



# University of Wisconsin-Green Bay

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

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

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

# Institutional Boundary

## Criteria

This won't display

"---" 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?:

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

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

22,996,000 US/Canadian \$

### Total campus area:

680 Acres

### IECC climate region:

Cold

### Locale:

Urban fringe of mid-size city

### Gross floor area of building space:

1,998,000 Gross Square Feet

### Conditioned floor area:

1,998,000 Square Feet

### Floor area of laboratory space:

22,000 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space:

0 Square Feet

### Floor area of residential space:

871,740 Square Feet

### Electricity use by source::

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

<b>Biomass</b>	0.08
<b>Coal</b>	72.73
<b>Geothermal</b>	---
<b>Hydro</b>	4.32
<b>Natural gas</b>	1.19
<b>Nuclear</b>	19.50
<b>Solar photovoltaic</b>	---
<b>Wind</b>	1.46
<b>Other (please specify and explain below)</b>	---

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

Wisconsin Public Service lumps solar & wind together - 1.46%. Unable to determine the percentage that is solar vs. wind. .66% of energy comes from waste-to-energy systems; .06% from oil, all per WPS.

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

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

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

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# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

2

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

50

### Full-time equivalent enrollment:

5,051

### Full-time equivalent of employees:

683

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

535

### Total number of undergraduate students:

6,444

### Total number of graduate students:

223

### Number of degree-seeking students:

5,935

### Number of non-credit students:

732

### Number of employees:

561

### Number of residential students:

1,934

**Number of residential employees:**

18

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

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

## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

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

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

**Submission Note:**

UW-Green Bay is structured around an interdisciplinary framework and does not have typical "departments". Our academic budgetary units have control over resources and the responsibility to deliver the curriculum. Disciplinary units like Economics, Biology, Political Science, etc., do not have that kind of structural existence. While a major may exist in a given discipline, it fits within one of the 13 budgetary units and not in an independent department.

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

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

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	803	93
<b>Number of sustainability courses offered</b>	7	5
<b>Number of courses offered that include sustainability</b>	74	30

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

10

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

13

**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):**

[certificate\\_brochure\\_november\\_2009.pdf](#)

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

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

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

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

A review of the course catalog descriptions was reviewed. In addition, all the courses deemed to fulfill the new General Education requirement for a sustainability related course were included.

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

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

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

---

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

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

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

No

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

No

# Learning Outcomes

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

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

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### Submission Note:

This is for a one year period: FY12-13.

"---" 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:**

61

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

1,337

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

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

Environmental Policy and Planning

Environmental Management and Business Institute's Certificate in Sustainability

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

The faculty members in Public and Environmental Affairs have given much thought to what we expect our majors in Environmental Policy and Planning to learn to serve them well in their future careers. We are including a copy of those “learning outcomes” here so that you know in general what our expectations are. Each of the learning outcomes below indicates which courses in the curriculum are particularly appropriate for that objective.

As part of our annual effort to assess how well our majors are doing in meeting these expectations, we will evaluate at least one written assignment in each of our core courses using these criteria. We will also send a questionnaire to graduating senior majors to ask them how well they believe the program helped them to meet the same objectives.

An ability to understand and implement sustainability as an engaged citizen.

Basic knowledge of environmental science and selected other areas of natural science (ENV SCI-102 and both lower- and upper-level environmental science, biology, geography, and geology courses).

Knowledge of the concepts, principles, and theories of environmental policy, law, and planning (PU EN AF-202, 408, 301, 322, 350, and 378).

An ability to engage in ethical decision making and critical thinking in environmental policy and planning (all courses).

An ability to communicate clearly and effectively about environmental policy and planning (all courses).

An ability to use technical skills in environmental policy and planning (PU EN AF-301, 378, 322, and other upper-level courses).

An ability to qualify for graduate work in schools of environmental studies, public policy, public affairs, planning, or related fields, or to qualify for entry level professional employment in environmental policy and planning (all courses).

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

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# Undergraduate Program

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Policy & Planning

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

Environmental Policy & Planning (EPP) is an environmental studies program based in the social sciences. It prepares students for a variety of professions involving the planning, analysis, design, and administration of policies and programs dealing with the natural and human-made environment.

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

<http://www.uwgb.edu/catalog/undrgrad/EPP.htm>

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

Environmental Science

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

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

<http://www.uwgb.edu/catalog/undrgrad/ENS.htm>

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

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

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

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

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

Yes

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

Environmental Management and Business Institute

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

Certificate in Environmental Sustainability and Business

The Certificate in Environmental Sustainability and Business consists of a supporting course structure (at the 100 and 200 level) that is complementary to the campus' existing general education requirements, consistent with current credit-load requirements and will not delay a student's graduation. Well-advised students will be able to meet the supporting course requirements of the certificate by satisfying the existing campus general education program.

The main component of the certificate program is comprised of 16 credits at the upper level (300 and 400 numbered courses), including an intensive business internship or co-op experience. It is the internship/co-op experience that ensures our EMBI certificate is not just "one more certificate" that carries little meaning to employers.

The certificate is available to students in all academic programs.

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

<http://www.uwgb.edu/embi/>

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

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

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

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

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

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

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

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# Graduate Program

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution offers at least one:

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

And/or

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

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

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"---" 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):**

Environmental Science and Policy

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

The UW-Green Bay graduate program prepares skilled and imaginative problem-solvers for positions in government, non-profit organizations, academic institutions, and private industries. This unique program accommodates a broad range of interests, including traditional ecological sciences, applied environmental technology, and emerging issues in environmental policy. The interaction of students with a world-class, interdisciplinary faculty cultivates a rich educational experience focused on practical solutions to today's environmental challenges. Students benefit from a close working relationship with over 30 dedicated faculty members pursuing a wide range of research interests. UW-Green Bay provides outstanding research facilities, a beautiful campus setting on the shores of Green Bay, numerous regional recreation opportunities, and a robust job market within the greater metropolitan area. Program graduates enjoy successful careers and hold leadership positions in many walks of life.

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

[http://www.uwgb.edu/catalog/grad/grad\\_prog/esp.html](http://www.uwgb.edu/catalog/grad/grad_prog/esp.html)  
STARS Reporting Tool | AASHE

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

Sustainable Management

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

In today’s world, understanding how to balance natural, social, and financial systems has become increasingly important for helping you reach your career goals and become an effective leader in business, industry, and nonprofit organizations. Students who graduate with a Master of Science in Sustainable Management can expect to have a strong foundation for leading change in their current organizations or building new careers that require systems-thinking skills.

The 14-course online Sustainable Management master’s program is a collaborative effort of five University of Wisconsin System campuses: UW-Green Bay, UW-Oshkosh, UW-Parkside, UW-Stout, and UW-Superior. Current, cutting-edge curriculum has been developed by faculty from each of these five campuses with input from within the industry to make sure our learning objectives are current and valuable to future employers.

Designed for working adults with real-world experience, this online master’s degree program offers flexibility to help students balance family, job, and other commitments.

If you have a bachelor’s degree from a regionally or nationally accredited university and a cumulative grade point average (GPA) of 3.0, you may apply directly to the program. Students with a GPA of less than 3.0 may be considered for provisional admission but should speak with an adviser.

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

<http://sustain.wisconsin.edu/degrees-and-certificates/masters/>

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

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

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

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

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**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):**

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

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

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

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

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

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

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

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

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

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# Immersive Experience

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

And/or

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

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

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

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

## **Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:**

Yes

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

A Sustainability Learning Community was piloted in Fall 2013 and will become part of the regular curriculum offering on an every-other-year basis as of this writing.

The Sustainability Learning Community will focus on the interconnections between science, business and philosophy, as related to the concept of sustainability, which is extremely important in an era of increasing population and the potential threat of resource scarcity. This Learning Community also relates closely to the historical mission of UWGB, which includes both an interdisciplinary and environmental focus.

Students in the Learning Community will have the opportunity to participate in a tour of several renewable energy projects in Wisconsin, including the Aldo Leopold Center in Baraboo, a dairy farm with an anaerobic digestion system, and a wind farm.

Students will also have the opportunity to complete a number of hands-on projects/activities that will highlight the interrelationships between the three courses, which will include measuring energy usage and calculating the impacts of energy conservation activities, learning about current business practices on sustainability, and exploring the philosophical issues associated with modern environmental issues.

Students will also interact with faculty for additional one-on-one or small group discussions on these and other topics that may be of interest.

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

<http://www.uwgb.edu/lc/sustainability/overview.asp>



# Sustainability Literacy Assessment

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

30

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

[ResLife Sustainability Survey Questions\\_2014.docx](#)

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

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

There was a limit to the number of sustainability questions to include in this survey. A review was done of what other school's were asking in their surveys and a selection of questions were selected to gauge student awareness and participation in 'sustainability' their actions as well as to determine awareness and interest in a new Eco-Rep program rolled out in Resident Life in Fall 2014.

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

Every year, all students living in Residence Life (housing) are asked to respond to a year -end survey. Included in that survey are five questions related to sustainability and the student's experience of living a sustainable life while on campus.

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

The inclusion of sustainability questions begins in May 2014. Results will be available during Summer 2014.

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

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# Incentives for Developing Courses

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

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

Yes

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

With the inclusion of sustainability as a requirement in the general education curriculum beginning in Fall 2014, funding was available to faculty interested in adapting their courses to the new GenEd requirements, including bringing in sustainability modules. Because this program is still new and classes will be delivered beginning Fall 2014, outcomes are still to be determined.

In addition, a faculty development workshop was held in August 2014 for faculty interested in including a sustainability topic into an already existing course. 22 faculty attended.

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

\$1,000 funding - course development

\$250 - faculty development workshop

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

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# Campus as a Living Laboratory

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

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

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

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

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

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

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**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:**

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**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:**

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**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:**

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**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:**

As part of an Environmental Science & Policy graduate capstone class in 2012, a team of graduate students worked on a project using GIS mapping of campus grounds to identify prospective areas that could be converted from turf-managed (mowing, etc.) to natural, un-managed land. They did a cost-benefit analysis to show the potential impact from less need for personnel as well as the impact on the carbon footprint. Although no action has been taken to date to implement the plan presented, discussion on feasibility and aesthetics has been discussed.

**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:**

In 2012/2013, a graduate student in Environmental Policy conducted her master's thesis on looking at contracting options and alternatives for the campuswide waste and recycling contracts in order to deliver a more environmentally friendly and cost effective result. A new recycling hauler was identified for campus which provided a closer, more local MRF, saved money for the campus, and in Spring 2014, will also allow campus to expand the acceptable items collected for recycling.

**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:**

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**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:**

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

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**A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning &**

**Governance and the positive outcomes associated with the work:**

In the 2013/2014 academic year, an Eco-Reps program consisting of four undergraduate students serving as peer advisors was launched in Residence Life's freshman housing buildings. The Eco-Reps are responsible for developing, planning and coordinating educational and awareness building events focused on sustainability and sustainable living on campus. They also have joined the Residence Hall Association as sustainability advisors, helping to keep RAs beyond the freshman housing options informed on their 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:**

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

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

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

The 2013 Environmental Planning and Science capstone course included a group of students whose semester-long project examined ways to generate citizen acceptance of a city-wide composting program for the City of Green Bay, WI.

