitment in their respective activities. In the event that any persons or group of persons, after careful investigation and evaluation of facts in evidence, concludes that a company in which the University of Wisconsin System Trust Funds has investments appears not to be performing in accord with the Committee's expectations and the appropriate governmental standards in this area, the Committee will afford those persons an opportunity to detail their evidence and concerns to the Committee. The Committee may afford the company or other entity

involved an opportunity to respond to the concerns expressed, before deciding what course of action is appropriate.

2013: UW Trust Funds submitted voting instructions for 25 proposals (including "non-routine" corporate governance proposals), compared with 17 and 38 proposals for the past two years, respectively. Of the proxies submitted for voting by the Trust Funds, 11 came to votes, 12 were withdrawn, one was omitted, and one is pending. The primary submissions for the UW Trust Funds on social issues involved the environment and global warming (nine) and human rights (two). For corporate governance issues, the UW's primary submissions involved political donations (eleven) and board diversity (two). The highest support vote on an individual social issue came at Halliburton. The resolution, asking the company to report on the company's process for evaluating human rights risks in their direct operations and supply chains, received 40 percent support.

2014: Trust Funds staff requests approval to vote in the affirmative for the 34 shareholder proposals presented. The majority of these proposals can be viewed as falling under one of the 26 pre-approved issues. Furthermore, approval is requested to vote in the affirmative on additional proxies coming to vote in 2014 if the proposals can be viewed as falling under one of these approved issues.

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

Regent Policy 31-16 Sudan Divestment

The purpose of this policy is to prevent, to the extent possible, making or retaining investments that would provide support to the government of Sudan. The policy was introduced in 2006 due to the ongoing genocide and ethnic cleansing in Darfur sponsored by the Sudanese government and is intended to remain in place as long as such conditions persist.

The policy of the UW System Board of Regents is to join in concert with other institutional investors, states, municipalities, and the U.S. government in restricting and discouraging business activity that provides support to the current government of Sudan, due to acts of genocide or "ethnic cleansing" which have occurred in that country.

A minimum percentage has been used since our campus share of the UW System Trust is relatively small.

Approximate percentage of the endowment that the negative screens apply to:

1

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

UW-SYSTEM
Regent Policy Document 31-10 (formerly Regent Policy Document 92-4) on Proxy Voting

The purpose of this policy is to describe who is responsible for identifying, analyzing, and voting various types of shareholder proxies, proposals put to shareholder vote which may impact the future and fortunes of the companies in which University of Wisconsin System Trust Funds are invested.

The general policy of the UW System Board of Regents is to ensure that the voting of proxies is conducted in a diligent manner that reflects the Board's stewardship and fiduciary responsibilities. To this end, the following guidelines are to be adhered to:

Shareholder proxies dealing with "routine" corporate governance and management issues are generally to be voted by the investment managers, in accordance with each manager's proxy voting guidelines.

Shareholder proxies dealing with "non-routine" corporate governance and management issues or issues involving some aspect of "social responsibility" are generally to be voted, or directed for voting, internally.

UW System Administration will regularly identify "non-routine" corporate governance and management issues or issues involving some aspect of "social responsibility" for, and provide analyses and recommendations to, the Board of Regents' Business, Finance, and Audit Committee to assist it in its review. The Committee will then develop voting positions on the proxy proposals, which will be conveyed by UW System Administration staff to the investment managers as needed.

UW System Administration will then present to the Committee, at least annually, the results of the proxy voting season.

UW-WHITEWATER

At this time, an indication of proxy voting has not been recorded for sustainability evaluation at the local Foundation level.

Has the institution 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?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

UW SYSTEM

The 2013 proxy season saw the filing of 395 proposals related to social issues, up substantially from 358 last year. Through the end of June, 181 social issue proposals resulted in shareholder votes, 151 were withdrawn, 47 were allowed to be omitted by the Securities Exchange Commission (SEC), and 16 are still pending.

The categories of proposals that won strong shareholder support in 2013 included the following requests of companies: expand or report on fair employment policies; disclose and monitor political contributions; report on sustainability efforts; and, report on the environmental impact of hydraulic fracturing. Each of these categories received, on average, the support of 24 percent or more of votes cast.

The majority of the sustainability withdrawals involved a promise by the company to produce a detailed sustainability report. The animal welfare withdrawals generally involved a promise by the company to review or report on animal treatment or specific welfare practices. Other notable withdrawals occurred in the environmental category on resolutions relating to sustainable palm oil, where six of the seven proposals were withdrawn. Palm oil has been the topic of much controversy due to the widespread deforestation associated with the plantations. The palm oil proposals asked companies to implement a "comprehensive sustainable palm oil policy." All of the palm oil withdrawals represented negotiated agreements with the companies.

One notable global warming resolution was at Exxon Mobil. The proposal asked the company to "create a climate consensus task force to study how the company should factor global warming into its models for measuring, pricing, and distribution risk" under its current business model. This resolution was withdrawn after an agreement was reached. Of the total global warming resolutions, eleven were voted, five were withdrawn, and one was omitted. The global warming proposals which came to votes averaged 23 percent support in 2013, down from 26 percent in 2012.

