University of Wisconsin-Oshkosh

The following information was submitted through the STARS Reporting Tool.

Date Submitted: May 1, 2014

STARS Version: 2.0
# Table of Contents

**Institutional Characteristics**
- Institutional Characteristics

**Academics**
- Curriculum
- Research

**Engagement**
- Campus Engagement
- Public Engagement

**Operations**
- Air & Climate
- Buildings
- Dining Services
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water

**Planning & Administration**
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment

**Innovation**
- Innovation

---

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

The passthrough subcategory for the boundary

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Boundary</td>
</tr>
<tr>
<td>Operational Characteristics</td>
</tr>
<tr>
<td>Academics and Demographics</td>
</tr>
</tbody>
</table>
## Institutional Boundary

### Criteria

This won't display

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

### Institution type:

Baccalaureate

### Institutional control:

Public

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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### Reason for excluding agricultural school:

---
Reason for excluding medical school:
---

Reason for excluding pharmacy school:
---

Reason for excluding public health school:
---

Reason for excluding veterinary school:
---

Reason for excluding satellite campus:
---

Reason for excluding hospital:
---

Reason for excluding farm:
---

Reason for excluding agricultural experiment station:
---

Narrative:
---
Operational Characteristics

Criteria

n/a

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

Endowment size:
18,929,000 US/Canadian $

Total campus area:
184.62 Acres

IECC climate region:
Mixed-Humid

Locale:
Mid-size city

Gross floor area of building space:
2,945,513 Gross Square Feet

Conditioned floor area:
---

Floor area of laboratory space:
264,748 Square Feet

Floor area of healthcare space:
0 Square Feet

Floor area of other energy intensive space:
264,748 Square Feet

Floor area of residential space:
611,974 Square Feet

Electricity use by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy Source</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Biomass</td>
<td>0</td>
</tr>
<tr>
<td>Coal</td>
<td>47</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Hydro</td>
<td>5</td>
</tr>
<tr>
<td>Natural gas</td>
<td>23</td>
</tr>
<tr>
<td>Nuclear</td>
<td>0</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>6</td>
</tr>
<tr>
<td>Wind</td>
<td>19</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>0</td>
</tr>
</tbody>
</table>

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

---

Energy used for heating buildings, by source:

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>44</td>
</tr>
<tr>
<td>Electricity</td>
<td>---</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>---</td>
</tr>
<tr>
<td>Geothermal</td>
<td>---</td>
</tr>
<tr>
<td>Natural gas</td>
<td>54</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>2</td>
</tr>
</tbody>
</table>
A brief description of other sources of building heating not specified above:

Incinerated waste such as wood pellets.
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): 60

Full-time equivalent enrollment: 9,371

Full-time equivalent of employees: 1,348

Full-time equivalent of distance education students: 0

Total number of undergraduate students: 12,464

Total number of graduate students: 1,256

Number of degree-seeking students: 11,532

Number of non-credit students: 22

Number of employees: 1,993

Number of residential students: 5,766
Number of residential employees:
996

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
</tr>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sustainability courses offered</td>
<td>77</td>
<td>14</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>262</td>
<td>5</td>
</tr>
<tr>
<td>Total number of courses offered by the institution</td>
<td>3,500</td>
<td>500</td>
</tr>
</tbody>
</table>

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):
31

Total number of academic departments (or the equivalent) that offer courses (at any level):
47

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):
SUSTAINABILITYINTHECURRICULUM2013.docx

An inventory of the institution's course offerings with sustainability content (and course descriptions):
http://www.uwosh.edu/usp/explore/explore-courses

The website URL where the inventory of course offerings with sustainability content is publicly available:
http://www.uwosh.edu/usp/explore/explore-courses

A brief description of the methodology the institution followed to complete the course inventory:
The Campus Sustainability Council of the University of Wisconsin Oshkosh, which includes at least three faculty members who teach courses in different departments, adopted the definition of sustainability in the curriculum to guide sustainability course identification. They also recommended applying a rubric developed by faculty working on General Education Reform. The rubric included a matrix listing goals/competencies for three levels: Knowledge, Analysis, and Action.

The Director of Sustainability, the Chancellor's Fellow on Sustainability, and student interns analyzed the syllabi available for courses taught in the 2010-2011 Academic Year and again in the 2012-2013 Academic Year. Some syllabi were not available for analysis because they were not posted online and faculty did not respond to repeated requests. A complete listing of courses/sections offered was obtained from the Registrar. A table was constructed to document the syllabus analysis.

**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?:**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>No</td>
</tr>
<tr>
<td>Praticums</td>
<td>No</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>No</td>
</tr>
<tr>
<td>Clinical</td>
<td>No</td>
</tr>
<tr>
<td>Physical education</td>
<td>No</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Yes

**Does the institution designate sustainability courses on student transcripts?:**
Learning Outcomes

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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:
1,990

Total number of graduates from degree programs:
1,990

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:
Virtually all degrees include sustainability as an essential learning outcome through UWO's general education, University Studies Program (http://www.uwosh.edu/usp).

Learning goals can be seen in detail here:

http://www.uwosh.edu/usp/usp-teaching-resources/sq-sustainability/rubric

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

Approved by the Faculty Senate in 2008.(http://www.uwosh.edu/usp/usp-teaching-resources/uw-oshkosh-essential-learning-outcomes). The specific learning objective is listed under "Responsibility, as Individuals and Communities", and is phrased as "Knowledge of sustainability and its applications."

Specific learning outcomes listed for programs include:

First Year Experience: "Gain an understanding of their own role as members of a global community and their responsibility to participate in that community in a way that takes into account sustainability."

Environmental Studies: "Students will be able to critically analyze the concept of sustainability and its three pillars (economic security, social equity, ecological responsibility) and the way this concept is applied and used."

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

http://www.uwosh.edu/usp/usp-teaching-resources/uw-oshkosh-essential-learning-outcomes
Undergraduate Program

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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 Studies

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

Students considering becoming an environmental studies major or minor should become familiar with what the UW Oshkosh ES program is – and is not. All interdisciplinary programs, from African American studies to women’s studies, draw from various disciplines, which makes the design of interdisciplinary programs more complex than a traditional discipline such as biology or political science. The design of environmental programs is made more complex because it includes the natural sciences as well as the social sciences and humanities, and it can be tied to a pre-professional program such as natural resource management. The result is that there is probably more variety in environmental programs than in any other academic program. Each type of program has its own basic philosophy and goal, and its strengths and limitations.

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

http://www.uwosh.edu/es
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):
Sustainable Management minor

A brief description of the undergraduate minor, concentration or certificate (1st program):
Our world and business environments continually change. Now more than ever, sustainability is key to giving business leaders a competitive edge in today’s economy.

UW Oshkosh offers two programs that pair real world business problems with hands-on sustainable management solutions.

Sustainable management undergraduate minor
Sustainable management master’s degree

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):
Social Justice

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

The Social Justice Minor gives students an opportunity to develop a secondary field of knowledge and expertise that will enable them to critically examine the values that constitute social justice in theory and practice, understand the principles of effective social activism, and formulate and evaluate policies that seek to address issues such as racism, violence, literacy, human rights, gender equity, gender expression, poverty, hunger, and conservation of the environment.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://www.uwosh.edu/social_justice/

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

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

Students considering becoming an environmental studies major or minor should become familiar with what the UW Oshkosh ES program is – and is not. All interdisciplinary programs, from African American studies to women’s studies, draw from various disciplines, which makes the design of interdisciplinary programs more complex than a traditional discipline such as biology or political science. The design of environmental programs is made more complex because it includes the natural sciences as well as the social sciences and humanities, and it can be tied to a pre-professional program such as natural resource management. The result is that there is probably more variety in environmental programs than in any other academic program. Each type of program has its own basic philosophy and goal, and its strengths and limitations.

The website URL for the undergraduate minor, concentration or certificate (3rd program):
http://www.uwosh.edu/es/advising/es-minor

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

---
Graduate Program

Responsible Party
Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

The name of the sustainability-focused, graduate-level degree program (1st program):
Sustainable Management (Collaborative) Master's Degree

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

It’s no secret our world and business environments are always changing. More than ever, sustainability is key to giving you a competitive edge in today’s economy—financially, environmentally, and socially.

For this reason, the University of Wisconsin Sustainable Management programs are thoughtfully designed with input from twenty-first-century businesses across the United States. Curriculum is hands-on. Real-world problems are faced head-on. And you learn to develop triple bottom line businesses that balance profitability with the needs of the environment and the wider communities in which we live.

The website URL for the graduate degree program (1st program):
http://sustain.wisconsin.edu/campuses/uw-oshkosh.aspx
The name of the sustainability-focused, graduate-level degree program (2nd program):
---

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

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

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

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

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

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

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
No

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

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

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

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

A brief description of the graduate minor, concentration or certificate (2nd program):
The website URL for the graduate minor, concentration or certificate (2nd program):
---

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

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

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

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

Responsible Party

Brian Kermath  
Sustainability Director  
Sustainability Office

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.

 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:

The following faculty-led immersive experiences have been offered recently:

Coral Reefs and Geology of Bermuda  
Locations: Bermuda  
Next Dates: August 18-25, 2014

Writing Community Development in Nicaragua  
Class on Campus: Jan 2, Jan 3, Jan 19, & Jan 20, 2012  
Travel Dates: January 4-18, 2012  
Courses: English 302 (EN), 350, 405 or Women's Stds 399 (SS) or Envt Stds 390 (SS)
Activism, Gender, and Social Justice in Tanzania
Dates: January 5, 2012 to January 22, 2012
Course: Communication 405; Women's Studies 399 (SS); Social Justice 399

Approaches to Resource Management of Tropical Ecosystems (Belize)
Dates: January (odd years only)
Courses: Anthropology 394 (SS) and Environmental Studies 395 (SS)

Environmental Engineering: Renewable Energy Sources, Kassel - Germany
Dec 29, 2013 (arrival in Germany Dec 30) - Jan 19, 2014

New Perspectives for a Globalized World: Environmental and Cultural Dimensions
Kassel - Germany, All years beginning 2013.
Next Dates: June 20 (arrival in Germany June 21) - July 19, 2014

Seminar on Sustainability and Globalization: Africa's Experience in Uganda
Location: Iganga District - Uganda
Next Dates: May 17 - June 2, 2014

Viessmann Internship in Germany
Location: Allendorf and Schwandorf, Germany
All years, Next Dates: May 27 - July 25, 2014

The website URL where information about the immersive program(s) is available:
http://www.uwosh.edu/oie/abroad/destinations/all.php
### Sustainability Literacy Assessment

#### Responsible Party

**Brian Kermath**  
Sustainability Director  
Sustainability Office

---

### 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.

---

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

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

100

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

0

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

---

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

- How do people understand and create a more sustainable world?
- Knowledge of Sustainability and Its Applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being.
- How do people understand and engage in community life?
- How do people understand and bridge cultural differences?

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

As part of the core "Essential Learning Outcome" in the USP program an assignment was designed to assess students on their current knowledge, and exploration of sustainability in their first semester. In their general education Capstone course (Connect) they will again
be assessed on their sustainability focus. These assignments were developed to help at first build a foundation of understanding, and then create a concrete knowledge of sustainability and its applications.

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

All students in the USP program explore sustainability as one of their three Quest courses in general education. As one of their first assignments in their first semester they must explore sustainability. In the general education Capstone course (Connect) students have two assignments assessing their sustainability focus.

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

It is in the first year of the USP program and data is still being collected and analyzed.

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

---
Incentives for Developing Courses

**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?**

Yes

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

The Winnebago Project was based on the AASHE faculty development model pioneered as the Ponderosa Project and Piedmont Project. Four faculty have received AASHE training and served as workshop leaders. Dozens of faculty have gone through the training and have developed courses based on the workshops.

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

The Winnebago Project includes a 2-day faculty development workshop and a monetary stipend upon proof that a course change has been made. For the first 2 years the stipend was $750 to reward early adopters. Later stipends were $500. Alumni from the Winnebago Project are also alerted to followup opportunities such as a brown bag discussion series.

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

---
Campus as a Living Laboratory

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air &amp; Climate</td>
<td></td>
</tr>
<tr>
<td>Buildings</td>
<td></td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td></td>
</tr>
<tr>
<td>Grounds</td>
<td></td>
</tr>
<tr>
<td>Purchasing</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Waste</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td></td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td></td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td></td>
</tr>
<tr>
<td>Investment</td>
<td></td>
</tr>
<tr>
<td>Public Engagement</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Status</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td>Yes</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Yes</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>Yes</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>Yes</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>Yes</td>
</tr>
<tr>
<td>Investment</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>---</td>
</tr>
</tbody>
</table>

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:

You CAN make a difference about global warming. This campaign draws on students and student groups across the campus, engaging in a variety of activities to protect the future of this beautiful planet.

We meet weekly, Tuesdays 4:00-5:00 pm, in Sage Hall 3208.

But you don't need to be able to attend our meetings to be part of this campaign. The point is doing things that make a difference.

Let us know if you'd like to be part of this campaign:
Here are some things we focus on:

Raising awareness on campus of the urgency of global warming.
Moving the university to divest from investments in fossil fuel companies, joining the national Go Fossil Free movement.
Participating in national days of action concerning special climate change issues, such as Drawing the Line against the Canadian Tar Sands and the Keystone XL Pipeline.
Influencing public opinion about climate change, joining with the organizations such as Citizens Climate Lobby and Al Gore's Climate Reality Project.
Connecting with climate activism campaigns on campuses across the country, such as Bill McKibben's 350.org

Outcome: The CCC has been effective in opening a dialogue with the administration about divesting from fossil fuel investments.

http://www.uwosh.edu/es/change-the-climate

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:

Classes, as well as community groups routinely tour campus buildings in order to experience green building first hand. Highlighted buildings include: Sage Hall (LEED Gold), Horizon Village (LEED Gold), and the Student Success Center (LEED Silver). Fact sheets are made available that explain the benefits of green buildings.
Outcome: Student/stakeholder learning for better informed input during the design phase of new buildings that currently include: the soon to open Alumni Welcome and Convention Center, which is expected to earn LEED certification; and Clow an academic building that will be submitted for LEED certification.

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:

As a result of student input through the Sustainability Advisers (formerly Eco-Reps) program and classes, Dining has implemented tray-less dining, Fair Trade offerings, and meatless options.

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

The University biodigester currently produces about 7% of campus electricity demand. Student research at the digester has led to improvements in the mix of feedstocks.
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:

Students, faculty and staff established and maintain native prairie plantings on campus. As a result of this initiative, campus grounds now maintains an increasingly larger percentage of campus under native prairie plantings. UWO is also a regular recipient (now awaiting our fourth year) of Tree Campus USA from the National Arbor Day Foundation. The designation requires student involvement for certification, which generally occurs during Earth Week and periodically through classes.