**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 Student Government Affairs (SGA) group has an Environmental Affairs subcommittee. This subcommittee manages the Student Sustainability Fund, which is funded by a fee each semester that is targeted toward sustainability focused programs or projects. In 2012/2013 school year, funds were used to install four hydration stations across campus, with promotions to encourage the use of refillable water bottles rather than purchasing bottled water. Well-accepted and used by the campus community, success can be seen in the continuing requests to add addition stations in all buildings.

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

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# Research

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

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



## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

51

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

158

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

6

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

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

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

Faculty with Research Interest in Sustainability Areas (updated 2014)

Greg Aldrete, Humanistic Studies

Lucy Arendt, Cofrin School of Business

Scott Ashmann, Education

Andrew Austin, Democracy & Social Justice

Paul Baumgart, Natural & Applied Sciences

Dallas Blaney, Public & Environmental Affairs

Marcelo Cruz, Urban & Regional Studies

Tim Dale, Democracy & Social Justice

Karen Dalke, Urban & Regional Studies

Greg Davis, Natural & Applied Sciences

Mathew Dornbush, Natural & Applied Sciences

Michael Draney, Natural & Applied Sciences

Kevin Fermanich, Natural & Applied Sciences

Patrick Forsyth, Natural & Applied Sciences

Scott Furlong, Public & Environmental Affairs

Alison Gates, Art

David Helpap, Public & Environmental Affairs

Catherine Henze, English

Sarah Himmelheber, Social Work

Robert Howe, Cofrin Center for Biodiversity

Yunsun Huh, Democracy & Social Justice

E. Ray Hutchison, Urban & Regional Studies

John Katers, Natural & Applied Sciences

Harvey Kaye, Democracy & Social Justice

Michael Knight, Cofrin School of Business

John Luczaj, Natural & Applied Sciences

Christopher Martin, Humanistic Studies

Michael McIntire, Natural & Applied Sciences

Dan Meinhardt, Human Biology

Brian Merkel, Natural & Applied Sciences

Steve Meyer, Natural & Applied Sciences

Eric Morgan, Democracy & Social Justice

Thomas Nesslein, Urban & Regional Studies

Adam Parrillo, Urban & Regional Studies

Debra Pearson, Natural & Applied Sciences

Laurel Phoenix, Public & Environmental Affairs

Sampath Ranganathan, Cofrin School of Business

Kimberley Reilly, Democracy & Social Justice

Rachel Russell, Public & Environmental Affairs

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

Jon Shelton, Democracy & Social Justice  
Heidi Sherman, Humanistic Studies  
Alison Staudinger, Democracy & Social Justice  
John Stoll, Public & Environmental Affairs  
Patricia Terry, Natural & Applied Sciences  
Christine Vandenhouten, Nursing  
Lora Warner, Public & Environmental Affairs  
Elizabeth Wheat, Public & Environmental Affairs  
Georjeanna Wilson-Doenges, Human Development  
Amy Wolf, Natural & Applied Sciences  
Michael Zorn, Natural & Applied Sciences  
Leanne Zhu, Natural & Applied Sciences

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

All faculty have listings of their research interests and the classes that they teach on their departmental websites. Each entry was reviewed and the faculty member was counted as having 'sustainability research' interests or not based on that descriptor. Only tenured or tenure-track faculty were included in this review.

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

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

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

Yes

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

The certificate in Environmental Sustainability and Business consists of a supporting course structure (at the 100 and 200 level) that is complementary to the campus' existing general education requirements, consistent with current credit load requirements and, thereby, will not delay student graduation. Well advised students will be able to meet the supporting course requirements of the certificate by satisfying the existing campus general education program.

The main component of the certificate program is comprised of 16 credits at the upper level (300 and 400 numbered), courses including an intensive business internship or co-op experience. It is the internship/co-op experience that ensures our EMBI certificate is not just "one more certificate" that carries little meaning to employers.

The certificate is available for students in all academic programs.

Past internships and co-ops have required participants to conduct independent research both in the lab as well as with literature reviews on sustainability focused topics.

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

<http://www.uwgb.edu/pea/program/certificate.asp>

**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:**

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

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**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?:**

Yes

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

In granting tenure at the UWGB, assessment shall be made of professional performance, contributions, and future potential of the individual. Such evaluations and judgments should be made in the context of the mission of the University with its emphases on problem oriented learning and research, innovation in the curriculum, excellence in teaching, and a liberal arts program as the foundation of its undergraduate programs. Tenure implies responsibilities and obligations of leadership for maintaining academic excellence in the University and of professional participation in activities outside the University.

Included in the review criteria is: "2. Evidence of involvement with other academic programs and interdisciplinary teaching."

"Scholarly Activity and Creative Accomplishment," and "University and Community Service," and "Programmatic and Other Institutional Considerations" are the other main area of review.

Research falls under Scholarly Activity and because of the University's interdisciplinary structure itself, this is 'baked-in' to the systems.

For example, NAS is the Department of Natural and Applied Sciences at the University of Wisconsin-Green Bay. The department houses an interdisciplinary major and minor program of study in Environmental Science; disciplinary majors and minors in Biology, Chemistry, Geoscience, Mathematics; a disciplinary minor in Physics; and a pre-professional program of study in Engineering.

NAS currently has 30 faculty: four full professors, sixteen associate professors, four assistant professors, five lecturers, and one adjunct assistant professor. NAS also has 12 staff members, including academic and classified staff as well as research associates.

NAS faculty teach and engage in scholarship in both their disciplinary programs and the interdisciplinary program in Environmental Science. Many of the faculty make major contributions to the Environmental Science and Policy graduate program as well.

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

<http://www.uwgb.edu/sofas/faq/UWGB%20FACULTY%20DOCUMENT%20ON%20TENURE.pdf>

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

Yes

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

The award winning Cofrin Library at UW-Green Bay provides a full array of services for faculty, staff and students. With the strong environmental programs at the university, the library actively selects and maintains collections in these areas.

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

<http://libguides.uwgb.edu/cat.php?cid=31251>

## Access to Research

### Criteria

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

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

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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.

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



# Student Educators Program

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

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

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

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

Yes

**Number of degree-seeking students enrolled at the institution:**

5,935

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

Eco-Reps

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

800

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

The four Eco-Reps hired for this initial pilot program have had several up-cycling events for students to reuse and repurpose materials into holiday decorations. They also have maintained a series of bulletin board presentations on different topics such as recycling and composting. They are currently in the process of launching a pilot composting program for the freshman residence halls.

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

Students apply to the program and are selected based on past experience/education and commitment level to learning and applying a sustainability mindset.

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

The Eco-Reps received a day of training with the Sustainability Coordinator and Assoc. Director of the Environmental Management and Business Institute. Meetings held every other week continue the education and communication efforts between the advisors and Eco-Reps.

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

The program funding is supported by various campus departments: Residential Life, Sustainability Committee, Environmental Management and Business Institute, and the student sustainability fund.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1,120

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

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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*"---" 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:**

80

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

New student orientation consists of multiple contacts with new students during the spring and summer prior to their initial fall semester. Students and parents receive a mailing that includes information on recycling on campus and provides suggestions on how to be more sustainable when moving into campus housing. They are also provided information on alternative transportation options such as U-Pass, free rides on the Green Bay Metro, to encourage leaving the car at home.

In FOCUS, held in early June, students and parents come to campus to complete the registration process and attend a resource fair. The Sustainability Committee partners with a student organization to present information on various programs geared to promote sustainable behaviors while attending UW-Green Bay.

In late August, FOCUS-Orientation is held for the students which typically includes a campuswide scavenger hunt/ Amazing Race format event. One of the locations included in the event was one of the campus bus stops, where Metro hands out bus schedules.

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

<http://www.uwgb.edu/focus>

## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

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

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



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

Public and Environmental Affairs Council (PEAC): The purpose of The Public and Environmental Affairs Council is to see that the University fulfills the roll of being ECO-U. We stand up for the environment, and hope to create a more sustianable campus and Green Bay Community through environmental awareness programs. With lots of hands-on work by enthusiastic people, the organization has been and will continue to be successful in achieving its goals.

SLO Food Alliance: This student group's goals are: 1) Educate the campus community about the importance of locally grown, sustainable food, 2) Encourage a sustainable food system on campus and throughout the community and 3) Maintain the UWGB Campus Garden and use it as a focal point for the student organization. Members of this organization manage the campus organic garden which grows produce and herbs supplied to the Union's food service. The group also offers a weekly garden stand for the UW-Green Bay campus for home use.

Student Government Association: Environmental Affairs Committee: It is the goal of the Environmental Affairs Committee to see that affects to the natural environment are considered in all matters taken up by the University. The original founding of the University of Wisconsin-Green Bay focused on the connections between the natural environment and higher education. Throughout time this view has been transformed in various ways and continues to change even today. Our goal is to see to it that the environment continues to be as important of a voice as it was in previous times.

The Environmental Affairs Committee also works to understand the concerns of the current student body on local, state and federal matters related to the environment and the impacts of such matters on this University.

Energy Conservation Corps: The Energy Conservation Corps conducts a competition in campus housing to reduce energy consumption. The Corps members educate students about the easy ways they can reduce their energy consumption on campus.

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

<http://uwgborgs.orgsync.com/>

**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:**

SLO Food Alliance: This student group's goals are: 1) Educate the campus community about the importance of locally grown, sustainable food, 2) Encourage a sustainable food system on campus and throughout the community and 3) Maintain the UWGB Campus Garden and use it as a focal point for the student organization. Members of this organization manage the campus organic garden which grows produce and herbs supplied to the Union's food service. The group also offers a weekly garden stand for the UW-Green Bay campus for home use.

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

<http://blog.uwgb.edu/inside/index.php/featured/giving-back/04/11/giving-back-organic-food-trip/>

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

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

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

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

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

Environmental Management and Business Institute Annual Conference

In April 2013, EMBI's annual Green Innovations conference held with the theme of "Urban Agriculture and Community Sustainability." This conference brought together faculty, students, business and government leaders to learn from each other.

The iPat film series continues in 2013/2014. UW-Green Bay's environmentally focused iPat Movie Series is back for the new school year, debuting with "Pandora's Promise" at 7 p.m. Tuesday (Oct. 1) in the University Union's Christie Theatre. The movie examines the issues of energy production and climate change, exploring the emerging divide within the environmental movement over nuclear energy. Each iPat showing is followed by a commentary and Q & A session featuring a local expert or faculty member, and Prof. Emeritus Michael Kraft will be the speaker Oct. 1. The series will have two additional installments this semester — a showing of "Trashed" Tuesday, Nov. 5; and a screening of "More than Honey" Tuesday, Dec. 3. The iPat (Impact=Population\*Affluence\*Technology) series is sponsored by the Department of Public and Environmental Affairs and the Center for Public Affairs.