Two notable human rights resolutions were at Expedia and Choice Hotels; these proposals focused on sex trafficking and exploitation of minors in American-owned hotels all over the world. The resolutions asked the firms to adopt human rights policies which included a commitment to the education and prohibition of sexual exploitation of minors. Both resolutions were withdrawn after the companies agreed to address the issue.

A new shareholder campaign for 2014 relates to the "Sandy Hook Principles" as mentioned above. The Sandy Hook Principles are modeled after the Global Sullivan Principles and were introduced by Philadelphia Mayor Michael Nutter in 2013. The Sandy Hook Principles include 20 principle statements whose application the authors and supporters believe "will improve the health, safety, and well-being of communities." The principles include promoting automation of records and databases, requirement of universal firearm background checks which can be shared by all federal agencies, and development of technology-enhanced gun safety measures. A typical proposal in this campaign asks the company to report on the Sandy Hook Principles, including a list and summary of correspondence for all companies engaged in the policy.

For 2014, proposals have been presented at three companies: Amazon, Wal-Mart, and Allied Techsystems. We recommend the adoption of a new pre-approved issue, "Report/Act on Sandy Hook Principles."

UW-WHITEWATER

At this time, no direct engagements with corporations in the institutional portfolio have been recorded for sustainability evaluation at the local Foundation level.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

UW SYSTEM

No participation in investor networks and/or inter-organizational collaborations to engage in policy advocacy have been found.

UW-WHITEWATER

No participation in investor networks and/or inter-organizational collaborations to engage in policy advocacy have been found.

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

https://www.wisconsin.edu/trust-funds/investments-and-reports/

Investment Disclosure

Responsible Party

Wesley Enterline
Sustainability Coordinator
Facilities Planning and Management

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

UW SYSTEM TRUST FUNDS:

https://www.wisconsin.edu/trust-funds/investments-and-reports/

The University of Wisconsin System Trust Funds is composed mostly of gifts, grants, and bequests from individuals and corporations. Although active fundraising is primarily the purview of individual campus foundations, the University also benefits from the generosity of alumni and friends who have gifted directly to one of the UW institutions rather than through an affiliated foundation.

https://www.wisconsin.edu/trust-funds/download/investments_and_reports/TrustFundsAnnualReport20 14.pdf

For the fiscal year ended June 30, 2014, UW System Trust Funds received $10.0 million in gifts, up from the $9.2 million received in the prior year. UW-Whitewater's share was $371,136 of the total.

Disbursements from Trust Funds to benefiting UW institutions totaled $18.9 million, compared to $17.0 million in the fiscal year ended June 30, 2013. Consistent with donor designations, disbursements have predominately gone toward research, student aid, extension and public service,and instruction.

The total balance of gifts, disbursements, and balances by the end of Fiscal Year 2014 was $488,784,420. Of this total, UW-Whitewater's share was $1,007,213, or 0.2% of the total.

UW-WHITEWATER FOUNDATION

The UW-Whitewater Foundation, Inc. holds the majority of the endowed assets in support of the University of Wisconsin-Whitewater. The Board of Directors of the Foundation is responsible for all endowment investment and distribution policies and ensuring that these policies comply with state laws. The Investment Committee of the Board of Directors is responsible for making all investment decisions in accordance with these policies.

The Foundation's primary investment objective is long-term appreciation with a level of risk consistent with the preservation of principal. As of June 30, 2007, the Foundation has almost $17 million under investment with a series of common fund providers. The Investment Committee meets quarterly to review each provider's performance against appropriate benchmarks, and if necessary, to select new providers.

Each year, the Board of Directors authorizes an allocation from its investment pool to each endowed fund for spending purposes and an amount to cover the Foundation's costs of managing the endowment. Depending on investment returns, the Board also may make special allocations to each endowed fund to increase its value over time.

Largest Equity Holdings (represents 50.7% of the $17 million total endowment)

American - Growth Fund of America (15.1% of portfolio):
https://www.americanfunds.com/individual/investments/fund/agthx

American - Fundamental Investors Fund (12.3%):
https://www.americanfunds.com/individual/investments/fund/ancfx

Vanguard - 500 Index Fund (12.0%):
https://personal.vanguard.com/us/funds/snapshot?FundId=0540&FundIntExt=INT

Buffalo - Small Cap Fund (5.8%):
http://www.buffalofunds.com/funds/small_cap/performance.html

Oakmark - The International Fund (5.5%):
http://www.oakmark.com/Our-Funds/Overview/International.htm

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

54.20

A copy of the investment holdings snapshot:

PA 15 - TrustFundsAnnualReport2014.pdf

The website URL where the holdings snapshot is publicly available:

http://www.uww.edu/foundation/support/endowment

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

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 3

Criteria

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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.

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Innovation 4

Criteria

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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.
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