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:

Through student managed projects the campus is buying compostable waste bags that go to the biodigester.

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:

Pursuing alternative transportation options to reduce the campus’ carbon footprint. Through a senior research project, campus planners have learned the locations of all parking permit holders on campus and will use the information to better target commuters for alternative commuting options.

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:

Through Recyclemania, the campus renews an annual waste management campaign to improve its landfill diversion rate. A recent outcome is a pizza box collection effort that is diverting pizza boxes to the campus’ biodigester.

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:

Annual riverfront cleanup is designed to raise awareness of water quality issues.
Outcome: Both of the last two LEED certified buildings on campus that provide numerous benefits to local water quality.

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

The student government includes a student sustainability director who also serves on the Campus Sustainability Council and is involved in student led campus sustainability efforts.

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:
One of the signature questions of the general education program involves “Intercultural Knowledge” and requires students to participate in community service, which includes the campus.

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:

Healthy Titans (http://www.uwosh.edu/hr/healthy-titans) encourages wellness through a range of programs that includes students as activity and class instructors. Healthy Titans recently earned a Gold award:


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:

20% of the campus investment portfolio is in the campus biodigester, which is used as a learning resource for curricular and co-curricular activities.

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:

All three of the signature questions of the general education program require students to participate in community service, which includes public engagement. Students are involved in an ongoing project called "building stronger communities," which targets start-up organizations in the community.

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Research</td>
</tr>
<tr>
<td>Support for Research</td>
</tr>
<tr>
<td>Access to Research</td>
</tr>
</tbody>
</table>
Academic Research

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

Number of the institution’s faculty and/or staff engaged in sustainability research:
70

Total number of the institution’s faculty and/or staff engaged in research:
417

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
31

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

"---" indicates that no data was submitted for this field
A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

---

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

- Greg Adler, Dept. of Biology & Microbiology
- Hieke Alberts, Dept. of Geography and Urban Planning
- David Barnhill, Environmental Studies Program, Dept. of English
- Jeff Behm, Dept. of Religious Studies and Anthropology
- Steve Bentivenga, Dept. of Biology & Microbiology
- Pete Brown, Dept. of Religious Studies and Anthropology
- Melissa Bublitz, Dept. of Marketing & Supply Chain Management
- Kimberly Busse, ERIC Lab
- Liz Cannon, Social Justice Program
- Chad Cotti, Dept. of Economics
- Mamadou Coulibaly, Dept. of Geography and Urban Planning
- Kevin Crawford, Dept. of Chemistry
- Lisa Dorn, Dept. of Biology & Microbiology
- Aaron Dunckel, Dept. of English
- Steven Dunn, Dept. of Finance and Business Law
- Dale Feinauer, Dept. of Management and Human Resources
- James Feldman, Environmental Studies Program, Dept. of History
- Anna Filipova, Dept. of Public Administration
- Joshua Garrison, Educational Foundations
- Charles Gibson, Dept. of Chemistry
- Michael Godfrey, Dept. of Marketing & Supply Chain Management
- Angela Gray Subulwa, Dept. of Geography and Urban Planning
- M. Ryan Haley, Dept. of Economics
- Amney Harper, Dept. of Professional Counseling
- Douglas Haynes, Dept. of English
- Judith Hankes, Dept. of Curriculum and Instruction
- Cary Henson, Dept. of English
- Eric Hiatt, Dept. of Geology
- Donald Hones, Dept. of Curriculum and Instruction
- Jaya Jambunathan, College of Nursing
- Reynee Kachur, Dept. of Biology & Microbiology
- Toivo Kallas, Dept. of Biology & Microbiology
- Jeffery Kaplan, Religious Studies Program
- Brian Kermath, Sustainability Office
- Alfred Kisubi, Dept. of Human Services and Educational Leadership
- Greg Kleinheinz, Dept. of Biology & Microbiology
- Jordan Landry, Dept. of English
- Brian Langolf, Biodigester
- David Lishner, Dept. of Psychology
- Colin Long, Dept. of Geography and Urban Planning
A brief description of the methodology the institution followed to complete the research inventory:

Reviewed faculty websites and made inquiries with individual faculty members.

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

1) UWO Professor Jennifer Schuttlefield Christus CCI is a co-PI on the NSF-funded "CCI Solar Center for Innovation in Solar Fuels." Solar research focuses on one of the “holy-grails” of 21st Century chemistry – the efficient and economical conversion of solar energy into stored chemical fuel. CCI Solar investigators are targeting the critical science underpinning the solar-driven decomposition of water into hydrogen and oxygen. The technological, environmental, economic, and social benefits of renewable solar fuels cannot be overstated: every human being on Earth would be impacted by the development of sustainable energy resources. The CCI Solar research team is actively engaged to bring this goal to fruition.

http://www.ccisolar.caltech.edu/
2) UWO Professor Stephanie Spehar, PI: The Bornean orangutan (Pongo pygmaeus) population has declined over 50% during the last 60 years, encounter rates of wild orangutans have decreased six fold, and most scientists estimate fewer than 50,000 individuals survive in the wild. This sharp decline has occurred almost entirely due to human activities and development and is projected to continue into the future. In order to preserve wild orangutan populations, reliable and inexpensive methods are needed for estimating population size and monitoring populations, but such methods are lacking. Furthermore, since the majority of wild populations (~ 75%) are located outside of protected areas, it is imperative to work with local communities and governments to build sustainable policies for management of forest resources.

http://www.integratedconservation.org/page/orangutans

The website URL where information about sustainability research is available:
Support for Research

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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 Sustainability Office offers student internships year-round. Funding primarily comes from the Student Titan Employment Program (STEP). STEP is a university program that offers students quality educational experiences while providing faculty and staff members with assistance in areas that include research. STEP student research projects have included, greenhouse gas emissions inventories, air mileage, a history of tree management for the Tree Campus USA program, documenting campus sustainability features including mapping, waste management analysis, fair trade options, and sustainability teaching resources database.

Students are welcome to join in on faculty, and undergraduate research at the Environmental Research and Innovation Center (ERIC) and the Animal Research Lab. The student lab techs are able to gain knowledge and experience working in the research labs as well as supported in doing their own research from specialists.

The University Studies Program requires experiential learning for all students, which includes student research.
The website URL where information about the student research program is available:

http://www.uwosh.edu/eric/academics

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?:

Yes

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

Polk Library's collection practices relies significantly on faculty selection of materials, and we have worked closely with both the Environmental Studies faculty and the campus sustainability people to add relevant materials. On top of that, from the funds that the library designates for general book purchases, we have added a significant number of titles that deal with sustainable building, sustainable communities, sustainability planning, etc. In addition to print books, we provide access to over 100,000 e-books via ebrary with several hundred titles dealing with sustainability in one way or another.

In regards to journal content, we provide access to a handful of good titles, including Current Opinion in Environmental Sustainability; Environment, Development and Sustainability; International Journal of Agricultural Sustainability; Sustainability; Ecological Economics; Environmental Ethics; Ecos; Environmental Education Research; and many others.

We also provide access to several good databases, including Environment Complete, GreenFile, and Science Direct.
We provide access to hundreds of streaming documentaries through Films on Demand, with 182 titles dealing with Ecosystems, 77 titles on Sustainability, and 111 titles on Social Justice. These films can be embedded into D2L for curriculum support and are heavily used by distance education programs on campus.

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

---
Access to Research

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Educators Program</td>
</tr>
<tr>
<td>Student Orientation</td>
</tr>
<tr>
<td>Student Life</td>
</tr>
<tr>
<td>Outreach Materials and Publications</td>
</tr>
<tr>
<td>Outreach Campaign</td>
</tr>
<tr>
<td>Employee Educators Program</td>
</tr>
<tr>
<td>Employee Orientation</td>
</tr>
<tr>
<td>Staff Professional Development</td>
</tr>
</tbody>
</table>
Student Educators Program

Responsible Party

Brian Kermath  
Sustainability Director  
Sustainability Office

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

11,700

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


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

3,200
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

Sustainability Advisers conduct peer-to-peer education in residence halls. Activities include green room certification, green lifestyle certification, educating residents about energy and water conservation, recycling, recruiting participants for events and trips, and promoting green initiatives on campus including Earth Week, Earth Charter, Social Justice and fair trade.

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

Sustainability advisors are hired by the Department of Residence Life. Students submit an application and are selected for telephone and face-to-face interviews with staff from Residence Life and the Sustainability Office.

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

Students receive 1 week of initial training in peer-to-peer education, job requirements, effective methods of engaging students to take action, understanding the staff and resources available for programming, and sustainability basics. Bi-weekly meetings from September-May provide time for additional training (e.g., specific sustainability topics) and reinforcement.

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

The program is co-supervised by an Assistant Director of Residence Life and the Director of Sustainability. A sustainability intern serves as a student liaison between the Sustainability Office and Res Life and helps with program assessment. Funding for SA stipends is split between Residence Life and the Office of Sustainability. Funding for supplies are provided by a range of sources including Residence Life, Sustainability and student fee funds depending on the projects that sustainability advisers initiate. An estimate of total program cost is about $15,000 per year.

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

Sustainability Advisors, dining

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

4,500

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

Sustainability Advisers conduct peer-to-peer education for dining services. Activities include Meatless Mondays, Fair Trade Fridays, educating residents about healthy food, organic waste management, and promoting green initiatives on campus.

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

Sustainability Advisers are hired by the Department of Dining Services. Students submit an application and are selected for telephone and face-to-face interviews with staff from Dining and the Sustainability Office.
A brief description of the formal training that the student educators receive (2nd program):

Students receive 1 week of initial training in peer-to-peer education, job requirements, effective methods of engaging students to take action, understanding the staff and resources available for programming, and sustainability basics. Bi-weekly meetings from September-May provide time for additional training (e.g., specific sustainability topics) and reinforcement.

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

The program is supervised by the Director of Dining Services. Funding for Dining SAs is split between Dining and the Office of Sustainability. Funding for supplies are provided by a range of sources including Residence Life, Sustainability and student fee funds depending on the projects that sustainability advisers initiate. An estimate of total program cost is about $5,000 per year.

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

Peer-mentors for the University Studies Program. http://www.uwosh.edu/usp/peer-mentors/peer-mentors

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

4,000

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

Peer Mentors at the University of Wisconsin Oshkosh

UW Oshkosh has made a commitment to ensuring that every first-year student has a Peer Mentor to help guide them through the first semester of college life. Peer Mentors serve in every Quest I class and are excited to be part of the University Studies Program! All incoming Freshman take Quest 1 courses.

Our Quest I Peer Mentor program has four basic goals:
1.) Help first-year students transition from high school to college life.
2.) Connect students to resources on campus that will help them succeed.
3.) Engage first-year students with the campus and the greater Oshkosh community.
4.) Foster a sense of connection to both the campus and fellow UW Oshkosh students, staff, and faculty.

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

Peer Mentors are students who are trained and ready to help first-year students become familiar with academic life at UW Oshkosh. They have been chosen by faculty because of their success as a student and leader on campus.

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

Training includes:
1) How to help first-year students transition from high school to college life.
2) How to connect students to resources on campus that will help them succeed.
3) Learning the community to help engage first-year students with the campus and the greater Oshkosh community.
4) Fostering a sense of connection to both the campus and fellow UW Oshkosh students, staff, and faculty.
A brief description of the financial or other support the institution provides to the program (3rd program):

Support for the program comes from the Provost's office and includes a $500 stipend to Peer-mentors.

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

Health advocates in the residence halls, http://www.uwosh.edu/health_center/services/health-advocates

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

3,200

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

Advise students on making wise health decisions.

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:

240

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

http://www.housing.uwosh.edu/get-involved/leadership-opportunities/eco-rep-1
Criteria

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

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

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

---

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

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

50

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

Residence Life has worked through the sustainability advisor program to introduce sustainability to new and returning students. They have added Green Move-in information to summer mailings to residents. At the start of the Fall semester, residents will be encouraged to earn a Green Room Certification based on a green living guide and point system developed with the Office of Sustainability. The Green Room Certification campaign includes peer-to-peer education by sustainability advisors tabling at opening day events, and ongoing contests and drawings during September, and leading up to green-living events as part of the week-long Earth Charter Community Summit in the first week of October.

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

http://www.uwosh.edu/odyssey/incoming-freshmen
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?:

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

Student Environmental Action Coalition (SEAC) has been an active participant in campus sustainability efforts, and events. The Social Justice club is devoted to diversity, inclusion, and social justice. The Student Garden club plans events and practices sustainable farming techniques on campus.

The website URL where information about student groups is available:
http://www.uwosh.edu/sustainability/what-you-can-do/join-a-club

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

The Third Avenue Gardens area includes an area set aside for individual student garden plots. One of the main rules is no chemical use. The Student Garden Club organizes the student gardeners to distribute plots, maintain the site and report issues to Facilities Management (e.g. pest control). The university provides materials for mulching to control weeds.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:
http://www.uwosh.edu/sustainability/what-you-can-do/join-a-club

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

---

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

A brief description of the sustainable investment or finance initiatives:

---

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

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

Each Semester has a week-long event week: the Earth Charter Community Summit in October and Earth Week in April. The Sustainability Office provides at least one day of programming specific to campus issues like alternative transportation, landscaping, green building, alternative energy, waste management. Panel discussions have included updates on campus sustainability plans and coordination with city and school district sustainability plans. The Sustainability Office has also been a financial supporter of promotional materials and for events that bring new perspectives to campus sustainability, such as the TrashFormation Art project. A third event week
relevant to sustainability was added in 2010: Social Justice Week.

The website URL where information about the event(s) is available:
http://www.uwosh.edu/sustainability/what-you-can-do/events

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

The Gail Floether Steinhilber Art Gallery is committed to the enrichment of cultural life on campus, in the community and throughout the Fox Valley. The gallery exists primarily to serve UW Oshkosh students and present work that is intriguing, inspiring, thought provoking, and at times socially challenging, yet always in keeping with the university's institutional excellence.

Works by local, regional and nationally recognized artists, as well as by the university's students, faculty and staff are exhibited in the gallery. Exhibitions are planned, promoted and installed by the gallery committee, which is composed of students, a staff adviser and a community representative.

The website URL where information about the cultural arts event(s) is available:
http://reeve.uwosh.edu/places-reeve/art-gallery

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

The Xpeditions office, of the Student Recreation and Wellness Center, organizes outdoor recreation opportunities for students. They provide training and equipment. Trips vary by season and include biking, hiking, camping, kayaking, snowshoeing, and cross-country skiing. Activities in natural areas follow Leave No Trace Principles.

The website URL where information about the wilderness or outdoors program(s) is available:
http://recreation.uwosh.edu/xpeditions/trips-clinics

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

Through the new USP students are learning sustainability as one of the three essential questions and learning outcomes of the University. The USP courses are designed around the three themes of sustainability, intercultural knowledge, and civic learning. For more information go to point AC-2.