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

<http://www.uwgb.edu/embi/green-innovations-2013>

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

---

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

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

UW – Green Bay has a Camping and Climbing Club that provides students an opportunity to learn and experience new outdoor activities beyond what the school can provide through coursework. It has an e-mail distribution list of interested students. Events scheduled during Spring 2011 included a winter camping trip, a trip to an indoor rock climbing venue and a climbing/camping weekend to Devils Lake, Wisconsin.

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

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

The University of Wisconsin-Green Bay's Common Theme for the 2009-2010 school year focused on "Realizing our Sustainable Future."

The Common Theme is a yearlong program designed to engage the campus and community in the ideals of a liberal arts education and the UW-Green Bay interdisciplinary mission. It encourages faculty, staff, students and community members to focus on a general theme from multiple perspectives and have a shared experience with open discussion and critical thinking.

The "Realizing our Sustainable Future" theme is designed to engage individuals in conversations about the quality of life on Earth. Sustainability requires people to take responsibility and action to be stewards of the planet, Common Theme organizers say.

The public and the campus community are invited to participate in a common reading. This year's book is *Red Sky at Morning*, by James Gustave Speth. Speth is renowned as a visionary environmentalist leader and warns that, in spite of all international negotiations and agreements of the past 20 years, efforts to protect Earth's environment are not succeeding, according to his website.

"For 20 years, thoughtful people and intelligent leaders should have known that we needed to get busy," Gustave Speth said in a statement "Precious time has been wasted. And now a new generation has been given a climate problem that is deeper and more difficult."

The public was invited to add to an online blog discussion moderated and updated regularly by UW-Green Bay faculty. Other on-campus events, including classroom sessions, public discussions and other events, incorporate elements of the Common Theme.

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

[http://blog.uwgb.edu/inside/index.php/log-news/headlines/08/27/common\\_theme\\_09151/](http://blog.uwgb.edu/inside/index.php/log-news/headlines/08/27/common_theme_09151/)

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

Beginning in Fall 2013, all freshman residence buildings have an Eco-Rep assigned to build awareness and increase participation in green and sustainable ways of living on campus and beyond. The Eco-Reps provide a variety of learning opportunities throughout the year and have targeted events such as up-cycling materials for Halloween decorations.

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

<https://www.facebook.com/UWGBEcoReps?ref=hl>

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

The pilot Eco-Reps program provides a stipend to the four students serving in this role. Their employment totally focuses on increasing sustainability knowledge in freshman housing units.

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

<https://www.facebook.com/UWGBEcoReps?ref=hl>

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

The Public and Environmental Affairs program spearheads the Green Ribbon graduation pledge among graduating seniors. Departing seniors are invited sign the pledge statement. They'll get green ribbons to wear on their robes in return, signifying their support of the following statement: "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

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

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

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

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

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

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

This website, linked to our main UW – Green Bay homepage, provides faculty, staff, students and the general public with information and updates regarding ongoing sustainability activities on the campus. It also provides a link to the Sustainability blog and the UWGB Sustainability Facebook page and the UWGB Eco-Reps Facebook page.

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

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

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

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

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

Facebook pages for Sustainability and Eco-Reps

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

<https://www.facebook.com/UWGBSustainability?ref=hl>

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

UW - Green Bay participates in the "Posters in the Rotunda" program where student researchers can make formal poster presentations in the State Capitol Rotunda in Madison. Posters in the Rotunda is a wonderful opportunity to learn about the exciting undergraduate research going on throughout the state and to support some outstanding Wisconsin students and faculty members who contribute to the state's strong economic future. Topic areas are unlimited and student's participating in sustainability research have an opportunity to present their findings at a state level.

Also, all students participating in the Environmental Studies & Policy Capstone class publish their projects, often related to sustainability efforts, on the departmental website.

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

<http://blog.uwgb.edu/inside/index.php/log-news/headlines/04/04/posters-in-the-rotunda-1155/>

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

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

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

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

**systems:**

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

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

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

A walking map tour (paper) of the campus has been developed and currently (2014) we are looking at making an interactive online version and/or video tour.

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

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

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

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

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

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

The Office of Residence Life has a webpage on their site dedicated to sustainability issues in housing, including guides on recycling, reducing power usage, alternative transportation opportunities, as well as links to the campuswide sustainability blog.

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

<http://www.uwgb.edu/housing/sustainability.asp>

**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:**



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**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:**

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

Our main campus homepage includes a section consisting of four feature stories, which are updated on a rotating schedule. Stories on sustainability efforts on campus, faculty research on environmental topics, alumni working in the environmental field, and other topics related to sustainability or green topics are often featured. Example:

<http://news.uwgb.edu/featured/leading-learning/12/17/pilot-learning-community-offers-360-view-o>

[f-sustainability/](#)

Alumni Newsletters

The online newsletter provides continually refreshed updates for happenings both on campus as well as opportunities to meet and greet fellow alumni at various events across the area. Because of the long-term focus of the UW-Green Bay campus on environmental issues, many alumni are interested in keeping abreast of both research efforts and current status of campus commitment to these issues. As a result, sustainability and environmental topics are included in both online and the quarterly alumni magazine, Inside.

Website:

<http://www.uwgb.edu/alumni/>

Also available on the alumni website is a video presentation on the history of UW-Green Bay's core environmental mission.

Website:

<http://blog.uwgb.edu/alumni/index.php/newsletter/11/16/core-environmental-mission/>

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

<http://www.uwgb.edu/>

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

Yes

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

Green Looks Good On You

UW-Green Bay uses our long-held focus on environmental issues as a marketing tool, including the following synopsis on our College Portrait entry: “We're Green! From our beautiful, park-like campus to our historic focus on environmental sustainability practices, to our signature school color. We think green will look good on you, too!” Note: content is provided by UW-Green Bay, but the site is operated by a third party.

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

<http://www.collegeportraits.org/WI/UWGB/>

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

Yes

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

Environmental Management and Business Innovation Green Innovations Annual Symposium

The Environmental Management and Business Institute (EMBI) was established in August 2008, and helps strengthen the University of Wisconsin-Green Bay's leadership position in the promotion of environmental awareness and eco-friendly initiatives.

A primary mission of the EMBI is to host an annual conference that joins the University, local businesses and community leaders to work toward the realization of a sustainable future. The annual conference is called Green Innovations, and features international experts and local panelists who can provide insight on important topics such as sustainability in transportation, wind energy, regional health, regional sustainability and water management.

The establishment of EMBI is a step in the evolution of UW-Green Bay's historic mission of studying environmental issues and developing solutions to problems; solutions that recognize the critical interconnections between science, policy and business, and the social contexts within which they occur.

The EMBI will strive to work with public- and private-sector partners throughout the New North region to make the region synonymous with sustainability and environmental leadership. Helping businesses develop opportunities to reduce their environmental impact while increasing profitability is good for business. Today's public view has evolved to where “good business” is not only profitable, but is also recognized for good stewardship of the environment.

In April 2013, the annual Green Innovations conference will be held with the themes of Urban Agriculture and Community Sustainability, with Dr. David Orr as the keynote presenter. This conference brings together faculty, students, business and government leaders to learn from each other. The schedule of events for the 2013 conference can be reviewed at the website URL.

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

<http://www.uwgb.edu/embi>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

Yes

**The name of the campaign (1st campaign):**

RecycleMania

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

RecycleMania: University of Wisconsin – Green Bay campus has participated in RecycleMania since 2010, in the benchmark category and waste minimization. Starting in 2012, UWGB moved into the competitive category. This national program encourages campuses to actively promote the reduction of solid waste and improvement of recycling and is a campus wide effort for students, faculty and staff. Working with Waste Management, Inc., our waste hauler, volume measurements were recorded from all dumpsters as they were emptied. These volumes were converted to weights based on standardized weights for the specific waste streams. In 2013, Waste Management provided a 'direct haul' twice during the competition. This allowed us to get actual weights on our trash and recycling which helped us to evaluate our conversion factors.

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

Recyclemania raised awareness and increased compliance with goals. In RecycleMania 2013, on average over a four week period, we reduced the waste sent to the landfill by 915 lbs/week and increased our recycling by 522 lbs/week.

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

<http://blog.uwgb.edu/sustainability/category/on-campus/>

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

Energy Conservation: Housing

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

Energy Conservation efforts: An energy conservation competition was held each semester in the 2010-2011 academic year at the University's 24 residence halls. The fall contest theme was "Think. Act. Save. Conserve." For the competition, students created promotional posters for all residence halls. In addition, the Residential Advisors were provided with quick fact posters about energy and the related economic and environmental impact. E-mails were sent out weekly to residents that provided simple examples of how to save both energy and water. Two graduate students held an informational presentation to the Resident Hall Advisors Association on water conservation methods. The winning residence hall's occupants won a biodegradable travel coffee mug.

In the Spring semester, the Energy Conservation Corps members educated students about the easy ways they can reduce their energy consumption on campus and they also conducted a light bulb swap, replacing incandescent light bulbs with the more efficient compact fluorescent bulbs. An e-waste recycling opportunity was also provided.

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

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

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

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# Employee Educators Program

## Criteria

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

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

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

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

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



# Employee Orientation

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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*"---" 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:**

A section of the powerpoint orientation program all new employees must complete contains information specific to sustainability.

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

<https://www.uwgb.edu/hr/campus/orientation/3-General/13-Sustainability.htm>

# Staff Professional Development

## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

# Public Engagement

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

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

# Community Partnerships

**Responsible Party**

**Laurie Case**  
 Sustainability & Strategic Planning Coordinator  
 Chancellor's 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:

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

**C.Transformative**

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

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

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

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

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

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

Yes

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

Faculty members have and continue to actively serve as members of the Sustainability Committee of the City of Green Bay.

Northeast Wisconsin Educational Resource Alliance (NEW ERA), Sustainability Task Force. Faculty and staff actively participate in this non-profit's goal of driving collaboration and partnerships among the higher-education institutions of a 16 county area of Northeast Wisconsin.

NEW North, a Northeast Wisconsin economic development organization. A faculty member is a member of the Sustainability Committee of this organization which covers a 16 county area of Northeast Wisconsin.

Lower Fox River Basin Partner Team. The Lower Fox Basin Partner Team meets approximately quarterly to discuss natural resource issues, especially those related to water quality, that affect the Lower Fox Basin. Members represent federal, state, and local agencies; non-profit organizations; and, businesses. Several faculty members actively participate in these meetings.

**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):**

UWGB works in collaboration with Northeast Wisconsin Educational Resource Alliance (NEW ERA), a regional alliance of public institutions of higher education in a 10 county area. This alliance emphasizes cooperation and collaboration as a way to unify higher education's role as a catalyst for economic growth, the preservation of quality jobs and the high quality of life in the region. One aspect of this collaboration focuses on fostering best practices in sustainability with businesses and communities to enhance the economic, social and environmental impact in the region.