The website URL where information about the theme is available:
http://www.uwosh.edu/usp/first-year-students

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

The sustainability advisors offer advise and training to students in resident halls on suitable living practices. Programs are created each semester to focus on conservation of resources.
The website URL where information about the sustainable life skills program(s) is available:
http://www.housing.uwosh.edu/get-involved/leadership-opportunities/eco-rep-1

A brief description of sustainability-focused student employment opportunities:
The Sustainability office offers six different STEP intern positions focused on different aspects of sustainability on campus. Intern positions are also available at the Environmental Research and Innovation Center (ERIC). Students are able to gain experience working both in and out of the lab doing water quality testing, biogas potential, and custom research.

The website URL where information about the student employment opportunities is available:
http://www.uwosh.edu/eric

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

---

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

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

---

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

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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? :

| A central sustainability website that consolidates information about the institution’s sustainability efforts | Yes |

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

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

The UW Oshkosh Sustainability website focuses on campus efforts in sustainability. It includes organizational information about the Campus Sustainability Plan, Office of Sustainability, sustainability staff, sustainability committees, and small grant programs. It highlights the operations, teaching, outreach and research activities contributing to campus sustainability.

**The website URL for the central sustainability website:**
http://www.uwosh.edu/sustainability/

A brief description of the sustainability newsletter:

The Campus Sustainability Council assembles a monthly newsletter during the academic year to highlight campus sustainability success stories and initiatives.

The website URL for the sustainability newsletter:

http://www.uwosh.edu/sustainability/what-were-doing/organization/campus-sustainability-council

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

There is a sustainability Facebook page dedicated to events, and programs happening on Campus. It is also an open discussion forum for students to express and debate environmental issues.

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

https://www.facebook.com/UWOsustainability?fref=ts

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

---

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

---

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

Touchscreen interactive kiosks are stationed in the main entryway lobbies of Reeve, Sage Hall, and Horizon with the buildings profile. The kiosks track, water, heat, and energy consumption, and measure renewable energy output.

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

http://www.uwosh.edu/sustainability/what-were-doing/green-buildings

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

The dining hall Blackhawk Commons promotes healthy, vegetarian, and fair trade choices on monitors throughout the building.

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:

A large stormwater infiltration area planted with native prairie plants has a signboard with a poster explaining the installation and the role of prairie plants in stormwater treatment, biodiversity, and teaching on campus. Smaller signs for “Prairie in Progress” were developed by the Office of Sustainability for use at new prairie installations to educate the public and reduce complaints that the university was neglecting its lawnmowing duties.

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

---

A brief description of the sustainability walking map or tour:

The Office of Sustainability has developed a general sustainability walking tour map and a map specific to renewable energy facilities. The format is a tri-fold brochure with campus map and descriptive text. A script is developed for tour guides, usually facilities staff and students.

The website URL of the sustainability walking map or tour:

---

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

The Parking Office has developed a website on Alternate Transportation to explain use of ID cards for free city and university bus rides, the advantages of joining the Zimride ridesharing network, and parking options for bicycles and fuel-efficient motorized cycles.

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

http://www.uwosh.edu/parking/alternate-transportation

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

The Expeditions program has a bike services shop offering safety inspections, air pressure inspections, brake adjustments, bike tune-ups, and rentals. The office also gives information on biking and walking trails in the area. There are bike lanes on all roads through campus and bike storage areas at every academic, and residential hall.

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

http://recreation.uwosh.edu/xpeditions/bike-ski-shop

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

The Green Living Guide was developed by the Office of Sustainability and Residence Life to support a Green Room Certification program and to reduce waste at move-in and move-out. It covers energy efficiency, water efficiency, health, purchasing, transportation, and civic engagement.
The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.uwosh.edu/sustainability/what-you-can-do/sustainable-actions

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

The 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):
The Sustainability Office produced a display for use at campus events that includes a poster of highlights, and a brochure reflecting the main points of the current poster. Additional display materials are added depending on the audience.

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

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

A brief description of this material (2nd material):
The Office of Sustainability has helped produce slides on sustainability topics such as fair trade, Zimride, Recyclemania, and events for placement in rotation of screens installed in the student union, and residence halls. In Fall 2011, the message rotations will include scoreboard video screens during sporting events.

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

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

A brief description of this material (3rd material):
For a regional economic development expo, the Office of Sustainability developed a Powerpoint slide show highlight university researchers with expertise in sustainability topics. It was run continuously on a large screen in an educational opportunity vendor area. It has also been run as a laptop application in smaller venues.
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

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Recyclemania
A brief description of the campaign (1st campaign):

The campus Recyclemania campaign included posters in all dining halls, residential and academic buildings. Emails were sent to student lists reminding them of campus recycling rules and the Recyclemania contest dates. Sustainability Advisors, and environmental club members ran recycling games, and contests for promotions.

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

UW Oshkosh completed the 2014 Recyclemania with 28% waste diversion.

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

http://www.uwosh.edu/sustainability/what-were-doing/waste-reduction

The name of the campaign (2nd campaign):

Feed the Beast

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

Feed the Beast is a food and organic waste collection system set up in resident halls.

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

Instead of ending up in a landfill the waste is diverted to the biodigester to capture and burn the methane gas released as it biodegrades.

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

http://www.uwosh.edu/sustainability/what-were-doing/waste-reduction

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

---
Employee Educators Program

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

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

Total number of employees:
2,000

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

Number of employees served by the program (1st program):
2,000

A brief description of how the employee educators are selected (1st program):
green office certification
A brief description of the formal training that the employee educators receive (1st program):

on recycling and energy conservation

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

no incentives

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

Number of employees served by all other programs:

---

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

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

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

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

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

100

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

New Employee orientation includes: a review of alternative transportation options and benefits; a history of the campus, including the current sustainability period; use of renewable fuels in fleet vehicles; and a virtual tour of the campus highlighting green buildings.

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

---
Staff Professional Development

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

A brief description of the sustainability trainings and professional development opportunities available to staff:
Staff and faculty have the opportunity to receive training on implementing green practices as part of the Green Office Program offered through the Sustainability Office. Training is also being offered at the annual Classified Staff Appreciation Day. The Campus Sustainability Council has been hosting Open House events to promote faculty and staff engagement.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:
90

The website URL where information about staff training opportunities in sustainability is available:
https://www.uwosh.edu/csac/leadership-series-1
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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration</td>
</tr>
<tr>
<td>Continuing Education</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Community Stakeholder Engagement</td>
</tr>
<tr>
<td>Participation in Public Policy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Hospital Network</td>
</tr>
</tbody>
</table>
### Community Partnerships

#### Responsible Party

**Brian Kermath**  
Sustainability Director  
Sustainability Office

---

#### 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:

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Supportive</strong></td>
<td></td>
</tr>
</tbody>
</table>
  - *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.

"---" 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 Oshkosh serves the community and surrounding region through a multitude of programs, services and partnerships. UW Oshkosh students contribute $2.5 million annually to charity and an estimated 52,000 hours of volunteer time, valued at more than $3 million.

The first commercial scale dry anaerobic biodigester in the America's was built by UW Oshkosh with several strong partnerships with the City of Oshkosh. This renewable energy facility will use biomass donated from the City's yard waste collection site as feedstock, and the City's wastewater treatment plant will donate its excess biogas via a pipeline built by UW Oshkosh.

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):
In 2010, the University partnered with the City of Oshkosh to help develop a City Sustainability Plan, Bicycle and Pedestrian Circulation Plan. This project is ongoing as the campus and the city work to bring aspects of the plan to fruition.

UW Oshkosh partnered with the City of Oshkosh and the Oshkosh Area Community Foundation to plant trees under the Taking Root Fund, and City Forester was instrumental in helping the university attain Tree City USA designation from the Arbor Day Foundation.

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

Yes

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

Three community based biodigesters that produce 50% of the electricity demand of the campus.

**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

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

Yes

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

Northeast Wisconsin Educational Resource Alliance (NEW ERA):

(http://www.neweraonline.org/sustainability)

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:

NEW ERA includes 13 institutions of higher education, including 4-year colleges, 2-year colleges, technical colleges, and a tribal college. The Sustainability Task Force of NEW ERA began in 2009, and has been a venue to share best practices. Specific projects include a common high school sustainability course for college credit, a sustainability awareness contest for college students, developing a website of expertise in the region, and work towards bringing engineering degree programs, including environmental engineering, to the region.

UW Oshkosh is also participates in activities of AASHE, NACUBO, and UMACS.

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability:
Equity Scorecard (http://www.uwosh.edu/2008/equity.html)

) is a UW System project to identify ways to address inequities that exist in educational outcomes among students of color. UW-O is one of seven pilot institutions. The goal is to close the achievement gap by bringing retention and graduation rates for students of color in line with those of the student body as a whole.

The website URL where information about cross-campus collaboration is available:
http://www.neweraonline.org/sustainability
Continuing Education

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Number of continuing education courses offered that address sustainability:
3

Total number of continuing education courses offered:
12

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

A list and brief descriptions of the continuing education courses that address sustainability:
Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program:

Nonprofit Leadership Certificate:
The Nonprofit Leadership Certificate focuses on organizational management in the nonprofit sector and on the changing landscape of resource development.

Year the certificate program was created:
2,013

The website URL where information about sustainability in continuing education courses is available:
http://www.uwosh.edu/llce/conted/youth/grow-your-future
Community Service

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

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

Number of students engaged in community service:
8,000

Total number of students:
14,000

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:
160,000

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

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

USP requires community engagement, which is organized and supervised by faculty and staff.

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

---
Community Stakeholder Engagement

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

"---" 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:

USP requires all students to engage with community stakeholders.

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

Through classes.
List of identified community stakeholders:

Long list

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

A few Explore courses are so intense and intentional they are called “Quests.” As a student, you will pick your own path as you choose a Quest I course in the first semester, a Quest II course in the second semester, and a Quest III course in your sophomore year. All Quest courses are also Explore courses (Nature, Culture, or Society), and they each have a unique approach to exploration. Students will explore a different Signature Question in each Quest and will enjoy learning communities, peer mentors, community experiences, alumni mentors, and more.

Quests
Want fascinating courses that keep you engaged and eager to learn about amazing topics? How does "Geographies of Coffee" sound? Or, how about "The History of Pirates" or "Energy in Today's World?"

While exploring the question of knowledge itself, you are invited to dive head first into fascinating Quest courses by asking big questions in small learning communities. There are dozens of innovative, relevant courses to choose from, and they are all designed to provide you a high-impact learning experience.

Quest courses are designed to provide a solid foundation for the rest of your education here, no matter which major you choose.

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

http://www.uwosh.edu/usp/explore
Participation in Public Policy

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

---

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

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

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

UW Oshkosh has placed invited representatives on committees for the City of Oshkosh, including the Sustainability Plan Steering Committee and the Bicycle and Pedestrian Circulation Plan Stakeholder Committee.

The university has been working with the UW System to develop more budgetary flexibility, in part to be able to manage fuel options for the heating plant and to gain the ability to re-invest energy and material cost savings.

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

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

The website URL where information about the institution’s advocacy efforts is available:
---
Trademark Licensing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://www.uwosh.edu/fairtrade/about/policies
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 affiliated hospital or health system has been excluded from the institutional boundary.
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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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:

We have not calculated our emissions from purchased goods and services, but they are considered in LEED scoring.
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?:

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>Yes</td>
</tr>
<tr>
<td>Commuting</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>Yes</td>
</tr>
<tr>
<td>Capital goods</td>
<td>Yes</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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:
Clean Air-Cool Planet's Campus Carbon Calculator

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

A brief description of the internal and/or external verification process:
Staff members not involved in the GHG emissions reporting scrutinized the data for accuracy.

Scope 1 and Scope 2 GHG emissions::
### Performance Year vs. Baseline Year

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope 1 GHG emissions from stationary combustion</strong></td>
<td>15,521 Metric Tons of CO2 Equivalent</td>
<td>20,940 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 1 GHG emissions from other sources</strong></td>
<td>477 Metric Tons of CO2 Equivalent</td>
<td>599 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from purchased electricity</strong></td>
<td>17,119 Metric Tons of CO2 Equivalent</td>
<td>23,996 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from other sources</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution-catalyzed carbon offsets generated</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Carbon sequestration due to land that the institution manages specifically for sequestration</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Carbon storage from on-site composting</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Third-party verified carbon offsets purchased</strong></td>
<td>3,937 Metric Tons of CO2 Equivalent</td>
<td>5,039 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

Developing a program to offer carbon credit sales for carbon sequestered in biodigesters.

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

Developing a program to offer carbon credit sales for carbon sequestered in biodigesters.

**A brief description of the composting and carbon storage program:**
Currently offering carbon credit sales for carbon sequestered in digesters.

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

RECs are purchased through the Naturewise Program provided by Wisconsin Public Service(13%), and Wisconsin State(10%) purchase. It amounts to 23% of total campus electrical consumption.

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>3,022</td>
<td>3,208</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>1,362</td>
<td>1,239</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>9,590</td>
<td>10,178</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>1,362</td>
<td>1,239</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>

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

The GHG baseline was established in 2008 with the implementation of the first Campus Sustainability Plan.

Gross floor area of building space, performance year:

2,754,583 Square Feet

Floor area of energy intensive building space, performance year:
### Floor Area

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>264,748 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

### Scope 3 GHG emissions, performance year:

<table>
<thead>
<tr>
<th>Category</th>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>1,232 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Commuting</td>
<td>13,826 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Capital goods</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>16 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
<td>125 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

Biogenic source emissions from stationary and mobile combustion.

A copy of the most recent GHG emissions inventory:

---

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/ghg/2506/

A brief description of the institution’s GHG emissions reduction initiatives, including efforts made during the previous three years:
The University is dedicated to improving and constructing buildings to LEED standards, renewable energy, purchasing RECs, and producing carbon offsets.
Outdoor Air Quality

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1
Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

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

Part 2
Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO$_x$), sulfur oxides (SO$_x$), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

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

UW Oshkosh is contracted with Oshkosh Transit System to allow all campus members free access to the city bus system with their campus ID.
The university is also contracted with Zimride an online ride sharing community to connect students, staff and faculty in promotion of carpooling.
All university diesel operated vehicles and equipment now use a 10% biodiesel fuel mix, and newly purchased campus fleet vehicles are E-85 compliant.

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:

We track are air emissions through ACUPCC and the Clean-Air Cool-Planet Calculator.