This collaboration has been ongoing for five years and incorporates all aspects of sustainability. All of the institutions in NEW ERA support the effort financially to keep an Executive Director employed to run, promote and develop programs. Monthly meetings of the member institutions involved in the sustainability initiatives are held. Community members, particularly businesses, are engaged regularly by the Executive Director to gather information as well as promote available programs (Intern2Work, new Engineering Technology degree program).

**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:**

Beginning in late Spring 2014, UWGB launched a Campus Kitchen after winning a \$5,000 national competition for support.

What is a Campus Kitchen? Excerpted from

[www.campuskitchens.org](http://www.campuskitchens.org)

Across the country, universities are teaming up with dining services and student leaders to build a more sustainable approach to food on campus. Here at The Campus Kitchens Project, we've figured out how to create a student-run kitchen that will keep food from going to waste, and turn it into nutritious meals for those who are struggling with food insecurity. In the process we are developing student leaders and empowering them to create programs that open pathways between college and community. It's student-powered hunger relief.

**The Model**

Each Campus Kitchen has a few things in common, including a mission to recycle food, provide meals, educate and engage with the community, and provide leadership opportunities for students. The Campus Kitchen model is based on a few resources available in any community: donated food, shared kitchen space and students who want to make a difference. Each school tailors its Campus Kitchen to the specific needs of the campus and community using the following four components:

**Food recovery:** Campus Kitchen volunteers pick up unused, quality food from campus dining providers, as well as from local grocery stores, food banks, farms and farmers' markets. Trained volunteers cook and store the donations according to established food handling regulations. The federal Good Samaritan Act for Food Donations protects schools and food donors who participate in food recovery programs.

**Meal preparation:** Using donated kitchen space during off hours, volunteers utilize the food donations to prepare balanced and nourishing meals. Often, Campus Kitchens are able to prepare meal boxes or backpacks with shelf stable items which allows clients to create meals

on days when there is no delivery scheduled.

Meal delivery: Volunteers deliver prepared meals to organizations as well as to low-income families and individuals. Often, volunteers stay to share conversations, education and sometimes a meal with recipients. This exchange provides valuable interaction for our recipients and greater understanding of poverty for students.

Empowerment and education: Each Campus Kitchen engages in empowering education programs like culinary job training for unemployed or underemployed adults, healthy cooking classes for families and nutrition education for kids. Most Campus Kitchens are empowering their communities through the development of gardens and the use of the fresh produce grown. Some kitchens have even created their own farmers' market, which accept SNAP (formerly food stamps) to provide the community with access to farm fresh products.

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

UW-Green Bay's partnership with Chile's Universidad del Desarrollo took another step forward earlier this spring with a two-week visit to Green Bay by about 15 Chilean master's degree students and faculty in sustainability management and industrial engineering.

Hosted by Prof. John Katers of Natural and Applied Sciences, the delegation visited UW-Green Bay, attended the Heating the Midwest conference and toured green companies including FEECO/ENCAP, the Green Bay municipal wastewater plant (above), and others. They also visited Lambeau Field and Door County in their downtime.

The visitors' Chile-to-Wisconsin trip followed a 2013 visit to Santiago by a UW-Green Bay delegation led by Katers, who earned a Fulbright Specialist position for the purpose of pursuing an ongoing partnership on topics of sustainability, pollution control and waste management.

Video: The Chilean students created a video montage of their visit and uploaded it to YouTube at

<http://youtu.be/2cGDNhXIZcY>

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

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# Inter-Campus Collaboration

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

Yes

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

UW-Green Bay Experts Guide  
Environmental Management & Business Institute Symposium

[UWGB.edu](http://UWGB.edu)

website posts many student and faculty presentations, articles and papers on 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:**

AASHE  
ACUPCC  
Upper Midwest Association for Campus Sustainability  
Northeast Wisconsin Educational Resource Alliance, Sustainability Task Force  
University of Wisconsin System Sustainability consortia

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

NEW ERA = Northeast Wisconsin Educational Resource Alliance, Sustainability Task Force. This group is composed of 12 colleges/universities in a 16 county region of NE Wisconsin, including the College of Menominee Nation, and UW System schools with four technical colleges, five 2-year colleges and two comprehensive universities as well as UW Extension.

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

<http://neweraonline.org/>

# Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

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

# Community Service

## Criteria

### *Part 1*

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

### *Part 2*

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

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

---

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

# Community Stakeholder Engagement

## Criteria

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

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

And

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

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

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

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

# Participation in Public Policy

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

Yes

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

University faculty and staff conduct public policy advocacy with a number of constituencies. Faculty members have advocated with: the Wisconsin Department of Administration to change state rules in such a way to provide incentives to the UW System campuses for saving energy as the system did not return to the campuses any savings resulting in energy efficiency or conservation efforts; the Science and Technical Advisory Committee for the Green Bay Remedial Action Plan - clean up efforts of the Fox River and Lower Green Bay; the US EPA's Office of Environmental Information and Toxic Release Inventory programs to improve how information disclosure can be more effective; the Oneida Tribe and Village of Hobart, WI, to encourage greater cooperation of their respective governments; Wisconsin Public Radio commentaries on energy and environmental themes, with advocacy around finding paths to sustainable energy sources; with the State Legislature to increase tipping fees at waste disposal sites in order to decrease the amount of out of state waste being disposed of in Wisconsin; and, with the State Legislature to enact a ban on disposing of oil filters in landfills.

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

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

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

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## Trademark Licensing

### Criteria

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

---

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



# Hospital Network

## Criteria

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

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

---

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

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

# Operations

## Air & Climate

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

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

# Greenhouse Gas Emissions

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

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

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

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

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

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

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

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

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

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

Yes

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

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

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

Yes

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

The GHG inventory was conducted using Clean Air-Cool Planet's Excel v 6.9 calculator. Data was gathered from appropriate sources across campus.

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

No

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

The inventory was submitted to the campus Sustainability Committee for review and comment. The committee includes directors of Facilities, Union, Residential Life, Purchasing, and others familiar with university operations.

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	8,275 <i>Metric Tons of CO2 Equivalent</i>	7,543.90 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	335 <i>Metric Tons of CO2 Equivalent</i>	336.60 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	13,084.50 <i>Metric Tons of CO2 Equivalent</i>	14,398.30 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

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

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

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

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

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

---

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,919	1,939
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	4,942	5,453
<b>Full-time equivalent of employees</b>	883	720
<b>Full-time equivalent of distance education students</b>	1,271	1,032

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

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

The baseline year, 2008-2009, was used as that was the first year a comprehensive GHG inventory was conducted. A capstone class in Environmental Policy & Science chose this project for their semester work, using Clean Air, Cool Planet spreadsheet as the tracking/recording method.

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

1,998,656 *Square Feet*

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

	<b>Floor Area</b>
<b>Laboratory space</b>	20,000 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	0 <i>Square Feet</i>

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

	<b>Emissions</b>
<b>Business travel</b>	1,188.90 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	3,452 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	107.90 <i>Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	1,294 <i>Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	212.70 <i>Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	0 <i>Metric Tons of CO2 Equivalent</i>

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

Included in business travel is study abroad air travel and other directly financed travel.

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

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

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

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

Having a GHG inventory has allowed us to look at our 'points of pain' and look for methods to reduce these numbers. Lighting efficiency efforts are underway. In addition, a request has been made to the state level for financial support to improve metering in the academic buildings. Knowing how the buildings are performing is the first step to being able to identify specific action steps to reduce emissions.



# Outdoor Air Quality

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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*"---" 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:**

No idling guideline for campus fleet vehicles.  
Purchase of high efficiency security/parking patrol vehicle.

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

No

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

---

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

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

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

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

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# Buildings

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

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

# Building Operations and Maintenance

## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

# Building Design and Construction

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

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

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

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

And/or

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

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

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

---

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

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

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

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

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

---

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

131,000 *Square Feet*

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

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

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	0 <i>Square Feet</i>
<b>Mid-Level</b>	0 <i>Square Feet</i>
<b>Highest Achievable Level</b>	0 <i>Square Feet</i>

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major**

**renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>4th Highest Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>2nd Highest Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

**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:**

*131,000 Square Feet*

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

[Sustainable Facilities Standards.pdf](#)

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

Feb. 10, 2010

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

Keith Pamperin Hall (new residence hall)

Rose Hall (renovation)

Wood Hall (renovation)

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

Specifications for materials and construction practices are detailed in the project bid documents. The project manager ensures the contractor awarded the project complies with the specifications. At the end of the project, punch lists are reviewed and approved by

university officials to ensure adherence to specifications and to approve the quality of work completed.

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

<http://www.doa.state.wi.us/category.asp?linkcatid=783&linkid=135&locid=4>



## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

---

## 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:**

1,998,656 *Square Feet*

## **Gross floor area of building space:**

1,998,656 *Square Feet*

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

All occupied building space is managed to meet ASHRAE Standard 90.1-2007, State of Wisconsin Sustainable Facility Standards, and guidelines for state managed buildings.

The state policy states:

IAQ procedures are essential to a safe and healthy workplace environment.

- o 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.

- o Each building occupant IAQ complaint will be recorded on a Building Incident Log Form.

- o The Building Manager, or a qualified building management staff member, will go to area of IAQ concern.

- o Building occupants in the complaint area will be interviewed and statements recorded on the log form.

- o The complaint area will be checked for potential IAQ problems and the results recorded on the log form.

- o 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.

- o 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.”

Any complaints with IAQ can be submitted to UW - Green Bay Facilities Planning and Management either via e-mail or by phone. Information on campus operations can be found on the Facilities Planning and Management website at

<http://www.uwgb.edu/facilities/>

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

<http://www.doa.state.wi.us/category.asp?linkcatid=783&linkid=135&locid=4>

## Dining Services

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

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

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

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

# Food and Beverage Purchasing

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## Responsible Party

**Patrick Niles**

Food Services Director

Food Services

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## Criteria

### Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### Part 2

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

---

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

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

10

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

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

All of our milk and cheese (Red Barn Dairy) and coffee (Alterra) are locally sourced and/or sustainably produced.

**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:**

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**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:**

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**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:**

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

A'viands connects with vendors annually for updates on new product offerings, pricing issues and operation's needs. Inventory is conducted weekly and at month end. Inventory data is used to ensure an optimal product mix and to create a check & balance of cost controls and to alert the management team of any adjustments needed to the ordering process.

**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 expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

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

---

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

<https://uwgb.catertrax.com/shopdisplayproducts.asp?categoryID=36&cat=Taste+of+Wisconsin&intOrderID=&intCustomerID=>



# Low Impact Dining

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## Responsible Party

**Patrick Niles**

Food Services Director

Food Services

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## Criteria

### Part 1

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

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

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

Or

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

### Part 2

Institution:

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

And

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

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

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

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

90

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

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

Yes

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

Yes

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

Yes

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

Tofu-based meals are available daily at at least one of our dining venues. Additional vegan recipes continue to be added to the available choices. A nutritionist provides a listing of current offerings nutritional profiles, including whether they item is vegetarian or vegan, on the dining website.

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

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

<http://www.uwgb.edu/dining/assets/A'viands%20Product%20Ingredients%20List.pdf>

**Annual dining services expenditures on food:**

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

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

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# Energy

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

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

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

# Building Energy Consumption

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

### Part 1

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

### Part 2

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

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

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	296,711 <i>MMBtu</i>	344,162.80 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	141,530 <i>MMBtu</i>	201,615.70 <i>MMBtu</i>
<b>District steam/hot water</b>	155,181 <i>MMBtu</i>	142,547.10 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
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<b>Gross floor area</b>	1,998,656 <i>Gross Square Feet</i>	1,538,915 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	20,000 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	8,771
<b>Cooling degree days</b>	512

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

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

This was the first year that data was collected in a comprehensive manner.

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

The energy management system at the campus heating/cooling plant directs temperature regulation from the distribution point. Heating/cooling set points are based on occupancy hours.

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

LED lighting is being used in track lighting and display cabinets in the University Union, Kress Events Center, Laboratory Sciences, Instructional Services, and Weidner Center for the Performing Arts. LED lighting has also been installed in some exterior path lighting as well as in the University Union's Cloud Commons dining facility.

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

UW - Green Bay uses motion sensors to help reduce lighting related energy loads. Motion sensors are in classrooms, labs, bathrooms and other spaces in 13 academic buildings on campus.

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

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

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

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

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

We have a campus-wide energy management system that controls the chillers and boilers. We do not currently track energy performance for heating and cooling, but we do have electric meters in each building. The electric meters have to be read within each building. We are able to track btu usage in our condensate and chilled water. Approval for additional metering is currently being sought (2014) from the State of Wisconsin's Department of Administration and the UW System.

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

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

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

A majority of our vending machines in the University Union are set up to turn their lights off after a period of inactivity and then will turn on when the first button is pushed. In addition, the refrigerated units are set up with set-back timers so that during the overnight they allow the cooling temperatures to rise (to a certain threshold) and then start lowering to the desired temperature in preparation for the business day.

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

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

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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**Submission Note:**

Energy consumption is from FY11-12.

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

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

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	44.36 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 <i>MMBtu</i>
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 <i>MMBtu</i>



**Total energy consumption, performance year:**

315,133 *MMBtu*

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

Building-integrated photovoltaic film on windows in Mary Ann Cofrin Hall 'Winter Garden' area.

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

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

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

Wisconsin Act 141 directs the Department of Administration (DOA) to set goals for the use of renewable energy by the six state agencies that consume the great majority of electricity purchased by the state. One of these agencies is the University of Wisconsin System. "The individual agency goals shall be designed to accomplish the overall goal that, by the end of 2007, 10% of the electricity purchased by the state be derived from renewable resources and, by the end of 2011, 20% be derived from renewable resources."

The DOA disperses the renewable energy it purchases to the state institutions in purchases on behalf of. The RECs for the UW System schools are dispersed proportionally based on previous year usage.

However, we can not validate that these credits are certified so are not claiming them.

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

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# Grounds

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

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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**Responsible Party**

**Michael Vanlanen**

Ground Supervisor

Facilities Management & Planning

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**Criteria**

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	<b>Area</b>
<b>Total campus area</b>	<i>680 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>31 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>50 Acres</i>

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

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>250 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>20 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>290 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

The grounds staff consists of 6 fulltime employees. All of them maintain a Wisconsin Pesticide applicators license in turf and landscape and have a landscape background or college degree in horticulture. They are familiar with turf, woody shrubs, annual and perennial flowers and trees. All are trained to monitor and identify problems on the campus grounds in manicured landscape or natural areas (290 acre arboretum). Any problems identified are discussed as a team prior to action being taken. Some items included in the IPM plans that helps maintain best environmental practices: Knowledge of plant species which allow best care and maintenance practices in turf and landscape areas to maintain health; Use of new state-of-the-art computerized sprayer when pesticides are applied; Use of chemicals and pesticides with lower environmental impact when pesticides are needed; Use of chemicals and pesticides with lower environmental impact when pesticides are needed; Rotation of fungicides, insecticides and herbicides to reduce resistance; Application of phosphorus-free fertilizer to keep turf areas healthy; Have implemented a Nutrient Management System Plan on landscape turf and athletic field areas with soil test every 5 years; Use of best cultural practices available, by staying current with new technology that becomes available to keep us sustainable and environmentally friendly; Keep close contact with County Extension office to keep up to date on any pest outbreaks in our area as well as information on hardy, disease resistance plant species.

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

UW-Green Bay has an abundance of green space and natural areas as part of campus and in fact, "trees" is one of the three "T"'s that is promoted to students - tunnels (connecting all the academic buildings), toilets (all housing units have bathrooms for each room/suite/apartment), and trees. An impressive accomplishment since 50 years ago, the majority of the campus property was a farm field. As part of maintaining a long connection to the natural environment, sustainability is considered in landscape management decisions at the committee level (Biodiversity, Arboretum, Facilities Planning, and Student Government).

**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 Grounds Department works closely with the Biodiversity Committee on campus to gather input on the best native species of trees and shrubs to use. We maintain a small tree nursery on campus with suggested native varieties of trees that are use in campus plantings. The species are very diversified to increase tree survival. When ordering woody shrubs and flowers, only local nurseries are used to ensure hardiness of plants in our growing region.

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

UW - Green Bay composts tree and grass trimmings that are not mulched directly back into the landscape. Yard waste comes from campus grounds only, not the natural areas owned/managed by the University.

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

When turf areas on campus are mowed, the cuttings are mulched back into the soil. Organic compost is added to formal planted areas on campus, as needed.

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

Materials used in landscaping such as mulch or soil additions (compost, if needed) are locally sourced. The most environmentally benign materials are targeted for use on managed campus areas.

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

The campus maintains a stormwater management plan that meets or exceeds all state and federal guidelines. A variety of managed landscapes such as bioswales and retention pond helps slow and clean runoff from hardscape surfaces on campus.

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

Snow and ice are a given in Green Bay. The Grounds department uses a variety of equipment and techniques for snow and ice control, allowing the best choice of options to tackle the given snow/ice accumulation in the most cost effective and environmentally friendly manner possible. Modern salters and sanders are used and equipment is upgraded as budgets allow. Different types of snow melt and salt/sand mixtures are used to obtain best results while using the least amount of product to keep campus safe.

Sand, salt and ice melts are kept in a contained salt storage shed which is inspected yearly by state facility inspectors. All employees are trained on equipment before applying any products. Hydraulic brooms are used on sidewalk areas to remove snow and ice. This keeps the pavement areas ice free most times and reduces the need for ice melts in most instances. When salting roads, the least amount of product is used to obtain a safe travel surface.

The campus purchases salt and ice melt through a state contract so products used are products that are chosen by state contracts.

In winter, with the underground concourse system between the majority of academic buildings, the campus closes most sidewalks and stairways that lead into people pockets located on the lower levels of campus buildings. This saves snow removal costs and reduces the amounts of ice melt needed on campus.

At winter's end, all streets and parking lot curbs and surfaces are swept, removing any solids or contaminants which may enter the storm water drains. Any damaged turf areas are reseeded or resodded to keep turf areas healthy and vigorous so they continue to filter solids out of storm water.

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

The Cofrin Arboretum encircles the core of campus - providing 290 acres of natural areas. The Arboretum has a committee that oversees management of this acreage along with a Biodiversity Committee.

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

No

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

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

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

Yes

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

The Cofrin Center for Biodiversity manages over 12,000 acres across 5 natural areas located in Brown, Door, and Manitowoc Counties.

Our Natural Areas program began in 1971 when UW Green Bay faculty and staff recommended the development of a park-like arboretum and trail system around the periphery of campus. In 1975 the children and grandchildren of Dr. Austin Cofrin created an endowment in Austin Cofrin's memory that allowed the university to develop a system of trails, plantings, purchase additional property, and to continue to improve the botanical offerings of the arboretum. At the time their generous gift was made, the donation from the Cofrin children was the largest donation ever given to a University of Wisconsin institution outside of the Madison campus.

UW Green Bay acquired its first off-campus natural area property in 1968 when conservationist Emma Toft donated her family lake-front property, Toft Point, to The Nature Conservancy who then turned the property over to UW Green Bay. Since then, UW Green Bay acquired and additional 3 properties and extensive additions to the original arboretum property as gifts or by purchase. Each property features at least one unique natural community, including hardwood and conifer forest, inland or shorelines, dune ridge and swale, Lake

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



Michigan cobble and dune shoreline, prairie, oak savanna, and Niagara escarpment .

Our natural areas and an associated granting program provide an outstanding educational and scientific opportunity as "living laboratories" where our students and faculty can conduct original ecological and policy based research.

- See more at:

<http://www.uwgb.edu/biodiversity/natural-areas/#sthash.RXzD8SGZ.dpuf>

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

Yes

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

Yes

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

Scientists associated with the Cofrin Center for Biodiversity are actively engaged in research programs and regularly publish their research in peer-reviewed scientific journals. Faculty associated with the center teach a wide variety of hands on environmental science and biology courses including travel courses to Panama, Costa Rica, and soon to Australia. - See more at:

<http://www.uwgb.edu/biodiversity/research/people.asp#sthash.SnFN2O1w.dpuf>

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

The Center supports several ongoing research projects in Wisconsin, including the longest annual survey of breeding birds in the Nicolet National Forest and a Forest Dynamics Research Plot near Crandon, WI. Every year students conduct research on our 5 natural areas in northeastern WI. Currently students are studying bluebirds, forest ecology, soil and plant interactions, and mammals through the Cofrin Research Grants program. Other students are conducting research on invasive plants in the Bay Beach Wildlife Sanctuary in Brown County. Other research projects in Wisconsin include surveys of spiders and native bees, longterm monitoring of bats on the Cofrin Arboretum, Birds in the Nicolet National Forest, goshawks in northern Wisconsin, and nesting of colonial birds in the bay of Green Bay. - See more at:

<http://www.uwgb.edu/biodiversity/research/places.asp#sthash.CvOEsewW.dpuf>

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

**environmentally sensitive areas:**

UW - Green Bay's Cofrin Center for Biodiversity manages five natural areas in Northeastern Wisconsin, including the on-campus Cofrin Memorial Arboretum, Kingfisher Farm, Peninsula Center, Point au Sable, and Toft Point. These areas protect our local biodiversity, provide natural laboratories for students and faculty to study our local ecology, and offer opportunities for everyone to enjoy some of Wisconsin's best natural places.