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

<table>
<thead>
<tr>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
</tr>
<tr>
<td>Ozone (O3)</td>
</tr>
<tr>
<td>Lead (Pb)</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
</tr>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
</tr>
<tr>
<td>Other standard categories of air emissions identified in permits and/or regulations</td>
</tr>
</tbody>
</table>

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

---

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

---
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

<table>
<thead>
<tr>
<th>Building Operations and Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

"---" 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?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
<td>Yes</td>
</tr>
<tr>
<td>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
</tbody>
</table>
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:

Sage Hall, LEED Gold Building Certification from the U.S. Green Building Council
Student Success Center, LEED Silver Building Certification
Horizon Village, LEED Gold Building Certification
The Alumni Welcome Center finished construction in February 2014 and is under review for LEED Gold Certification.
Clow Hall is in the design stage and will be renovated to LEED building standards.

Total floor area of eligible building space (operations and maintenance):
2,945,513 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Minimum Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Square Feet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Highest Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Square Feet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Square Feet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Highest Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Square Feet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest Achievable Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Square Feet</td>
<td></td>
</tr>
</tbody>
</table>

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:

927,391 Square Feet

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

campus_sustainability_plan_2008-2012.pdf

The date the guidelines or policies were formally adopted:

Feb. 1, 2008

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

At UWO we are committed to green buildings by incorporating elements of energy efficiency design standards on all new construction and applicable renovation projects. The following buildings have been built to LEED standards but were not certified; the Student Recreation and Wellness Center, Taylor Hall, and the UWO Parking Garage.

Additionally, UW Oshkosh is subject to the “Sustainable Facilities Standards” maintained by the State of Wisconsin Dept. of State Facilities.

Buildings With Sustainable Features (Not LEED Certified):

Student REC and Wellness Center - 112,868 sq ft
Taylor Hall - 95,241 sq ft
Albee - 90,749 sq ft
A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

The University has made it an integral part of the Sustainability Plan and policy that all future renovations and construction will be to LEED Gold Building Certified.

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

http://www.uwosh.edu/sustainability/what-were-doing/green-buildings
Building Design and Construction

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

"---" 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?:

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

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

- Sage Hall, LEED Gold Building Certification from the U.S. Green Building Council
- Student Success Center, LEED Silver Building Certification
- Horizon Village, LEED Gold Building Certification
- The Alumni Welcome Center finished construction in February 2014 and is under review for LEED Gold Certification.
- Clow Hall is in the design stage and will be renovated as a

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

2,945,513 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

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:

927,391 Square Feet

A copy of the guidelines or policies:

campus_sustainability_plan_2008-2012.pdf

The date the guidelines or policies were adopted:

Feb. 2, 2008

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

At UWO we are committed to green buildings by incorporating elements of energy efficiency design standards on all new construction and applicable renovation projects. The following buildings have been built to LEED standards but were not certified; the Student Recreation and Wellness Center, Taylor Hall, and the UWO Parking Garage.

Additionally, UW Oshkosh is subject to the "Sustainable Facilities Standards" maintained by the State of Wisconsin Dept. of State Facilities.
Buildings With Sustainable Features (Not LEED Certified):
Student REC and Wellness Center - 112,868 sq ft
Taylor Hall - 95,241 sq ft
Albee - 90,749 sq ft
Heating Plant - 24,747 sq ft
Blackhawk Commons - 76,631 sq ft
Kolf - 145,570 sq ft
Polk - 200,254 sq ft
Titan Stadium - 21,553 sq ft
Reeve Union - 159,778 sq ft
Parking Ramp

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

The University has made it an integral part of the Sustainability Plan and policy that all future renovations and construction will be to LEED Gold Building Certified. The USGBC evaluates all submissions made by the campus.

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.uwosh.edu/sustainability/what-were-doing/green-buildings
Indoor Air Quality

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:
2,945,513 Square Feet

Gross floor area of building space:
2,945,513 Square Feet

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

The campus follows the State of Wisconsin Building Tenant Manual: Rules and Information for State Agency building Occupants in State Owned and Managed Buildings and Facilities. These rules state that “IAQ procedures are essential to a safe and healthy workplace environment” and establish policies that include:

- Building occupants should report a potential IAQ problem to the building management office and describe the IAQ complaint and its effects on the employee and colleagues.
- Each building occupant IAQ complaint will be recorded on a Building Incident Log Form.
- The Building Manager, or a qualified building management staff member, will go to area of IAQ concern.
- Building occupants in the complaint area will be interviewed and statements recorded on the log form.
- The complaint area will be checked for potential IAQ problems and the results recorded on the log form.
- If Building Management is unable to determine the IAQ problem by observation, mechanical equipment will be checked for proper operation and adjacent areas will be investigated as potential sources of the IAQ problem. Testing for potential contaminants may also be initiated.
- The complaint area will be checked for potential IAQ problems and the results of the investigation will be forwarded to building occupants of the IAQ investigation area until the situation has been resolved.
The state Department of State Facilities maintains Sustainable Facilities Standards during construction and before occupancy, including non-smoking standards, daylight views, future problem prevention. (ftp://doaftp04.doa.state.wi.us/master_spec/Sustainable Facilities Standards/Sustainable Facilities Standards.pdf)

UW System provides Indoor Air Contaminants Employee Exposure Limits.

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

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Brian Kermath  
Sustainability Director  
Sustainability Office

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:
30

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:
available from Sodexo

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)?
No

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:
---

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:
---

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

Based on calculations of contractor (Sodexo) purchasing based on UW Oshkosh definitions of local, humane, fair trade and organic foods and beverages.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:
Based on discussions with Sodexo

Total annual food and beverage expenditures:
---

Which of the following food service providers are present on campus and included in the total food and beverage
Has the institution achieved the following?:

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

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

---

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

http://reeve.uwosh.edu/dining/green-efforts
Low Impact Dining

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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:

40

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

All whole eggs are free-range eggs, all cheese for sandwiches are certified organic.
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 provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:
Yes

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

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):
The University of Wisconsin Oshkosh has a "Meatless Mondays” program, which is often vegan, and includes an entirely meat-free station in the main dining hall, in addition to offering vegetarian options at each venue on campus, at each meal period. When serving vegetarian and vegan, the university maintains strict operating procedures to prevent cross-contamination with non-vegan items.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:
Buy only cage-free whole eggs.
Investigated local grass-fed beef options.

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

Annual dining services expenditures on food:
---

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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

Building energy consumption::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption, all sources</td>
<td>379,466 MMBtu</td>
<td>350,119 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>104,932 MMBtu</td>
<td>106,150 MMBtu</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>240,582 MMBtu</td>
<td>243,969 MMBtu</td>
</tr>
</tbody>
</table>

Gross floor area of building space::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>2,754,583 Gross Square Feet</td>
<td>2,856,712 Gross Square Feet</td>
</tr>
</tbody>
</table>
Floor area of energy intensive space, performance year::

<table>
<thead>
<tr>
<th></th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>264,748 <em>Square Feet</em></td>
</tr>
<tr>
<td>Healthcare space</td>
<td>0 <em>Square Feet</em></td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

Degree days, performance year::

<table>
<thead>
<tr>
<th></th>
<th>Degree Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>56,519</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>3,969</td>
</tr>
</tbody>
</table>

Source-site ratios::

<table>
<thead>
<tr>
<th></th>
<th>Source-Site Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.14</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1.20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>

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

All baselines were created in 2008 when the university's first Sustainability plan was written.

A brief description of any building temperature standards employed by the institution:
All buildings have setpoints for temperature that can be monitored and programmed using Johnson Controls Metasys system.

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

In 2011, substantial outdoor lighting upgrades were about half LED fixtures and half induction lighting fixtures. LED fixtures were used predominantly in pole lighting along walkways.

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

All academic buildings and recently renovated buildings for student services, student recreation, and facilities management use motion sensors to control lighting.

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

Sage Hall and Horizon Village both use passive solar heating with time controlled shades.

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

Geothermal systems are installed in two buildings on campus. The Student Success Center and Horizon village both have systems drawing from 56 different wells.

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

The university has one biodigester located on campus and two more in the community. Heat is generated along with methane gas as organic matter breaks down. The methane gas is stored and then later burned off for energy which is then sold back into the grid.

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

---

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

Johnson Controls Metasys is used to monitor campus buildings for electricity and steam.

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

All appliances in the dining services including refrigerators and dish washers have been replaced with energy efficient models.

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

Sage Hall has new vending machines with motion sensors to reduce power consumption.

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

The website URL where information about the institution’s energy conservation and efficiency initiatives is available:
Clean and Renewable Energy

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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 1:

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

Option 2:

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 3:

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.

Option 4:

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

The following renewable systems are eligible for this credit:

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

Biofuels from the following sources are eligible:

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

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

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

---

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

Clean and renewable energy from the following sources:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Clean renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</td>
<td>8,768 MMBtu</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
<td>1,771.50 MMBtu</td>
</tr>
<tr>
<td>Option 3: Clean renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</td>
<td>34,397 MMBtu</td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
<td>25,184 MMBtu</td>
</tr>
</tbody>
</table>

Total energy consumption, performance year:

379,466 MMBtu
A brief description of on-site renewable electricity generating devices:

One 2.9 KW Photovoltaic array, tracking
Three 2.5 KW Photovoltaic array tracking
188 Photovoltaic Panels, 39.6 KW
84 Photovoltaic Panels, 19.7 KW

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

180 solar thermal panels on 5 buildings.
One building with a 56-well geothermal (ground-source heating/cooling) system, and another with a 58-well geothermal system.

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

BD1 - 350kW
Rosendale - 1.2 MW
Alan Farms - 64kW

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

Purchased 13% of electricity from the Wisconsin Public Service Naturewise program (primarily wind power). State purchased an additional 10% from a wind power purchase.

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

http://www.uwosh.edu/sustainability/what-were-doing/energy
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
Brian Kermath
Sustainability Director
Sustainability Office

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:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted locations and only for targeted species</td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>184.62 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>26.57 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>20 Acres</td>
</tr>
</tbody>
</table>

Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>114.60 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

A copy of the IPM plan:

---

The IPM plan:

Action Plan:

• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.
• Utilize the widest genetic base among individual species.
• Eliminate existing invasive exotic species.
• Include endangered, rare species to the extent possible.
• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.
• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.
• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

A brief summary of the institution’s approach to sustainable landscape management:
Action Plan:
• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.
• Utilize the widest genetic base among individual species.
• Eliminate existing invasive exotic species.
• Include endangered, rare species to the extent possible.
• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.
• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.
• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

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 Campus Sustainability Plan adopted in 2008 notes that the campus has a history of educational plantings, including native prairie, and for the extensive riverfront to retain and encourage native trees and vegetation. The campus riverfront includes a state trail and Shapiro Park. For policies, the plan recommends: 1) increasing the planting of native species, and removal of invasive non-native species; 2) creation of more native prairie plantings. Native tree preference is also stated in the Campus Tree Care Plan developed in 2010 for a successful Tree Campus USA application.

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

The Campus Sustainability Plan adopted in 2008 notes that the campus has a history of using mulching lawnmowers, mulching leaves into turf areas in the fall, and chipping wood landscaping refuse to make mulch for campus shrubs and flower beds. In 2009, the Sustainability Office and Facilities Management co-funded the purchase of a compost tea machine to produce organic fertilizer. Starting in 2011, yard waste is diverted to the campus biodigester, from which solids are sent to a commercial composter.

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

Action Plan:
• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.
• Utilize the widest genetic base among individual species.
• Eliminate existing invasive exotic species.
• Include endangered, rare species to the extent possible.
• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.
• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.
• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

A brief description of the institution’s use of environmentally preferable materials in landscaping and grounds management:
Action Plan:
• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.
• Utilize the widest genetic base among individual species.
• Eliminate existing invasive exotic species.
• Include endangered, rare species to the extent possible.
• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.
• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.
• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

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

Action Plan:
• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.
• Utilize the widest genetic base among individual species.
• Eliminate existing invasive exotic species.
• Include endangered, rare species to the extent possible.
• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.
• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.
• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

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

The Campus Sustainability Plan adopted in 2008 notes that the campus has a history of using an environmentally safer ice melting chemical treatment on sidewalks. The campus also maintains an excellent snow removal team, and recently upgraded the plow tractors used to clear walkways -- good mechanical removal of snow is our main strategy for minimizing the need for ice melting chemicals. Sand is used in parking areas, and the university uses a street sweeper to clean up sand and keep it from entering stormwater runoff.

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

The University manages a state trail along the riverfront.

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

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

---
Biodiversity

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Responsible Party
Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

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

Part 2

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

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

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
No

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

The electronics purchasing policy, directive, or guidelines:

Although the university does not have EPEAT Certified computers currently, UWO does not support “consumer grade” computers. Although “consumer grade” computers are cheaper to purchase, they have higher maintenance costs and lower life cycle. By avoiding this classification of computers, less electronic waste is generated because campus computers are able to be used for longer time periods. As hardware ages, it becomes more difficult to find replacement parts, newer applications will no longer run, and it becomes necessary to remove this old hardware from our support services. A list of processors that will no longer be supported is available by contacting the Help Desk. A request for the replacement of an old computer can be addressed to campus surplus by contacting the Help Desk (
or (920) 424-3020). In this way, the university limits unnecessary consumption and ultimately waste by finding adequate computers on campus before resorting to outside sources.

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

---

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?: No

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

<table>
<thead>
<tr>
<th></th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>---</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>---</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>---</td>
</tr>
</tbody>
</table>

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

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

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

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

Purchasing - the acquisition of goods and services on the best possible terms, has historically been based on two criteria, price and quality, with the view to maximizing benefits for the procuring organization. Sustainable, or “green” purchasing broadens this framework to ensure that quality criteria includes minimal adverse environmental and health impacts. In making a sustainable purchasing decision, the entire life cycle costs (financial, environmental, and social) of the product are taken into consideration. The life cycle takes into account extraction, production, manufacturing, distribution, operation, maintenance and disposal. Many “green” products are competitively priced with their conventional counterparts, are of comparable quality, and have one or more of the following attributes:

- High Content from Post-Consumer Recycled Materials
- Low Embodied Energy (consumed to extract, manufacture, distribute and dispose)
- Recyclable
- Non-toxic
- Energy Efficient
- Durable and/or Repairable
- Produced in an Environmentally- and Socially-Sustainable Manner

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

Clean facilities in an environmentally sound manner.
Utilize Green Seal certified cleaning products throughout campus.
Replace worn out vacuum cleaners with HEPA filter upright vacuums.
Utilize microfiber cloths that can be laundered as needed.
Handle indoor pests in an environmentally sound manner.
Incorporate integrated pest management practices to deal with indoor pests.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:
No

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

Total expenditures on cleaning and janitorial products:
---

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

---

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

---

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

---

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

---
Office Paper Purchasing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

"---" 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:
CSP - Purchasing.pdf

The paper purchasing policy, directive or guidelines:

---

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

in 2010, UWO made the switch to 100% recycled content office paper at all locations on campus. Academic computing (printers) and Document Services (copiers) evaluated the paper and approved the change. Previously, the university was purchasing 30% recycled paper. In order to make the change, there was a price increase of only 5%.
UWO now purchases Boise Aspen 100% Recycled Paper. It features: 100% post-consumer content, offers the same characteristics and brightness as a non-recycled sheet, made without the use of chlorine or chlorine compounds (PCF), laser guaranteed, acid-free, 92 bright, 20 lb., and FSC Chain of Custody certified.