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

<http://www.uwgb.edu/biodiversity/>

# Purchasing

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

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

# Electronics Purchasing

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## Responsible Party

**Josh Goldman**

Manager

Campus IT

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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*"---" 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:**

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

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

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

Yes

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 <i>US/Canadian \$</i>
<b>EPEAT Silver</b>	0 <i>US/Canadian \$</i>
<b>EPEAT Gold</b>	397,727 <i>US/Canadian \$</i>

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

397,727 *US/Canadian \$*

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

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# Cleaning Products Purchasing

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

Cleaning and janitorial products include, at minimum:

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

"---" 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?:**

No

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

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

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

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

Yes

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

46,906 US/Canadian \$

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

110,670.67 US/Canadian \$

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

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

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

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

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

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# Office Paper Purchasing

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## Responsible Party

**Marie Helmke**  
Purchasing Agent  
Purchasing

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## Criteria

### Part 1

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

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

### Part 2

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

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#### Submission Note:

UW System campuses purchase goods and services through State Procurement.

"---" 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:**

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

UW - Green Bay adheres to all policies, directives and guidelines established by the UW System.

•System and State follow EPA Paper Products Recovered Materials Guidelines:

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



•System and State follow the Recycling Procurement Program

Regulations:

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

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

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

UW - Green Bay adheres to all policies, directives and guidelines established by the UW System.

•System and State follow EPA Paper Products Recovered Materials Guidelines:

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

•System and State follow the Recycling Procurement Program

Regulations:

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

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

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

Yes

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

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 US/Canadian \$
<b>30-49 percent</b>	21,148.36 US/Canadian \$
<b>50-69 percent</b>	0 US/Canadian \$
<b>70-89 percent (or FSC Mix label)</b>	0 US/Canadian \$
<b>90-100 percent (or FSC Recycled label)</b>	0 US/Canadian \$

**Total expenditures on office paper :**

21,148.36 US/Canadian \$

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

<http://vendornet.state.wi.us/vendornet/procman/prod19.pdf>

# Inclusive and Local Purchasing

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

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

Yes

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

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

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

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

No

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

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**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

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# Life Cycle Cost Analysis

## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

---

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

# Guidelines for Business Partners

## 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

**Total number of vehicles in the institution’s fleet :**

55

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles



<b>Gasoline-electric, non-plug-in hybrid</b>	0
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	1
<b>Fueled with compressed natural gas (CNG)</b>	1
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

Every time a fleet vehicle is due for replacement, alternatives such as hybrids, all electric , and other fuels are considered. Cost differentials in purchase costs and break-even analysis are also considered.

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

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# Student Commute Modal Split

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

### Submission Note:

This survey was conducted in Fall 2014.

"---" 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::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	50
Walk, bicycle, or use other non-motorized means	35
Vanpool or carpool	10
Take a campus shuttle or public transportation	5
Use a motorcycle, scooter or moped	---

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

An all-student survey was conducted to request information on transportation habits.

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

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# Employee Commute Modal Split

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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### Submission Note:

This survey was conducted in 2012 and will be repeated in Fall 2014.

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

## Total percentage of the institution's employees that use more sustainable commuting options:

7

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	93
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	5
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	0

**Telecommute for 50 percent or more of their regular work hours**

0

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

A survey of faculty/staff was conducted requesting information on transportation usage. Motorcycle, scooter/moped was omitted - it's Wisconsin, limited usage.

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

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# Support for Sustainable Transportation

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

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

No

**A brief description of the facilities for bicycle commuters:**

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**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:**

The campus has multiple bike racks located near access doors to the academic buildings, including a covered bike shelter near the center of campus. Residence Life also has multiple bike racks located outside the buildings. Bikes are not allowed to be stored over the summer months.

**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:**

Campus has a connected network of walking paths including trails through the campus arboretum.

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

No

**A brief description of the bicycle sharing program:**

---

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

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

Yes

**A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

UW - Green Bay and Green Bay Metro partner together to provide faculty, staff and students with the U-Pass program. This program allows members of the campus community to ride city buses for free with a valid University ID card. Metro charges the University a \$.25 per ride fee during the week, which is covered by a combination of faculty/staff and student program funds. Saturday's are free ride days.

**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:**

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**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:**

UW - Green Bay is promoting a feature of CampusWall, an online bulletin board, that provides ride and/or car sharing opportunities.

**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:**

UW - Green Bay uses Enterprise CarShare with two cars in its current car share program.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

No



**A brief description of the electric vehicle recharging stations:**

---

**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 a cooperative arrangement between the employee and the employer. It is a flexible, voluntary work option that allows employees to work a portion of a normal work week/pay period at an alternative work site on a regular basis as agreed upon in writing between the individual and UW - Green Bay for a specified period of time. This voluntary telecommuting program is intended to be an innovative work option that benefits the University as well as the employee. It is not a basic right of all employees. A telecommuting arrangement is based on the needs of the University and on the employee's past and present levels of performance. It does not change the basic terms and conditions (including compensation and benefits) of employment.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

No

**A brief description of the condensed work week program:**

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

No

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

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

No

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

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**The website URL where information about the institution's sustainable transportation program(s) is available:**

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# Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

### Submission Note:

We do actively reuse and donate materials to various charitable agencies across the area, but have no mechanism in place to track weights of this type of action.

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

### Waste generated::

	Performance Year	Baseline Year
Materials recycled	403.10 Tons	173.60 Tons
Materials composted	0 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons

<b>Materials disposed in a solid waste landfill or incinerator</b>	707 Tons	927.87 Tons
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**Figures needed to determine "Weighted Campus Users":**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	2,003	1,939
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	5,342	5,453
<b>Full-time equivalent of employees</b>	713	720
<b>Full-time equivalent of distance education students</b>	1,271	1,032

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2011	June 30, 2012
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

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

The baseline adopted reflects our fiscal year and academic year.

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

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

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

UW - Green Bay is an active participant in the Surplus With A Purpose (SWAP) Program. This program is run by the Business Services-Purchasing department within the UW - Madison. It is a multi-faceted surplus property disposal operation that serves all University of Wisconsin - Madison departments, UW State schools, Municipalities, and State of Wisconsin agencies. SWAP finds new homes for equipment and furniture by redistributing it to other departments, selling it to the public, or selling or donating the equipment to non-profit agencies.

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

UW – Green Bay does not print course catalogs, course schedules or directories. Course catalogs are available online at

<http://www.uwgb.edu/catalog/>

; course schedules are available at

<http://sis.uwgb.edu/schedule/>

; and, the campus directory is available at

<http://sis.uwgb.edu/DirectorySearch/index.asp>

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

UW-Green Bay students receive a credit of \$7 for printing on their University ID for the academic year. This is paid for by the student technology fee. Black and white laser printing cost \$.07 per page, color laser printing cost \$.30 per page, and tabloid color printing costs \$.60 per page. If students use up their allocated funds, they can add funds at their own expense to their Pay-for-Print account.

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

UW – Green Bay works with several local charities during move-out to collect unused, unopened food items for a local food pantry as well as with a resale store which collects furniture and other reusable items. For move-out in Spring 2013, campus is partnering with Goodwill Industries of North Central Wisconsin on a materials drive. All students will receive a bag from Goodwill to collect items while they are packing up and dedicated drop off sites will be used for collections.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

A robust recycling program exists including the adoption of plastic film recycling in Spring 2014. This includes pallet wrap, plastic shopping bags, and other types of flexible plastic films that are #2 or #4. Over 500 lbs were collected in approximately 12 weeks during the trial period for this new recycling program.

**A brief description of any food waste audits employed by the institution:**

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**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

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**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

UW-Green Bay has become a 'Campus Kitchens' member in Spring 2014 and through this program donates prepared but not sold food items from the cafeterias to food programs in the area.

**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):**

Eco-clamshells are available and can be purchased for \$6 and the main food service areas. The customer can bring the dirty container back in for washing, and exchange it with a clean reusable to-go container. No muss, no fuss, no single use plastic in the wastestream.

**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:**

Reusable mugs are available for purchase at food vending locations. A 25% discount is given to individuals using these mugs to purchase refills at our coffee house.

**A brief description of other dining services waste minimization programs and initiatives:**

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**The website URL where information about the institution’s waste minimization initiatives is available:**

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# Waste Diversion

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

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

## Materials diverted from the solid waste landfill or incinerator:

403.10 Tons

## Materials disposed in a solid waste landfill or incinerator :

707 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:

The University maintains an active recycling program, including annual participation in RecycleMania. Reinforcement of recycling is a continuing effort with every incoming class and throughout the year. An Eco-Rep program in the freshman residence halls targeted recycling in an awareness building campaign at the beginning of the academic year, with reinforcement throughout the year. A plastic film recycling pilot program was launched in Spring 2014, adding an additional wastestream that is being recycled instead of landfilled.

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

In Fall 2013, UWGB became one of five campus nationally to win \$5,000 toward beginning a Campus Kitchen program. This program launches May 3. For more:

<http://news.uwgb.edu/log-news/releases/04/28/students-to-launch-campus-kitchen-1488/>

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

The University began diverting pre-consumer food waste in Fall 2013. It is now collected and sent about 50 miles to the south to the University of Wisconsin - Oshkosh where it is used as a feedstock for their anaerobic biodigester, producing electricity and heat for their campus.

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

---

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

	Yes or No
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	No
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes



<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

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

Plastic film (#4, #5).

# Construction and Demolition Waste Diversion

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

237.73 Tons

## Construction and demolition materials landfilled or incinerated :

333.43 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:

Through a State of Wisconsin/Department of Administration contract, UW - Green Bay worked with WasteCap Resources Solutions, Inc., a nonprofit, industry-supported 501(c)(3) organization that provides waste reduction and recycling assistance to businesses. The company and its clients have diverted 386,369 tons of construction and demolition waste from landfills, or 136 pounds per person in Wisconsin. Current construction & demolition projects are achieving an average 91% recycling rate. For the UW - Green Bay Wood Hall & Rose Hall renovations conducted in 2010 - 2011 a 71.3% diversion rate was achieved .

# Hazardous Waste Management

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## Responsible Party

**Jill Fermanich**  
University Safety Manager  
Business & Finance

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## Criteria

### Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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*"---" 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:**

Basic waste minimization options include:

- waste stream segregation
- good housekeeping
- inventory control/ordering chemicals in smaller containers
- material substitution
- using smaller scale
- modifying specific experiments

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

UW – Green Bay complies with U.S.EPA and WDNR rules for small quantity generators. Management practices are outlined in the UWGB Hazardous Waste Disposal Guide. UW – Green Bay has and continues to make efforts to minimize the production of hazardous

waste. All hazardous waste is stored in a locked, limited access storage room. Hazardous waste disposal is managed under a mandatory hazardous waste contract and is currently shipped off-campus twice per year. Lithium containing batteries are collected and disposed of with UW – Green Bay’s hazardous waste shipments. All rechargeable batteries are recycled with Call2Recycle. Universal waste lamps are stored in structurally sound, closed, properly labeled containers until they are shipped with a contracted lamp recycler.