**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:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>54,588 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>735,611 US/Canadian $</td>
</tr>
</tbody>
</table>

**Total expenditures on office paper:**

790,199 US/Canadian $

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

http://www.uwosh.edu/today/8117/recycled-paper/
Inclusive and Local Purchasing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

"---" 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:

---

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

The State of Wisconsin operates a Minority Business Enterprise (MBE) Program to maximize the use of minority business enterprises in the purchase of goods and services. The goal of the state is to attempt to ensure that 5% of the total amount expended in the state’s purchasing program in each fiscal year is paid to minority business enterprises. The MBE Program operates through the Department of Administration and has a full-time director who is responsible for implementation of the program. The director seeks out, identifies and assists minority vendors in participating in state contracts. If a minority business enterprise submits a qualified, responsible, competitive bid that is no more than 5% higher than the lowest responsible bid, the award may be made to the minority business enterprise. To meet the State's commitment and goals regarding utilization of minority business enterprises, contractors are required to cooperate with the MBE Program. The MBE program ensures that minority business enterprises have the maximum opportunity to compete for subcontract...
work whenever feasible.

http://vendornet.state.wi.us/vendornet/vguide/mbc.asp

The State Bureau of Procurement encourages the participation of veteran-owned businesses in the statewide purchasing program by
inviting veteran-owned businesses to actively solicit public purchasing business and by reducing undue impediments to such
participation. The Bureau:

A. Maintains a bidder list of veteran-owned businesses located in this state which have indicated a willingness to provide materials or
services to the state and notifies these businesses of purchasing requests for which they may wish to submit bids or proposals.
B. Eliminates or reduces, where possible, administrative burdens on veteran-owned businesses located in this state which submits bids
and proposals to the state and assists these businesses in complying with the state's competitive bidding and competitive negotiation
procedures.
C. Submits an annual report (October 1) to the Council on Small Business, Veteran-owned Business and Minority Business Opportunities
which:
1. Evaluates the performance of small businesses located in this state;
2. Makes recommendations for increased involvement of small businesses in submitting competitive bids and proposals; and
3. Develops actions through a small business, veteran-owned business and minority business "outreach" program to communicate with
small, veteran-owned and minority businesses.

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

No

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

---

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/prod12.pdf
Life Cycle Cost Analysis

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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):

In making a sustainable purchasing decision, the entire life cycle costs (financial, environmental, and social) of the product are taken into consideration. The life cycle takes into account extraction, production, manufacturing, distribution, operation, maintenance and disposal. Many “green” products are competitively priced with their conventional counterparts, are of comparable quality, and have one or more of the following attributes:

• High Content from Post-Consumer Recycled Materials
• Low Embodied Energy (consumed to extract, manufacture, distribute and dispose)
• Recyclable
• Non-toxic
• Energy Efficient
• Durable and/or Repairable
• Produced in an Environmentally- and Socially-Sustainable Manner

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

---
Guidelines for Business Partners

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s trademarked logo (“licensees”) are not included. They are covered in EN 15: Trademark Licensing.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

### Credit

<table>
<thead>
<tr>
<th>Campus Fleet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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 :
52

Number of vehicles in the institution’s fleet that are::

<p>| Number of Vehicles |</p>
<table>
<thead>
<tr>
<th>Fuel Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
<td>15</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>100 percent electric</td>
<td>1</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
<td>0</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td>4</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
<td>32</td>
</tr>
</tbody>
</table>

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

In 2006, the university made a decision to convert the campus fleet to E-85 compliant vehicles. All new vehicle purchases will be able to operate on E-85, an ethanol based fuel. The older, gasoline only vehicles will be phased out over time. Also in 2006, the Facilities Department switched to a 10% biodiesel/90% diesel fuel mix for all vehicles and equipment that operate on diesel.

The website URL where information about the institution's support for alternative fuel and power technology is available:

http://www.uwosh.edu/fleet/vehicle-usage
Student Commute Modal Split

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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:

50

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>50</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>46</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>2</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>2</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the method(s) used to gather data about student commuting:

Commuter emissions are based on numerous assumptions that need to be confirmed in the future. Main assumptions include the % of FTE population commuting by automobile based on 2009 survey (50% students, 75% of staff), trips per week (4 for students, 5 for faculty and staff), weeks of commuting (31 for students, 42 for faculty, 48 for staff), mpg (20.5 for students, 20.0 for faculty/staff based on analysis of 2009 parking records and changes in average fuel economy), carpool(2% students, 5% staff), and miles per trip (20 for
students, 15.1 for staff). Transit use estimated to be 2% for students and 3% for staff for 4 days/week, and 3 miles.

**The website URL where information about sustainable transportation for students is available:**

http://www.uwosh.edu/parking/alternate-transportation
Employee Commute Modal Split

Responsible Party
Brian Kermath
Sustainability Director
Sustainability Office

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:

25

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about employee commuting:

Commuter emissions are based on numerous assumptions that need to be confirmed in the future. Main assumptions include the % of FTE population commuting by automobile based on 2009 survey (50% students, 75% of staff), trips per week (4 for students, 5 for faculty and staff), weeks of commuting (31 for students, 42 for faculty, 48 for staff), mpg (20.5 for students, 20.0 for faculty/staff based on analysis of 2009 parking records and changes in average fuel economy), carpool(2% students, 5% staff), and miles per trip (20 for students, 15.1 for staff). Transit use estimated to be 2% for students and 3% for staff for 4 days/week, and 3 miles.

The website URL where information about sustainable transportation for employees is available:

http://www.uwosh.edu/parking/alternate-transportation
Support for Sustainable Transportation

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
Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:
Yes

A brief description of the facilities for bicycle commuters:
Horizon Village, a new residence hall, has a bicycle storage "garage" with capacity for some 100 bicycles for residents.

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:
gfgfgfgfg

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:
gfgfg

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the bicycle sharing program:
Bicycles, helmets, and locks can be checked out by students from the Student Recreation and Wellness Center.

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:
Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:
Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):
Titan Card (ID) can be used for free service on the Oshkosh Transit System (OTS), and on Titan Transit. Parking Services pays the City of Oshkosh for OTS service, and Titan Transit is paid for by the Oshkosh Student Association.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:
No

A brief description of the GRT program:

---

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
Yes

A brief description of the carpool/vanpool program:
The campus has a Zimride network established in 2010. The subscription is paid by the Student Technology Fee.

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:
Our Zimride program was started in 2010 as a communication tool to promote ride sharing and carpooling among our students, staff, and faculty who post on the cite either looking for, or offering rides.

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:
Currently have 2 charging stations, one in the parking garage and one at facilities services.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the telecommuting program:**

Telecommuting is negotiable between employees and their supervisors. The university supports telecommuting by allowing employees access to portable computers, cell phones and other devices, and allows employees to load some common site licensed software on home computers.

A University-wide survey by the Affirmative Action Office in 2008 (Wisconsin System Climate Assessment) found that only 16% of employees surveyed disagreed with the statement: "I feel that my supervisor/manager is receptive to accommodating a telecommuting arrangement".

**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:**

Condensed work week is negotiable between employees and their supervisors. Classified staff work rules stipulate that flexTime is permitted (with supervisory approval) to include core hours, alternative work patterns, and job sharing. For unclassified staff, Wisconsin Statute 40.05 (4)(bp)3.a. state that each full-time unclassified employee will designate a workweek consisting of 40 hours, defined by either (a) automatic consent to the standard business week, Monday through Friday from 7:45am to 4:30 pm or (b) by mutual agreement, in writing, with the department chair and in accordance with the Fair Labor Standards Act (FLSA). (FLSA defines a normal workweek to consist of 40 hours worked within a fixed and regularly reoccurring period of seven consecutive 24 hour periods. Hours worked per day may vary providing the sum total equals at least 40 hours during the designated 7-day period.)

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

---

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

No

**A brief description of other sustainable transportation initiatives and programs:**

---
The website URL where information about the institution’s sustainable transportation program(s) is available:
---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
</tbody>
</table>
Waste Minimization

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>104.40 Tons</td>
<td>234 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>157.35 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>0 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials disposed in a solid waste landfill or incinerator</td>
<td>477.76 Tons</td>
<td>612 Tons</td>
</tr>
</tbody>
</table>
Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>3,169</td>
<td>2,911</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>571</td>
<td>525</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>9,484</td>
<td>8,713</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>1,142</td>
<td>1,050</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>

A brief description of when and why the waste generation baseline was adopted:

When the campus sustainability plan was initiated we stated a goal to reduce our municipal solid waste 30% by 2012, which was achieved two years ahead of schedule.

A brief description of any (non-food) waste audits employed by the institution:

In 2010 a waste stream audit was conducted on campus by an environmental studies class focusing on campus sustainability. Their goal was to reduce waste being sent to the landfill, and discover what percentage of trash was actually recyclable or compostable.

A brief description of any institutional procurement policies designed to prevent waste:

---

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of
materials:

Central Stores maintains a Surplus Program that collects and stores furniture and equipment. Facilities Management also maintains surplus for building materials and fixtures. Residence Life maintains a Surplus Program for furniture, equipment and computers that has an annual public sale.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Coarse Schedules are maintained online by the Registrar’s Office using the TitanWeb system. Official Catalogs are maintained online by UW System Administration. Telephone/email directories are available online through the uwosh.edu website, and were last printed in 2010. Many faculty members are now encouraging students to turn homework in online instead of turning in hard copies.

A brief description of any limits on paper and ink consumption employed by the institution:

Printing throughout all of campus computer labs and in the Polk Library are programmed to automatically print double sided.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Move-Out waste reduction includes re-use and recycling in our yearly move-out programmed call Refill Not Landfill. Re-use is enabled by providing outdoor containers (PODS) near dumpsters, and staffing the PODS to encourage students to donate rather than toss. The volunteers also make a determination of whether an item is in good condition for donation. At the end of the collection period, items are donated and delivered to a local charity. Recycling is heavily encouraged during Move-out, with reminders to students and extra containers.

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:

---

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:

All pre-consumer and post-consumer food waste from both our Blackhawk Commons and Reeve food facilities is sent to our dry fermentation anaerobic biodigester. A food pulper is located in Blackhawk commons to remove liquid content from food waste before being sent to the biodigester.
A brief description of programs and/or practices to track and reduce post-consumer food waste:

For the 2009-2010 academic year, the university participated in Trayless Fridays. Also, starting in September 2010 of the 2010-2011 academic year, UWO became Trayless in board operations. Our campus dining hall Blackhawk Commons has been tray less since 2010.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

---

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

---

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:

There is a discount at all locations for using a reusable mug for coffee and tea. When students, faculty, and staff bring their own mug, they receive a discount of $0.10 each time.

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.uwosh.edu/sustainability/what-were-doing/waste-reduction
Waste Diversion

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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:

856.70 Tons

Materials disposed in a solid waste landfill or incinerator:

361.36 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:

We have had a strong Recyclemania effort since 2008. Recycling containers are generally co-located with trash containers. Recycling containers generally have restrictive tops. Sustainability Advisers (peer-to-peer student educators) have promoted recycling in residence halls. Dining Services have greatly reduced food waste, which was sent to the landfill before 2012.

A brief description of any food donation programs employed by the institution:

When practical, food is sent to the Oshkosh Community Food Pantry. In particular, prepared foods and ingredients are sent there prior to closing services for breaks.

A brief description of any pre-consumer food waste composting program employed by the institution:

Organic waste from kitchens are collected and delivered to a commercial-scale anaerobic biodigester. The solids from the biodigester are sent to commercial composters, or to local farms and landscaping companies for use as a soil amendment.
A brief description of any post-consumer food waste composting program employed by the institution:

Post-consumer food waste is collected in the Blackhawk Commons, the buffet style dining hall. This organic waste is collected with the use of a food pulper and then delivered to a commercial-scale anaerobic biodigester. The solids from the biodigester are sent to commercial composters, or to local farms and landscaping companies for use as a soil amendment.

Does the institution include the following materials in its waste diversion efforts?:

<table>
<thead>
<tr>
<th>Material</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Food donations</td>
<td>Yes</td>
</tr>
<tr>
<td>Food for animals</td>
<td>No</td>
</tr>
<tr>
<td>Food composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>---</td>
</tr>
<tr>
<td>Plant materials composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Animal bedding composting</td>
<td>No</td>
</tr>
<tr>
<td>Batteries</td>
<td>Yes</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>---</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
<td>---</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>---</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>No</td>
</tr>
<tr>
<td>Furniture</td>
<td>Yes</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td>Material</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
</tr>
<tr>
<td>Pallets</td>
<td>Yes</td>
</tr>
<tr>
<td>Motor oil</td>
<td>---</td>
</tr>
<tr>
<td>Tires</td>
<td>---</td>
</tr>
</tbody>
</table>

Other materials that the institution includes in its waste diversion efforts:

---
Construction and Demolition Waste Diversion

Responsible Party

Brian Kermath  
Sustainability Director  
Sustainability Office

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:

6,792 Tons

Construction and demolition materials landfilled or incinerated:

1,016 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:

UW Oshkosh worked with WasteCap Resource solutions to achieve a 94% diversion rate (1,632 tons diverted) for renovation of a dining hall to a Student Success Center, and a 85% diversion rate (5,160 tons diverted) for construction of Sage Hall.
Hazardous Waste Management

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

"---" 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:

UWO has hazardous waste training available on campus and through D2L (Desire 2 Learn, university website where class information can be posted). Through this training, the participants are taught how to label, safely collect and dispose of hazardous waste on campus. According to the Hazardous Waste Contingency Plan training is “designed to ensure that UW Oshkosh personnel are able to respond effectively to emergencies by familiarizing themselves with emergency procedures, emergency equipment and systems and must consist (at a minimum) of the following components: Response actions for spills, Response actions for fires or explosions, Response to groundwater contamination incidents, Shutdown of operations, and Communications or alarm systems”. Hazardous waste that accumulates from campus is sent to the hazardous waste building which is inspected by Jim Johnson every week.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Because UWO is a Small Quantity Generator (SQG), there are two pickups of the hazardous waste per year which cannot exceed 1 kilogram (2.2 pounds) per pickup. The waste from the university is sent to Veolia Environmental Services. In order to be a SQG, the institution cannot dispose more than 13,000 pounds per year; UWO was only responsible for 3,600 pounds last year. Although UWO does not have a specific program in place to reduce the amount of hazardous waste that is used, the university is working
to discourage certain types of chemicals as well as avoiding going beyond a certain amount. A list of the P-Listed Materials (Toxins) is given to those who work with hazardous waste (Chemistry, Biology, and Art Departments) to limit the use of the listed materials. There is discussion about providing incentives for these departments to limit their purchases of these hazardous materials. One of the potential methods would be to charge the buyer a certain amount per pound of toxic matter. Another suggestion was to split the budget of $11,500 between the departments, and the money that they do not use on hazardous material purchases they get to keep. While this would likely be an incentive to limit waste, there is concern about the potential negative consequence of pouring the waste down the drains.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

---

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

During the summer, UWO participates in the free Apple Recycling Program. At other times, the university works with State of Wisconsin Corrections Computer Recycling Program which is $15 per monitor; the materials sent here are either sold or scrapped. Although computers and other electronic equipment may not meet the standards set by the university, it could still be used by others off-campus. UWO sends information about what is available to area non-profits, schools, and churches. Overall, academic computing promotes the reuse of electronic materials to extend its electronic life.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met:

As hardware ages, it becomes more difficult to find replacement parts, newer applications will no longer run, and it becomes necessary to remove this old hardware from our support services. A list of processors that will no longer be supported is available by contacting the Help Desk. A request for the replacement of an old computer can be addressed to campus surplus by contacting the Help Desk (acshelp@uwosh.edu or (920) 424-3020). In this way, the university limits unnecessary consumption and ultimately waste by finding adequate computers on
campus before resorting to outside sources.

The website URL where information about the institution’s hazardous and electronic-waste recycling programs is available:

---
**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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
</tr>
<tr>
<td>Rainwater Management</td>
</tr>
<tr>
<td>Wastewater Management</td>
</tr>
</tbody>
</table>
Water Use

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

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

Level of water risk for the institution’s main campus:
Low

Total water use::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>60,530,254 Gallons</td>
<td>65,665,325 Gallons</td>
</tr>
</tbody>
</table>

Potable water use::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>52,888,278 Gallons</td>
<td>57,375,044 Gallons</td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>4,687</td>
<td>2,911</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>1,000</td>
<td>1,093</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>9,590</td>
<td>8,713</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Gross floor area of building space::

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>1,157,171 Square Feet</td>
<td>887,819 Square Feet</td>
</tr>
</tbody>
</table>

Area of vegetated grounds::

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>4,992,063 Acres</td>
<td>5,261,414 Acres</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>June 1, 2012</td>
<td>May 31, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>June 1, 2005</td>
<td>May 31, 2005</td>
</tr>
</tbody>
</table>

A brief description of when and why the water use baseline was adopted:

---

Water recycled/reused on campus, performance year:

---
Recycled/reused water withdrawn from off-campus sources, performance year:
---

A brief description of any water recovery and reuse systems employed by the institution:

The student gardens use water from rain barrels installed on the Vehicle Maintenance Building.

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

All buildings are on metered for municipal water supplies.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

We retrofitted the water-cooling systems at Blackhawk Commons with air-cooled equipment, reducing the use of water, and in 2005, replaced the natural grass football field at Titans Stadium with artificial grass resulting in an estimated savings of 850,000 gallons of water used for irrigation. We have replaced 63 older 4.18 gpf toilets with 1.6 gpf toilets and Installed 5 waterless urinals.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:
---

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

The university has been converting turf areas to native prairies, and using prairie plants for new building landscaping, in part to reduce the need for irrigation. Bioswales have been installed along buildings close to the river to reduce pollution due to solid surface runoff.

A brief description of any weather-informed irrigation technologies employed by the institution:
---

A brief description of other water conservation and efficiency strategies employed by the institution:
---

The website URL where information about the institution’s water conservation and efficiency initiatives is available:
https://www.uwosh.edu/sustainability/what-were-doing/water
Rainwater Management

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution’s Low Impact Development (LID) practices:

UW Oshkosh is committed to reducing the amount of total suspended solids coming off of campus 40 percent by 2013 (using 2006 baseline data). This target is based on state rules; UW campuses are treated as permitted municipalities under state stormwater regulations. In February of 2007, UW Oshkosh submitted an application to receive a Wisconsin Pollutant Discharge Elimination System (WPDES) permit that governs the discharge of storm water from campus into the local storm water sewer system. The need for this
permit developed in response to several Federal and State regulations pertaining to protection of clean water, including the Federal Clean Water Act 1972 and Wisconsin DNR Regulations NR 151, NR 216, and NR 116.

Prior to the enactment of the WPDES permit requirements, the University of Wisconsin Oshkosh had undertaken the following steps related to storm water management:

a. Developed a storm water management plan.
b. Performed routine semi-annual cleaning of parking lots.
c. Performed routine litter patrols of the campus.
d. Required the mandatory installation of silt fences around construction sites.

**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:**

The main goals of this plan are to provide a guide to meet storm water regulations for the current state of the University of Wisconsin Oshkosh campus as well as proposed growth. The regulations that will be of concern for the UW Oshkosh campus are NR 116, NR 151, and NR 216.

NR 116 governs future development in floodplain areas.

NR 151 governs storm water requirements for future building projects including reconstruction projects and new development.

Construction of bio-filters throughout existing parking lots, sidewalk areas and roofs.

Construction of drainages swales with native vegetation to route drainage instead of having direct connections to storm sewer from impervious surfaces.

Because of the large areas of green space, the most cost effective BMP’s would be biofilters/bioretention devices, rain gardens and drainage swales to treat water instead of ponds, porous pavements, and proprietary devices to meet the 20 percent and 40 percent TSS removal requirements. However, these BMP’s may be a viable option for future development governed by NR 151 requirements.

**A brief description of any rainwater harvesting employed by the institution:**

The student gardens use water from rain barrels installed on the Vehicle Maintenance Building.

**Rainwater harvested directly and stored/used by the institution, performance year:**

---

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

---
A brief description of any living or vegetated roofs on campus:

Sage Hall has an installed green roof system covering about 1/4th of its area.
Horizon Village has a green roof that covers 1/7th of its area.

A brief description of any porous (i.e. permeable) paving employed by the institution:

---

A brief description of any downspout disconnection employed by the institution:

---

A brief description of any rain gardens on campus:

---

A brief description of any stormwater retention and/or detention ponds employed by the institution:

---

A brief description of any bioswales on campus (vegetated, compost or stone):

Vegetated swales are installed between Kolf Fieldhouse and the Tennis Courts, between Titan Stadium and the road, between Sage Hall and the parking lots, and between Horizon Village and the road. All large parking lots now have swales.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Natural vegetation is being restored between the WIOHSAH Trail and the river to reduce sheet runoff rates (improvement from lawn). Street Sweepers are used to clean sand and debris from parking lots on a regular basis. Educational and informational signage has been installed at a vegetated swale. Stenciled signs for “no waste dumping” are placed near storm water inlets. Public education events coincide with Earth Charter Community Summit and Earth Day activities.

The website URL where information about the institution’s rainwater management initiatives, plan or policy is available:

http://www.uwosh.edu/facilities/storm-water-management/storm-water-management/
Wastewater Management

Responsible Party

Brian Kermath  
Sustainability Director  
Sustainability Office

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in OP 26: Water Use.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
### Sustainability Coordination

#### Responsible Party

**Brian Kermath**  
Sustainability Director  
Sustainability Office

#### Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

**Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**  
Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Campus Sustainability Plan calls for wide-ranging, coordinated efforts to promote sustainability across all operations and functions at UW Oshkosh. It also calls for an organizational structure to ensure that substantial progress is made and communicated to the larger community and the outside world.

The Campus Sustainability Council, which consists of representatives from across campus, oversees and helps coordinate this effort.

**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 shall report to both the Vice Chancellor for Academic Affairs and the Vice Chancellor for Administrative Services. The council shall assist and provide direction to the Campus Sustainability Director. It also may take leadership in special issues (such as the curriculum), and advise campus leaders on sustainability initiatives.
The council makes recommendations to the Vice Chancellor for Academic Affairs and Vice Chancellor for Administrative Services on:

- priorities for sustainability plan goals
- soundness of an annual plan and budget drawn up by the Campus Sustainability Director
- campus-wide sustainability procedures and policies
- sustainability in the curriculum
- educational events on campus
- membership in off-campus sustainability organizations or initiatives
- performance of the director.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Sustainability Director
Brian Kermath

Co-chairs
Steve Arndt (Co-Chair), Director of Facilities
Maureen Muldoon (Co-Chair), faculty, Geology

Staff
Victor Alatore, Residence Life
Joe Blohm, Director Parking Services and Bookstore
Dawn Dettlaff, Supervisor, Buildings and Grounds
Nick Dvoracek, Media Services, Information Technology
Brian Klinger, Purchasing
Marty Strand, Assistant Director of Dining Operations

Faculty/Academic Staff
David Barnhill, Director of the Environmental Studies Program
Jim Feldman, Environmental Studies,
MaryBeth Petesch, College of Education and Human Services
Stephanie Spehar, Anthropology, Chancellor's Leadership Fellow in Sustainability
Kevin Crawford, Chemistry
Jerry Thomas, Political Science

Students
Michael Dierich, Michelle Duren, Scot McCullough, Stephanie Pefer, Brad Spanbauer, Amber Wilkinson, Gena Wilson

The website URL where information about the sustainability committee(s) is available:
http://www.uwosh.edu/sustainability/about/campus-sustainability-council

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
Yes
A brief description of each sustainability office:

The Sustainability Office is currently located at the Administrative Services Office, Room 236. This location provides the Director’s Office, storage space for materials, access to Administrators, records, shared office space for interns, and access to conference rooms. Reception, clerical, and purchasing assistance is provided by Administrative Services. We have also just created a sustainability database to be used by staff, students, and faculty.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2.50

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

http://www.uwosh.edu/sustainability/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Brian Kermath

A brief description of each sustainability officer position:

The Director's responsibility is four-fold, bringing leadership to campus sustainability in operations, teaching, outreach and research. The Director reports to the Provost/Vice-Chancellor of Academic Affairs and to the Vice-Chancellor for Administrative Services.

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

---
Sustainability Planning

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.
Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Air and Climate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity and Affordability</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Health, Wellbeing and Work</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Investment</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**A brief description of the plan(s) to advance sustainability in Curriculum:**

Comprehensive plan that addresses all areas.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Five year plan.

**Accountable parties, offices or departments for the Curriculum plan(s):**

Office of Sustainability, Sustainability Council, Admin Services, Academic Affairs

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

**Accountable parties, offices or departments for the Research plan(s):**

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf
A brief description of the plan(s) to advance Campus Engagement around sustainability:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

Accountable parties, offices or departments for the Campus Engagement plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

A brief description of the plan(s) to advance Public Engagement around sustainability:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):
Accountable parties, offices or departments for the Public Engagement plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

A brief description of the plan(s) to advance sustainability in Air and Climate:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

Accountable parties, offices or departments for the Air and Climate plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf
A brief description of the plan(s) to advance sustainability in Buildings:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

Accountable parties, offices or departments for the Buildings plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):
Accountable parties, offices or departments for the Dining Services/Food plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

A brief description of the plan(s) to advance sustainability in Energy:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Energy plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

Accountable parties, offices or departments for the Energy plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf
A brief description of the plan(s) to advance sustainability in Grounds:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

Accountable parties, offices or departments for the Grounds plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

A brief description of the plan(s) to advance sustainability in Purchasing:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):
Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):
A brief description of the plan(s) to advance sustainability in Waste:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Waste plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

Accountable parties, offices or departments for the Waste plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

A brief description of the plan(s) to advance sustainability in Water:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Water plan(s):
Accountable parties, offices or departments for the Water plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

A brief description of the plan(s) to advance Diversity and Affordability:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf
A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

A brief description of the plan(s) to advance sustainability in Investment:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_Whole.pdf

The measurable objectives, strategies and timeframes included in the Investment plan(s):
Accountable parties, offices or departments for the Investment plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_W hole.pdf

A brief description of the plan(s) to advance sustainability in other areas:

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_W hole.pdf

The measurable objectives, strategies and timeframes included in the other plan(s):

http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_W hole.pdf

Accountable parties, offices or departments for the other plan(s):

Sustainability Office

The institution’s definition of sustainability:
http://www.uwosh.edu/assets/announcement/sustainability/docs/Campus_Sustainability_Plan_Final_W

hole.pdf

Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:
---

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:
---

The website URL where information about the institution’s sustainability planning is available:
http://www.uwosh.edu/sustainability/what-were-doing/organization/sustainability-plan/
Governance

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

---

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

All students have access to student government.

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:

Democratic process.

Do students have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Establishing organizational mission, vision, and/or goals</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Strategic and long-term planning</strong></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Existing or prospective physical resources</strong></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budgeting, staffing and financial planning</strong></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communications processes and transparency practices</strong></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prioritization of programs and projects</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Democratic process.

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:

All units and employment categories have governance representation.

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:

All units and employment categories have governance representation.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Area</td>
<td>Yes or No</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

All units and employment categories have governance representation.

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:

All units and personnel and employment categories have governance representation.

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:

All units and personnel and employment categories have governance representation.

Do faculty have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Section</td>
<td>Status</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

All units and personnel and employment categories have governance representation.

The website URL where information about the institution’s governance structure is available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
</tr>
<tr>
<td>Assessing Diversity and Equity</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
</tr>
<tr>
<td>Affordability and Access</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>Yes</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:
Inclusive Excellence Council
The charge of the IE Council is to provide leadership, education, and advocacy that will cultivate an equitable, inclusive, diverse, and supportive climate for people traditionally marginalized from and within the campus community.

The full-time equivalent of people employed in the diversity and equity office:
2

The website URL where information about the diversity and equity committee, office and/or officer is available:

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Administrators</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

S.A.F.E Training:
“The LGBTQ Resource Center encourages all faculty and staff to come hear the stories of their coworkers and students in order to gain a deeper understanding about the struggles and stereotypes they face on a daily basis. This training is meant to be a tool for understanding and respect so that, as role models, faculty and staff will have the resources to lend a helping hand and a sympathetic ear for the LGBTQ Community.” S.A.F.E. training is a 2-hour workshop that includes the discussion of the perception of lesbians and gays, the unique challenges faced by LBGTQ people on campus and in society, and strategies for becoming a heterosexual ally. Most sessions include a panel of UWO LBGTQ students and heterosexual student allies. Participants who choose to be LBGTQ allies receive a S.A.F.E. triangle decal. Trainings are held at least twice each academic year: once in the fall during Coming OUT week and again in the spring for Bisexual, Gay, Lesbian, Awareness Days (BGLAD) Week.

First Nations Traveling Institute

http://www.uwosh.edu/itso/events/1st-nations-traveling-institute/view

This is a full day workshop designed to promote accurate, authentic instruction about Native peoples; free even to all UWO community members. It is sponsored by the Office of the Provost, Center for Academic Support and Diversity, College of Education and Human
Services, Pre-college Programs, and the Admissions Office. Although 2010 was its first year, this event is expected to continue into the university's future.