**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:**

UW – Green Bay has a chemical inventory system in place which monitors the location and amount of chemicals present on campus. When faculty need a particular chemical for class or research, they check with the laboratory management team to assess chemical availability prior to making any new purchases.

**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):**

The e-waste recycling "Round-up" program will be run on a yearly basis. All departments and staff are notified via e-mail and flyers are posted providing the drop-off location as well as the details of what is acceptable for recycling. In the first year, Spring 2011, 15 skids of electronic waste were collecting, nearly filling a 50-foot semi trailer. The campus partnered with Fox Valley Technical College's Driving School (semi-truck driving) to transport the e-Waste to UW-Madison's SWAP program for proper recycling.

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

It is now state law in Wisconsin to properly recycle e-waste through an accredited and state-certified recycling partner. The state certification program sets the criteria for becoming a state vendor of e-waste recycling services.

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

[http://www.uwgb.edu/busfin/safetyrisk/Policy/hazardous\\_waste](http://www.uwgb.edu/busfin/safetyrisk/Policy/hazardous_waste)

# Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

## Level of water risk for the institution's main campus:

Low

## Total water use::

	Performance Year	Baseline Year
Total water use	33,532,840 Gallons	48,785,201 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	33,532,840 Gallons	48,785,201 Gallons

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

	Performance Year	Baseline Year
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<b>Number of residential students</b>	2,003	1,939
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	5,342	5,453
<b>Full-time equivalent of employees</b>	713	720
<b>Full-time equivalent of distance education students</b>	1,271	1,032

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	1,998,656 <i>Square Feet</i>	1,713,195 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	283 <i>Acres</i>	290 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2011	June 30, 2012
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

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

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**Water recycled/reused on campus, performance year:**

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

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

The UW-Green Bay campus includes a public 9-hole golf course, Shorewood Golf Course. The course includes a pond fed by rainwater and stormwater runoff. Water from the pond is used to irrigate the golf course when natural rainfall is not sufficient.

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

A rainwater measurement system is part of the irrigation system for the soccer fields. The use of irrigation is used only when needed as indicated by lack of rainfall.

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

In the residential areas of campus, all showers, toilets and faucets have been retrofitted with low-flow fixtures.

In the academic buildings, as buildings are renovated and as financial considerations and infrastructure allow, low flow or automated measured flow faucets are included in bathroom remodels, low-flow toilets are installed. Improving water efficiency is always considered.

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

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

UW - Green Bay uses native plant species and those adapted to our climate zone. The University's Cofrin Center for Biodiversity and the Biodiversity Committee provide guidance on appropriate plants species chosen to be integrated into the campus green space.

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

There is a sensor on our programmable irrigation system on our soccer field that will not turn on the water if we received 1/2" of rain. The sensor is adjustable.

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

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



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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

### ***Part 1***

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

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

### ***Part 2***

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

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

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

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*"---" 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 – Green Bay has a Municipal Separate Storm Sewer System (MS4) General Permit. In 2008, a contractor conducted a stormwater analysis to estimate annual stormwater loadings (sediment and phosphorous) for all storm sewer outfalls. This establishes a base pollution load and the pollution reduction resulting from the existing stormwater management measures on campus.

Currently, the campus uses best management practices of rooftop, parking and sidewalk disconnection, swale drainage, and wet detention ponds to reduce impact of total suspended solids (TSS). As of the 2008 study, the BMP in place have already met the TSS reduction level of 40% required by 2013.

**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:**

<http://www.uwgb.edu/facilities/stormwater/index.html>

This site provides a detailed description of the stormwater management policy and actions taken to implement the plan.

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

The University Union has two rain barrels that collect rain discharged from its roof. This is used to water nearby veggie and flower gardens.

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

330 Gallons

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

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

UW-Green Bay has underground concourses running between the majority of academic buildings to allow easy access throughout the winter months. The Instructional Services Building had a green roof on its concourse, installed in 1969 when the building was constructed.

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

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

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**A brief description of any rain gardens on campus:**

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

Four campus ponds serve as detention ponds: Upahki, Teal, the large golf course pond and the detention pond serving the Kress Events Center. Of these four, only the detention pond serving the Kress Events Center is an engineered detention pond. Detention ponds are depressions in the ground surface with a permanent pool of standing water. During rainfall events, stormwater runoff from storm sewers or grassed swales enters the detention pond where some of the sediment in the runoff settles out before it flows downstream.

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

Grassed swales drain most of the non-curbed roadways on campus and can be seen adjacent to these roadways, such as South Circle Drive. Grassed swales have the ability to treat stormwater and allow for infiltration, whereas the alternative storm sewer system does not.

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

The University of Wisconsin-Green Bay storm sewer system was constructed in the late 1960's and early 1970's during the initial construction phases of the university. At that time, the City of Green Bay did not have storm sewers that extended to the campus site. In order to provide stormwater drainage for the campus area, storm sewers were installed that discharge to the nearby waters of Mahon Creek and the bay of Green Bay. Subsequent development necessitated drainage for a large part of campus that was provided by construction of storm sewers that lead to a pond on the golf course. The detention pond serving the Kress Events Center was constructed in 2007 to provide stormwater runoff pollution control for new parking lots and building expansion of the Kress Events Center. Over the years, the university has constructed and maintained a storm sewer system that is completely separate from the system operated by the City of Green Bay. For most of its history, UW-Green Bay has not been required to treat its stormwater nor was the campus charged any type of permitting fees.

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

[http://www.uwsa.edu/capbud/documents/stormwater/gby/UWGB\\_SWMP\\_DRAFT.pdf](http://www.uwsa.edu/capbud/documents/stormwater/gby/UWGB_SWMP_DRAFT.pdf)

# Wastewater Management

## Criteria

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

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

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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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

Yes

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

Sustainability strategic plan in place; greenhouse gas inventories completed, with recurring evaluations planned; Climate Action Plan in place and updated periodically; STARS assessment completed with updates underway; multiple programs for students developed and undergoing implementation.

### **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:**

UW – Green Bay has had a Sustainability Committee for two years. This committee is composed of a cross-section of the university including faculty, staff and student representatives. During the school year, the committee meets on a bi-weekly basis to discuss ongoing projects and development of new programs. The committee's budget helps support sustainability efforts such as Recyclemania and Zimride as well as other efforts targeted to make the UW –Green Bay campus more sustainable.

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

Members of Academic Year 2012 - 2013 committee include:

Scott Ashmann, Chairperson, Associate Professor, Education

Gail Sims-Aubert, Director, Resident Life

John Katers, Professor, Natural and Applied Sciences

John Arendt, Associate Director, Environmental Management and Business Institute

Paul Pinkston, Director, Facilities Management & Operations

Patricia Terry, Professor, Public and Environmental Affairs

Rick Warpinski, Director, University Union

Jorge Estevez, Assistant Professor, Natural and Applied Sciences

Josh Goldman, Manager, Computing and Informational Technology

Marie Helmke, Manager, Institutional Purchasing

J.D. Dressan, Account Manager, Wisconsin Public Service (local utility)

Joe Schoenebeck, Academic Staff, Laboratory Manager

Laurie Case, Sustainability & Strategic Planning Coordinator

Taryn Oelson, student, environmental chair, Student Government Association

Heba Mohammad, student, President, Student Government Association

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

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

**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:**

UWGB has a sustainability office run by the Sustainability Coordinator.

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

1

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

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**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Laurie Case



**A brief description of each sustainability officer position:**

This position is primarily responsible for campus-wide sustainability initiatives with emphasis on the continuing integration of sustainability into the campus culture and all aspects of campus activities. This position also assists the Chancellor's office with strategic planning and other related responsibilities. Activities involve work with campus leaders, student leaders and organizations throughout the institution and include aspects of capital budget planning, campus space use planning, academic program positioning/development, non-academic institutional development processes, campus facilities management and project management.

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

<http://blog.uwgb.edu/inside/index.php/log-news/announcements/02/02/sustainability-coordinator-110/>

## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

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

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

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	---	---
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	---	---
<b>Air and Climate</b>	No	No
<b>Buildings</b>	No	No
<b>Dining Services/Food</b>	---	---
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	---	---
<b>Purchasing</b>	---	---
<b>Transportation</b>	---	---
<b>Waste</b>	Yes	Yes
<b>Water</b>	---	---
<b>Diversity and Affordability</b>	---	---
<b>Health, Wellbeing and Work</b>	---	---
<b>Investment</b>	No	No

**A brief description of the plan(s) to advance sustainability in Curriculum:**

As of Fall 2014, sustainability-related courses will be a mandatory feature of the general education requirements of the University. A student will be required to complete one course from a selected list to complete this requirement.

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

As of Fall 2014, all entering students will be required to have successfully completed a sustainability general education course.

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

Dean, College of Liberal Arts and Science

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

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

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

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

An Eco-Rep program in Residence Life was launched in 2013/14 with the goal of building awareness of all freshman living in campus housing on sustainability and their role in taking action to live in a more sustainable manner.

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

A survey of all students living in Residence Life is occurring in Spring 2014, including 5 specific questions regarding sustainability awareness will be used as a baseline measure to track whether the Eco-Rep program is delivering increased sustainability awareness. No specific goals have been set as yet.

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

Office of Sustainability  
Office of Residence Life  
[STARS Reporting Tool](#) | [AASHE](#)

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

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

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

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**A brief description of the plan(s) to advance sustainability in Air and Climate:**

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

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**Accountable parties, offices or departments for the Air and Climate plan(s):**

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**A brief description of the plan(s) to advance sustainability in Buildings:**

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

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

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**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

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**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

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**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

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**A brief description of the plan(s) to advance sustainability in Energy:**

Continuing efforts target reducing greenhouse gas emissions. This includes installation of meters/submeters in academic buildings to better understand and manage energy usage. Additionally, lighting retrofits to more energy efficient options continues across campus.

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

Meters are targeted to go in during 2015/2016, with the data gathered from these instruments, we will be better able to set measurable objections in terms of energy use which will ultimately have an impact upon our GHG generation.

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

Office of Sustainability  
Facilities & Operations

**A brief description of the plan(s) to advance sustainability in Grounds:**

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

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

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**A brief description of the plan(s) to advance sustainability in Purchasing:**

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

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

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**A brief description of the plan(s) to advance sustainability in Transportation:**

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

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

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**A brief description of the plan(s) to advance sustainability in Waste:**

With the local MRF converting their system to manage additional recyclable materials (#3-#7), as a campus we will be able to divert more materials from the landfill. A new plastic film (#4) recycling program was launched in Spring 2013, keeping additional plastics out of the landfill while supporting a local recycling company and generating a small revenue stream for the University.

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

With the launch of the added recycling capabilities this fall, a communication/awareness program will be developed to meet students for late Fall 2014 with the additional opportunities to increase their recycling efforts.