Affirmative Action Training: ( 

http://www.uwosh.edu/strategicplan/keyoperation/humanresource/humansummary.php

)

The Equity & Affirmative Action Office supports these same campus offices, along with the entire campus community by providing the following major groupings of services: (1) leadership on equity and affirmative action; (2) education and training on issues related to equity and affirmative action including involvement in the recruitment and hiring processes; (3) develop, implement, monitor and evaluate equity and affirmative action policies and procedures; (4) serve as the contact for faculty, staff and students on complaints/grievances related to equity and affirmative action, and as the employee ombudsman.

The website URL where information about the cultural competence trainings is available:

https://www.uwosh.edu/lgbtqcenter-safe-training
Assessing Diversity and Equity

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:
Yes

A brief description of the campus climate assessment(s):

Efforts made by UW Oshkosh in measuring campus diversity culture include the Climate Assessment Project (www.uwosh.edu/affirm-act/resources.php) and the Equity Scorecard (www.uwosh.edu/2008/documents/35CompleteEquityScoreCardFinalReport.pdf).

The Climate Assessment Project invited all members of the campus community (e.g., students, faculty, academic staff, and classified staff) to participate in a survey designed for respondents to provide information about their personal experiences with regard to climate
issues, their perceptions of the campus climate, employees’ work-life issues, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. The Equity Scorecard is a UW System project to identify ways to address inequities that exist in educational outcomes among students of color.

Has the institution assessed student diversity and educational equity?:
Yes

A brief description of the student diversity and educational equity assessment(s):
In 2008 UW Oshkosh participated in a Climate Study to provide information, analysis, and recommendations as they relate to campus climate. The information collected was used in conjunction with other data to provide UW Oshkosh with an inclusive view of their campus and a system-wide review.

Has the institution assessed employee diversity and employment equity?:
Yes

A brief description of the employee diversity and employment equity assessment(s):
In 2008 UW Oshkosh participated in a Climate Study to provide information, analysis, and recommendations as they relate to campus climate. The information collected was used in conjunction with other data to provide UW Oshkosh with an inclusive view of their campus and a system-wide review.

Has the institution assessed diversity and equity in terms of governance and public engagement?:
No

A brief description of the governance and public engagement assessment(s):
---

The website URL where information about the assessment(s) is available:
http://www.uwosh.edu/affirm-act/climate-study
Support for Underrepresented Groups

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in PA 7: Support for Future Faculty Diversity.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Center for Academic Support and Diversity (http://www.uwosh.edu/acad-supp/index.php)

) assists the University in the recruitment, enrollment, retention and graduation of multicultural and disadvantaged students, through a variety of collaborative programs, services and outreach activities. Multicultural Retention Programs (http://www.uwosh.edu/acad-supp/MRP-index.php)

) provide academic and student support services to help increase the recruitment, matriculation, enrollment, retention, and graduation of multicultural and disadvantaged students. They provide a number of services and events and activities directly and/or through co-sponsorship or collaboration with other university departments. MRP counselors collaborate with the Multicultural Education Center (MEC;
and serve as advisors to six student organizations (American Indian Student Association, Asian Student Association, Black Student Union, Hispanic Cultures United, Hmong Student Union, and the MEC Student Board) to develop cultural programs and activities to increase the level of understanding and appreciation for cultural diversity both on campus and in the community. The Women’s Center (http://www.uwosh.edu/womenscenter/)

provides programs, resources and education about issues that affect women of the UW Oshkosh community, creates a welcoming place for women to connect and promotes an environment that values diversity. The center includes a computer lab, reading area, a patio and conference rooms. The LGBTQ Resource Center (http://www.uwosh.edu/lgbtqcenter/)

offers a safe, supportive and welcoming environment with high-quality support services that contribute to the academic and personal growth of the lesbian, gay, bisexual, transgender and questioning campus community and their allies. The Women and Science Program (http://www.uwosh.edu/wis/)

promotes campus & classroom climates that attract and retain women and minority students.

The website URL where more information about the support programs for underrepresented groups is available: http://www.uwosh.edu/acad-supp/diversity-resources

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:

Help make UW Oshkosh a safer and more welcoming place for LGBTQ and Ally people by participating in SAFE Training. Members take part in a 2.5-hour interactive workshop designed to introduce you to LGBTQ Culture and some of the issues that many LGBTQ people encountered in their lives. Our training prepares you to become an ally. Trained members will receive our coveted S.A.F.E. Triangle to display as a sign of support. This triangle is noticed by LGBTQ and Allies all across campus as a symbol of support and commitment to our LGBTQ Community.

The website URL where more information about the institution’s discrimination response policy, program and/or team is available: http://www.uwosh.edu/affirm-act/taking-action/complaints-and-grievances

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?: No
Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

---

---
Support for Future Faculty Diversity

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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:

The federally-funded Ronald E. McNair Post-baccalaureate Achievement Program (http://www.uwosh.edu/mcnairscholars)

) prepares 25 UW Oshkosh undergraduates annually for doctoral study by pairing them with faculty mentors who assist the students in designing, implementing, and completing a significant research project. The program seeks to increase the attainment of advanced degrees by students from first-generation, low-income, and underrepresented groups.

Additional services and seminars are offered to students throughout their tenure with the McNair program. These include research methodology, writing and oral presentation skills, academic and career development, GRE application and preparation, and graduate school site visits. In the summer following their junior year, McNair Scholars participate in an eight week, research-intensive program that leads to presentation or publication. McNair Scholars also will have the opportunity to speak with UW Oshkosh alumni who are seeking advanced degrees.

The Office of Grants and Faculty Development (http://www.uwosh.edu/grants)
 supports UW Oshkosh academic staff, as well as students, in their creative, scholarly and research endeavors. They assist academic staff in locating, proposing, submitting and administering extramural funding. Their grants can also support UW Oshkosh students through research symposia and collaborative research opportunities.

The website URL where more information about the faculty diversity program(s) is available:
http://www.uwosh.edu/mcnairscholars
Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income
B. The graduation/success rate for low-income students
C. The percentage of student financial need met, on average
D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?: Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:
The Financial Aid Office offers online guides to their programs and has staff available for drop-in hours, phone and email correspondence. For matriculating students, Student Support Services offers Financial Aid and Scholarship Assistance.

If a student and/or family has a change in financial circumstances, such as a loss of income or increased expenses, individual circumstances may be considered in the re-evaluation of financial aid eligibility. In some cases, the Financial Aid Office may be able to adjust income information based on these “special circumstances.” Students and/or their families may also experience increased mandatory expenses, such as additional medical/dental/disability expenses, required educational expenses, and/or transportation expenses, etc. In some cases, the Financial Aid Office may be able to adjust the student’s estimated Cost of Attendance (COA) based on these “special circumstances” as well.

The state maintains 13 UW College campuses to serve as low-cost 2-year campuses with the goal of transferring to 4-year campuses like UW Oshkosh. Cost savings are a major justification for attendance at a UW College. UW Oshkosh works with UW System to maximize transfer of credits from UW Colleges. UW Oshkosh also works with the state Technical colleges to develop transfer agreements and 2+2 programs for student wishing to transfer.

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

The Center for Excellence in Teaching and Learning (CETL) sponsors workshops and sessions to assist faculty members in understanding the developmental needs of first-year students and specialized populations. The Center integrates its work with other campus offices to assist faculty and staff to explore new ways to engage students for success. Work will continue to implement best practices and address obstacles identified by the university data about student achievement.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Center for Academic Support and Diversity (CASD) PreCollege Programs enroll middle and high students primarily from economically disadvantaged backgrounds, and a majority are multicultural students. Recent programs include: Aspiring Pupils for Professional Leadership in Education (APPLE); Exploring Science, Technology and Engineering Education Majors (ESTEEM); Making Aspiration Turn to Honors (MATH); PreCollege Enrichment Program (PEP); Summer Mathematics and Reading Talent Scholars (SMARTS); Wisconsin Youth in Nursing (WYN); and Young Entrepreneurial Scholars (YES).

For matriculating students, Student Support Services offers peer mentoring, tutoring, academic skills development, degree guidance, personal support, cultural/social activities, and referrals to other campus services. Student Support Services (SSS) is one of the federal TRiO programs funded through the U.S. Department of Education. The program has existed on the UW Oshkosh campus since 1975. The goal of SSS is to increase the college retention and graduation rates of the students it serves. The UW Oshkosh program serves a total 300 students annually. Students must meet prescribed eligibility criteria relating to family economic status and/or parental education attainment. Students with documented disabilities may also be served by the program.

UW Oshkosh is the largest recipient of transfer students in the UW System. A common reason for transfer is a financial strategy of using non-residential UW Colleges and Technical colleges to accumulate one to several semesters of credits at reduced expense. The campus recently opened the Titan Transfer Center to assist students in their integration into the University through an augmented student transfer advising process. This will allow transfer students to become better aware of University academic and student support services.

A brief description of the institution's scholarships for low-income students:
The federally-funded Ronald E. McNair Post-baccalaureate Achievement Program will prepare 25 UW Oshkosh undergraduates annually for doctoral study by pairing them with faculty mentors who assist the students in designing, implementing, and completing a significant research project. The program seeks to increase the attainment of advanced degrees by students from first-generation, low-income, and underrepresented groups.

SSS Scholarships of $1,000 are awarded to Student Support Services students meeting the eligibility criteria: First or second year college student; Pell Grant recipient; 2.50 GPA; Fulltime enrollment (12 credits/semester); Attendance at a minimum of five academic seminars or cultural enrichment events per year; minimum of four contacts with an SSS adviser per year.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Financial Aid Office staff is available to help parents understand the financial aid process and answer questions. They have established websites specifically for parents to explain financial aid, the costs of attendance, and information-sharing limitations imposed by the Federal Family Educational Rights and Privacy Act (FERPA).

A brief description of any targeted outreach to recruit students from low-income backgrounds:

From pre-college programs to graduation and career activities, the Center for Academic Support and Diversity (CASD) offers an array of programs and services that provide academic and student support services to enhance recruitment, enrollment, retention and graduation of multicultural and qualified first-generation, low-income and/or disabled students.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

The Office of Undergraduate Admissions lists specific guidelines for different types of applicants at their website:

http://www.uwosh.edu/admissions/admissions-guidelines

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:


UW Oshkosh Foundation provides scholarships, many need-based.

STEP: The Student Titan Employment Program (STEP) offers undergraduate and graduate students unique high-impact learning opportunities. Depending on the needs of the individual campus units, students may participate in projects in such areas as media services, student-faculty research, supplemental instruction, library assistance, instructional technology and academic computing support, and Web page development and maintenance.
Course Fee Assistance: Course fees are generally excluded from the estimated cost of attendance figures. If students are assessed additional required course fees, they may submit a written request for consideration of a cost of attendance adjustment. If approved, their cost of attendance will be adjusted and aid eligibility recalculated.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The Financial Aid Office publishes a guide for students:


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:

https://www.uwosh.edu/llce/ansr

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:

https://www.uwosh.edu/childrens_center

A brief description of other policies and programs to support non-traditional students:

---

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students:
<table>
<thead>
<tr>
<th></th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>---</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>---</td>
</tr>
</tbody>
</table>

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:
---

The website URL where information about the institution's affordability and access programs is available:
---
Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Compensation</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.
Number of employees: 
1,996

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements: 
1,996

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: 
100

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements: 
100

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors: 
The Living Wage Calculator at Penn State University was used to determine a living wage for the City of Oshkosh at $8.45 per hour. A review of UW Oshkosh employees showed 0 employees paid less than $8.45/hr. Construction contractors (ca. 100) are paid prevailing wages that exceed that level of compensation.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?: 
Yes

Number of staff and faculty that receive sustainable compensation: 
1,996

Number of employees of contractors that receive sustainable compensation: 
100

A brief description of the standard(s) against which compensation was assessed:
The Living Wage Calculator at Penn State University was used to determine a living wage for the City of Oshkosh at $8.45 per hour. A review of UW Oshkosh employees showed 0 employees paid less than $8.45/hr. Construction contractors (ca. 100) are paid prevailing wages that exceed that level of compensation.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:**

The lowest paid regular employees earn $11.65/hour.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:**

The lowest paid workers earn more than $11.65/hour.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:**

The lowest paid non-regular, LTE employees earn $8.03/hr.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:**

Adjunct wages vary widely. The lowest paid annualized at $37,888, or $31,000 for nine months.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):**

The lowest paid student workers earn $7.25/hr.

**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**

[Here provided URL]
available:

---
Assessing Employee Satisfaction

Responsible Party
Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

The Climate Assessment Project invited all members of the campus community (e.g., students, faculty, academic staff, and classified staff) to participate in a survey designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, employees’ work-life issues, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The recommended next steps asked the Diversity Leadership Committee and other campus constituent groups using to use the results of the internal assessment to help to lay the groundwork for future initiatives to will address the items of concern that the assessment revealed. Moreover the Inclusive Excellence* operational plan has been informed by the survey results.
*Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.

The year the employee satisfaction and engagement evaluation was last administered:
2,008

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:
http://www.uwosh.edu/affirm-act/climate-study
Wellness Program

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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:

This year the University of Wisconsin Oshkosh was rewarded "Well Workplace GOLD" from the Wellness Council of Wisconsin for our programs.

http://www.uwosh.edu/today/31833/uw-oshkosh-earns-well-workplace-gold/

"---" 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?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

Healthy Titans 2020 is dedicated to educating, motivating and empowering UW Oshkosh employees, their families and students to make healthy lifestyle choices, the UW Oshkosh The program provides faculty and staff members with access to numerous fitness, nutrition and general health resources.
For a low cost, UW Oshkosh employees have access to the Albee Fitness and Strength Training Center through the Healthy Titans 2020 Fitness Program. Depending upon the program you choose, you can exercise individually on treadmills, elliptical machines, stair steppers and more, or attend any of the available group exercise classes.

Health Risk Assessments

A free program in partnership with Thedacare, UW Oshkosh employees can participate in the Health Risk Assessment Program. This voluntary screening program identifies which health conditions an individual is at risk for and offers interventions.

Every Wednesday a group of faculty and staff meet outside of Dempsey Hall at noon to walk on various routes.

There is an annual flu clinic at the health center for all faculty and staff.

The Weight Watchers at Work program provides UW Oshkosh employees with the opportunity to participate in weekly Weight Watchers meetings/weigh-ins on campus, at a reduced rate.

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

http://www.uwosh.edu/hr/benefits/health-wellness/healthy-titans
**Workplace Health and Safety**

---

**Responsible Party**

Brian Kermath  
Sustainability Director  
Sustainability Office

---

**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.

---

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

---

**Please enter data in the table below:**

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace injuries and occupational disease cases</td>
<td>19</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>2,846</td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>

A brief description of when and why the workplace health and safety baseline was adopted:

---

A brief description of the institution’s workplace health and safety initiatives:

The mission of the University of Wisconsin Oshkosh Health and Safety Committee is to promote a healthy and safe environment for all persons at UW Oshkosh through activities that identify unsafe practices and conditions and their remediation as well as to assist in developing and implementing strategies designed to prevent accidents and reduce risk.

The website URL where information about the institution’s workplace health and safety initiatives is available:

https://www.uwosh.edu/safety/health-safety-committee
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Sustainable Investment</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

"---" 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?:

Yes

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:

Is equal to the Institution's mission, which includes a commitment to sustainability.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

3 groups qualify:

Examples of CIR actions during the previous three years:

biodigester investments
divestment recommendation
socially/environmental responsible investing
The website URL where information about the CIR is available:
---
Sustainable Investment

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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

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

**Total value of the investment pool:**
26,100,000 US/Canadian $

**Value of holdings in each of the following categories::**

<table>
<thead>
<tr>
<th>Category</th>
<th>Value of Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable industries (e.g. renewable energy or sustainable forestry)</td>
<td>13,100,000 US/Canadian $</td>
</tr>
<tr>
<td>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Community development financial institutions (CDFIs) or the equivalent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Socially responsible mutual funds with positive screens (or the equivalent)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Green revolving loan funds that are funded from the endowment</td>
<td>0 US/Canadian $</td>
</tr>
</tbody>
</table>

**A brief description of the companies, funds, and/or institutions referenced above:**

The University of Wisconsin Oshkosh’s commitment to sustainability extends to university-related investments made by the University of Wisconsin Oshkosh Foundation (UWOF). Since 2010, UWOF has invested more than $10 million in three sustainability-related projects.

The first effort involves a $3.7 million investment matched with $1.3 million in grants for a total project cost about $5 million to construct the first commercial scale dry fermentation anaerobic biodigester in the Americas. This facility converts food, yard and other organic waste into biogas, which is burned to generate electricity. The feedstock includes most of the food waste from UW Oshkosh (500 tons per year), food waste from area grocery stores and many suppliers from off campus. The plant presently processes some 10,000 tons...
of organic wastes annually and generates the equivalent of nearly 8% equivalent of campus electricity needs. If operated at full capacity the 320 kW turbine would generate about 2.8 million kW hours of electricity annually, or the equivalent of 13% percent of campus electricity needs at present levels of demand. An additional amount of heat energy will soon heat the Facility Services building at UW Oshkosh. The digestate is being processed into high quality compost and is attracting additional potential investors.

The value of the second investment stands at $7 million. This investment was used to construct a wet anaerobic digester on Wisconsin’s largest dairy farm in Rosendale. The facility began operating in December 2013. It will process 110,000 tons of manure from more than 8,000 cows to generate 12.3 million kW hours of electricity annually from a 1.4 megawatt turbine. Waste heat is now warming barns on the farm. The digestate from this facility will be processed into a high quality compost soil amendment. Carbon credits will be offered in the near future.

The third investment was made as a community redevelopment project in a blighted part of Oshkosh. Specifically, UWOF has invested more than $1.1 million dollars as a partner in a $16.7 million hotel renovation project that is centrally located along the city’s downtown riverfront redevelopment initiative. The hotel has been open for several months now and already has a significant and visible presence along Oshkosh’s Riverwalk. UWO and UWOF believe that healthy downtowns are important for maintaining vibrant, sustainable communities, and that universities should play a prominent role in their development and maintenance.

Does the institution have a publicly available sustainable investment policy?:
Yes

A copy of the sustainable investment policy:
---

The sustainable investment policy:

UW Oshkosh and the UWO Foundation follow practices consistent with the University’s broader sustainability commitment including the Earth Charter and the American College and University Presidents Climate Commitment.

Does the institution use its sustainable investment policy to select and guide investment managers?:
No

A brief description of how the policy is applied, including recent examples:
---

Does the institution's sustainable investment policy include negative screens?:
No

A brief description of the negative screens and how they have been implemented:
---

Approximate percentage of the endowment that the negative screens apply to:
---
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?:
No

A copy of the proxy voting guidelines or proxy record:
---

A brief description of how managers are adhering to proxy voting guidelines:
---

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?:
No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:
---

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:
Yes

A brief description of the investor networks and/or collaborations:

UW Oshkosh representatives regularly advocate for better policy with elected officials.

The website URL where information about the institution's sustainable investment efforts is available:
---
Investment Disclosure

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:
Yes

The percentage of the total investment pool included in the snapshot of investment holdings:
100

A copy of the investment holdings snapshot:
---

The website URL where the holdings snapshot is publicly available:
http://www.uwosh.edu/foundation/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
</tr>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.
2013 Application Form

Office Information:
Name of Office/Department: _______________________________________________

Building(s): _____________________________________________________________

Total Number of Office Members: _______ Who is included in your count?
■ Full time staff/faculty ■ Part-time staff/faculty ■ Student employees

Lead Person Contact Information:
Name: __________________________________ Title: ___________________________
Phone Number: ______________________ Email Address: _______________________
Campus Mail Address: ______________________________________________________

Today’s Date: _____________

Directions:
Please fill out the check list on pages 3-6, select the corresponding level from below and submit as a scanned document via email (sustainability@uwosh.edu) or hard copy via Campus Mail (to Brian Kermath, Sustainability Office/CSC). A follow up meeting of the department members and Sustainability Office staff is recommended to answer questions and collect signatures on page 2.

Please CHECK boxes that your department is currently implementing. Please CIRCLE boxes that are being worked on or could be achieved through small improvements. Use this tool to focus on where to make improvements in the coming semester to achieve a higher Green Office level.

Certification Level (only applies to checked boxes) is based on # of items (from 68-item checklist) and distribution under categories:
Level One: 15 of the items with at least one from each category.
Level Two: 25 of the items with at least two from each category
Level Three: 35 of the items with at least three from each category
Level Four: 45 of the items with at least four from each category

Level of Green Office Certification achieved:
■ Level One ■ Level Two ■ Level Three ■ Level Four

As the lead contact person for the office, I certify that the information submitted is true to the best of my knowledge. Initials: ______

To receive certification for the Green Office Program, 75% of your office members must complete the tasks or participate in the program. Please have those who are participating sign their names in the allotted space below:

Signature________________ Signature________________ Signature________________
Printed Name: Printed Name: Printed Name:

Signature________________ Signature________________ Signature________________
Printed Name: Printed Name: Printed Name:

Signature________________ Signature________________ Signature________________
Printed Name: Printed Name: Printed Name:
A1. We shut off our computer monitors and/or turn on the energy saving mode (sleep/hibernate) when not in use and turn them off at night. If these functions are automated by campus software upgrades, then shutdown computers at the end of the work day.

A2. Where applicable set printers and copiers to go into sleep mode after 5 minutes of inactivity.

A3. Lights in all rooms, including common areas such as break rooms and kitchens, are shut off when not in use.

A4. We have a protocol and staff responsible to turn off equipment in common spaces at the end of each day.

A5. In more than 75% of our desk lamps, we use fluorescent (aka CFL) bulbs.

A6. The majority of office members (75%) do not have desk lamps.

A7. We have reviewed our use of printers, copiers and other computer peripherals, and have a plan for consolidating to common networked equipment.

A8. We have networked printers available to over 75% of office members.

A9. For employees with access to network printing, over 75% do not have desktop printers.

A10. If we have control over thermostat settings in our office, someone has contacted Facilities/Operations to check that we are setting temperatures and fan speeds at appropriate levels during both the heating and cooling season (i.e. we are not overheating or over-cooling our office).

A11. If operable windows are present, they are closed during cold and hot weather.

A12. We have had an energy audit for electricity use and shared it with our staff.

A13. We purchase Renewable Energy Credits so that our electricity purchase is 100% renewable power.

Recycling and Re-use:

B1. We have recycling bins available for use in all common areas such as break rooms, meeting rooms, department offices, copy rooms, mailrooms, and kitchens.

B2. All recycling bins are next to trash bins, and all trash bins are next to recycling bins (no “orphan” bins).

B3. Recycling bins are clearly marked with the recycling arrows symbol, labels or signs, and the color blue to align with common practice on campus.

B4. We have spent time reviewing recycling practices to ensure that office members are aware of recycling rules and have had questions answered.

B5. We provide extra recycling and trash bins at large meetings and office sponsored events.

B6. Each workspace, cube or office, has a desk-side paper recycling bin and trash bin.

B7. We have common collection bins for cans/bottles and for cardboard.

B8. We have sent furniture, equipment, and other materials (e.g., metal, wood, chemicals) or other large office items to the university surplus storage in the Campus Services Center for reuse, salvaging, recycling, or disposal.

B9. We collect scrap paper for office members to re-use.

B10. We have a common area with small bins to collect the following for recycling:

- ink cartridges
- small electronics and cables
- alkaline batteries
- rechargeable batteries and cell phones (using a “Call to Recycle” box)

B11. We have procedures and have educated staff on the recycling of electronics (e-waste), especially computer equipment that may contain sensitive data.

B12. We have a process for offering surplus office supplies to other offices (e.g. using the email Announcements listserv).

B13. We periodically remind staff to return unused or accumulated office supplies for re-use.
**Waste Reduction:**

C1. We conserve paper by:
- printing and copying on both sides of paper when possible
- setting double-sided printing as the default for printers and copiers.
- Reduce margins on documents and format to avoid excess pages
- Printing documents “shrink-to-fit” or multi-page-per page
- Adding a message to our email signature (e.g. “By not printing this page you have saved paper, ink and trees”)

C2. We distribute office memos, newsletters and other correspondence electronically, except where paper is needed (e.g. a reply form).

C3. We minimize our use of brochures and paper handouts by:
- using email, websites and social media for information dissemination
- using business-card size handouts listing a website

C4. We periodically review office paperwork (e.g. forms and records) to identify ways to reduce paper to increase use of electronic media.

C5. We have reusable tote bags available for office members to use when delivering or picking up supplies, refreshments, etc.

C6. We contact distributors of news media and catalogs to reduce “junk mail” to the office.

C7. Subscriptions to printed magazines or periodicals are periodically reviewed for possible cancellation or conversion to electronic subscriptions.

C8. Office members take notes electronically or use scrap paper.

**Purchasing:**

D1. We have a green purchasing policy that office members can follow.

D2. We use white, 100% recycled paper from Central Stores rather than colored paper with lower recycled content.

D3. If we use colored paper, we purchase 100% recycled colored paper.

D4. If we supply paper products in kitchens or break rooms, we purchase products that contain at least 30% post-consumer recycled material.

D5. Office supplies are purchased in bulk with minimal packaging.

D6. We buy re-fillable writing tools and stock refill supplies (pens with replaceable ink cartridges and mechanical pencils).

D7. When purchasing new equipment, we consider energy efficiency and look for Energy Star-rated appliances.

D8. We purchase green cleaning products for office use.

**Kitchens/Break Rooms/Meeting Areas (If applicable):**

E1. We provide reusable mugs, glasses, dishware, and utensils.

E2. We drink tap water or have a water purification system; we avoid bottled water and bottled water service.

E3. Coffee or tea provided for office members and visitors is Fair Trade certified.

E4. Food provided for office meetings or events is from sustainable sources when possible: locally grown, organic, humanely-raised, or Fair Trade.

E5. We have a communal refrigerator in a common space, and only have personal refrigerators when there is justification (e.g. medical need).

E6. We maintain our refrigerator to improve energy efficiency with using one or more of the following:
- Periodic cleaning of coils, defrosting, and inspection of seals
- Unplugging during extended breaks (good excuse for a cleanout)
- Lowering settings (raising temperatures)
- Taking up excess space with plastic bottles ¾ full of tap water

E7. We have communal small appliances (e.g., coffee machine, microwave) in a common space for office members to use, and do not have them in our offices.

E8. We collect organic matter (food, paper) for composting.

E9. If a conference room has electronic devices such as computers or projectors, we turn them off when not in use, and have staff check them at the end of the day.
Transportation:

F1. Office members are aware of alternative transportation options to campus, including:
- support for bicycle riders (parking, showers; tax incentives)
Office members are aware of the rules for riding and parking bicycles, scooters, and motorcycles on campus
- support for carpooling at UW-Oshkosh (parking permits, Zimride)
Use of staff-ID as a free pass on the Oshkosh Transit System and Titan Transit, and the hours of operation for these services.
F2. Office members have registered for Zimride to share automobile trips.
F3. Every year, we designate 10 office days to promote walking or riding your bike to work. Half of the signees participated in these days.
F4. We have a “Guaranteed-Ride” network to support carpooling, transit, walking and biking; the network provides a ride or shares private vehicles to those who fall ill, have an emergency, or are left stranded by carpool.
F5. We organize carpooling to off-campus meetings and use buses for large group excursions (e.g. field trips).
F6. We use fleet vehicles for efficient business travel and use of E-85 (85% ethanol) fuel.
F7. We purchase carbon offsets for office business travel.
F8. We provide telecommuting options for over 75% of our staff.
F9. We train our staff in telecommunications to reduce travel for meetings, including teleconferencing, videoconferencing, VOIP, and webinar hosting.

Participation:

G1. Green Office program is on the agenda for at least one staff meeting per year to keep office members updated.
G2. We have contacted the Sustainability Office with questions generated by the Green Office program or to support our staff meetings.
G3. We have created and designated an area (physical or online) for office members to post suggestions, personal tips, and questions about the group’s Green Office goals.
G4. We have a policy and materials to inform new office members of their Green Office goals.
G5. When we interact with other offices in activities that fit our Green Office program, we have coordinated with their Green Office Goals or educated them about the program.
G6. We communicate our Green Office status, e.g. on our website, front door, outreach materials, etc.
G7. We have designated a Green Office leader, to remind the office of our goals and maintain the designated communication area (physical or online).

Innovation Credit (Optional):

Describe up to two actions that you think makes your office more sustainable that are not covered above.
H1. Innovation 1:

H2. Innovation 2:

Improvement Areas (Optional):

What areas can your department easily improve, to achieve a better Greener Office?
How can the Sustainability Department help you to achieve a level four Green Office?

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

Title or keywords related to the innovative policy, practice, program, or outcome:
Green Office

A brief description of the innovative policy, practice, program, or outcome:
This is a program to monitor, track, and reward offices that maintain sustainable practices in aspects of energy, recycling, waste reduction, and green purchasing practices.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

With this program we will be able to measure each office's consumption, and be able to lower through education, and alternatives.

A letter of affirmation from an individual with relevant expertise:

---

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>No</td>
</tr>
<tr>
<td>Research</td>
<td>No</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>No</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining Services</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Yes</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>Yes</td>
</tr>
<tr>
<td>Topic</td>
<td>Yes/No</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>Yes</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>Yes</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:

---

The website URL where information about the innovation is available:

---
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.

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 3

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 4

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.