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

Office of Sustainability

**A brief description of the plan(s) to advance sustainability in Water:**

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

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

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**A brief description of the plan(s) to advance Diversity and Affordability:**

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

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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

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**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

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

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**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

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**A brief description of the plan(s) to advance sustainability in Investment:**

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

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

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

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



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

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**The institution's definition of sustainability:**

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**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

Sustainability is included as one of the key guiding themes of the University and is part of the University's mission statement:

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource. (Approved by the UW System Board of Regents, September 2007.)

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

<http://www.uwgb.edu/chancellor/strategic-plan/sustainability-scorecard.asp>

# Governance

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

Students have the opportunity to participate in Student Governmental Affairs (SGA), an elected body of student representatives. Students from this body participate in other committees across campus. For example, the SGA Environmental Affairs chairperson also is a member of the University's Sustainability Committee.

**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?:**

No

**A brief description of student representation on the governing body, including how the representatives are selected:**

---

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	---

<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	No
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	No
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

Students actively participated in developing the Eco-Rep program launched in Fall 2013. Two interns in the Spring semester worked on developing materials, process and training.

Students were actively involved in the determination of the development of a new 'Phoenix Park' area on campus, between the housing units and University Union. They participated in all planning meetings and provided input to how they wanted to use this 3 acre greenspace.

Student members of various committees on campus provide input and the student viewpoint on many programs and projects. On the Sustainability Committee, students help prioritize the budget spend and projects tackled during the year.

**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:**

Faculty and non-academic staff have the opportunity to participate in Faculty Senate as well as on various area/discipline governance committees.

**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?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

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**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
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	---

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

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**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:**

Faculty have the opportunity to participate on Faculty Senate.

**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?:**

No

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

---

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

Faculty are included and are often the drivers behind many of the decision making processes that occur on campus. From providing and guiding input on strategic planning, to establishing new programs such as the Engineering Technology degree programs, to managing their respective departmental budgets, faculty provide the heartbeat for the university.

**The website URL where information about the institution’s governance structure is available:**

<http://www.uwgb.edu/sofas/>

# Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	No

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**



In the spirit of the University's guiding principle "to support a community devoted to diversity/inclusivity in thought and experience," the Chancellor's Council on Inclusive Excellence will provide the Chancellor with advice and recommendations that will promote a learning community that pursues and embraces equity, diversity, and inclusion.

The Chancellor's Council on Inclusive Excellence also advises the Chancellor on affirmative action matters in compliance with the University of Wisconsin System Equal Opportunity Policy.

The Chancellor's Council on Inclusive Excellence provides advice to the Chancellor by:

- Actively engaging in the implementation of campus inclusivity initiatives where appropriate.
- Reviewing and evaluating campus compliance with Federal, State, System, and campus policies regarding diversity, equity, and inclusion.
- Reviewing, as requested, all diversity, equity, and inclusivity -related activities including, but not limited to:
  - Affirmative Action Plan
  - Campus Inclusive Excellence Plan
  - Affirmative Action Programs -
    - Faculty/Staff: Recruitment and Retention of Racial/Ethnic Minorities, and Women and Employment Matters
    - Students: Access, Recruitment and Retention, and Employment Matters
- Reviewing proposed policy and procedural statements and advising the Chancellor on the need for policy changes as necessary.
- Producing discussion papers on timely diversity topics.

**The full-time equivalent of people employed in the diversity and equity office:**

3

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.uwgb.edu/aic/>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	---
<b>Administrators</b>	---

**A brief description of the cultural competence trainings and activities:**

All employees participate in training on the topics of harassment and discrimination. In addition, respectful workplace training has been conducted in some departments. The "Human Mosaic" seminar and activity series is also open to all members of the UW - Green Bay campus.

<http://www.uwgb.edu/aic/>

**The website URL where information about the cultural competence trainings is available:**

<http://www.uwgb.edu/inclusiveexcellence/>

# Assessing Diversity and Equity

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

During Spring semester 2011, UW – Green Bay, as part of the University of Wisconsin System Assessment of Campus Climate, conducted a comprehensive survey of faculty, staff and students.

The Campus Climate Study is a way to measure the climate of diversity and inclusiveness on the UW-Green Bay campus with regard to race, ethnicity, gender identity and sexual orientation, religious affiliation, veteran status, etc.

A welcoming, or inclusive, campus is important in order to recruit and retain talented faculty and students. Students will succeed in a learning environment that meets their unique and diverse needs.

The Study will identify areas that may need to be addressed so that UW-Green Bay can create a welcoming environment for faculty and staff members and students from diverse backgrounds.

## Has the institution assessed student diversity and educational equity?:

Yes

**A brief description of the student diversity and educational equity assessment(s):**

<http://www.uwgb.edu/inclusiveexcellence/climate/result.asp>

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

<http://www.uwgb.edu/inclusiveexcellence/climate/result.asp>

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

Yes

**A brief description of the governance and public engagement assessment(s):**

<http://www.uwgb.edu/inclusiveexcellence/climate/result.asp>

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

<http://www.uwgb.edu/inclusiveexcellence/climate/>

# Support for Underrepresented Groups

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

## **Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups:**

All of the organizations that call the American Intercultural Center "home" offer opportunities to affirm and share their own culture, learn about other cultures, gain skills that can be developed through co-curricular activities, and get involved in the campus at-large in the context of a supportive environment. Members typically are represented every year among students who win campus-wide University Leadership Awards. Student organizations include: Black Student Union; Intertribal Student Council; La Organizacion Latino Americana; Sexuality and Gender Alliance - Fair Wisconsin; Southeast Asian Student Union; and, Women of Color.

## **The website URL where more information about the support programs for underrepresented groups is available:**

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## **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:**

The purpose of the Bias Motivated Incident Form is to track the nature of bias motivated incidents on and off the UW-Green Bay campus in an effort to prevent future behaviors and to help maintain a positive learning, living and working environment within our community.

Examples may include but are not limited to the use of degrading language or slurs, spoken or written directed at women, men, gays, lesbian, racist, anti-semitic, etc.

Incidents that rise to the level of a crime should also be reported to University Police. This form does not substitute for reporting violations pursuant to existing policies regarding sexual harassment, or discrimination.

**The website URL where more information about the institution’s discrimination response policy, program and/or team is available:**

<http://www.uwgb.edu/inclusiveexcellence/report/>

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

No

# Support for Future Faculty Diversity

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## Responsible Party

**Michael Stearney**

Dean of Enrollment Services

Enrollment Services

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

## **A brief description of the institution's programs that help increase the diversity of higher education faculty:**

UW-Green Bay actively participates in a UW-System program through the UWS Institute on Race and Ethnicity (IRE). The IRE funds release time for underrepresented faculty to complete PhD dissertations, do scholarly research in support of tenure aspirations, and so research on effective teaching. Several UW-Green Bay faculty have been supported with IRE funds, and the institution has generously encouraged and supported their participation.

## **The website URL where more information about the faculty diversity program(s) is available :**

<http://www4.uwm.edu/ire/>

# Affordability and Access

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**



All students are encouraged to apply for federal and state aid by completing the Free Application for Federal Student Aid (FAFSA). Eligibility for different grant programs is determined by the results of the FAFSA. We do not have specific institutional aid programs geared toward the "low income" however, we do not require new traditional students to live on campus, so a local, low income student (or any new student) could lower costs by commuting from home.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

An all-campus "retention summit" was conducted in January 2011, and a session on student financial aid was held. It was well received, particularly because most faculty have little knowledge of the daunting financial circumstances facing low income students.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

**Precollege Programs**

The Precollege Programs at UWGB consist of two-week, residential experiences at UWGB where students live in the dorms on campus and attend classes during the week. Students participate in one of three programs: Young Writers Workshop, Stars of the Future/ Estrellas del Futuro, Learning with Legos. All three run concurrently, from June 12 through June 24 for 2011, and share dorm staffs.

In addition, the Phuture Phoenix program encourages local at-risk students, starting at the fifth-grade level, to complete high school and attend college, thus boosting the percentage of NE Wisconsin graduates who continue onto college.

UW - Green Bay also participates in the Advancement Via Individual Determination (AVID) program AVID, that is designed to give support to students, particularly those in the academic middle, so that they can go to college and reach their fullest potential. It also serves to level the playing field for minority and low-income students, as well as students who may be the first in their families to potentially attend college.

**A brief description of the institution's scholarships for low-income students:**

There are several University scholarships that are designated for students who show financial need according to their processed FAFSA application. The definition of low income versus financial need may vary and need is one criteria that would be considered in awarding most scholarships.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

General information sessions are held twice daily year around on campus. These information sessions include how-to's on navigating through the higher-ed application and student aid processes.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

The Phoenix Start Program is an admissions program which works with students who show promise for success. These largely first generation and low-income students who do decide to come to UW - Green Bay continue to participate in this high-touch program where they receive advising and monitoring to achieve success. In addition, the campus American Intercultural Center works to recruit multi-cultural students from urban and inner city areas.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

The Inclusive Excellence Project and the Equity Scorecard Projects both seek to share information to promote a broadly inclusive campus community and a focus on equitable outcomes for all learners, with a particular emphasis on low income, first generation and underrepresented students.

The admission programs and processes are very comprehensive, hands-on/high touch, accommodating and sensitive to individual needs.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Students are encouraged to apply for financial aid early each year as some federal and state programs are limited in financial resources so funds do run out. By applying early, students are giving themselves the best opportunity to be considered.

We have a wide variety of policies and specific programs. For example, the Gear UP program is for high need students who have been involved in specific programs in high school and have not transitioned to college. The Talent Incentive Program Grant is a combination state and federal program for high need students as well. Two relatively new programs in Wisconsin are the Fund for Wisconsin Scholars (FFWS) and the Wisconsin Covenant Foundation and/or Scholars Grant. The FFWS is privately funded by a generous donor and provides millions of dollars annually throughout the state to needy (Pell Grant eligible) students. The WI Covenant Foundation is part of the Wisconsin Covenant program this is privately funded and is for the highest need students. The Wisconsin Covenant Scholars (state funded) program is for specific students that signed a WI Covenant pledge and met other criteria. Some students will show need to get it while others may receive a smaller amount if they do not have need.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

UW-Green Bay runs a local, award-winning program called Phuture Phoenix with the following goals and objectives:

To encourage at-risk students, starting at the fifth-grade level, to complete high school and attend college, thus boosting the percentage of NE Wisconsin graduates who continue onto college

To provide positive role models for at-risk students and allow UW-Green Bay students the opportunity to perform community service

To create a relationship between the community, university and area youth.

To provide fifth graders an opportunity to visit and experience their public university

To increase the number of pre-teens and young teens who view education as a path to a brighter future

To provide scholarships for Phuture Phoenix students who graduate from high school and attend UW-Green Bay

**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:**

The following scholarships are designed to recognize nontraditional students who exhibit the maturity, motivation and determination to meet the challenges inherent in the Interdisciplinary Studies major. The award will be credited to tuition at the time of payment.

#### QUALIFICATIONS

- Admission to the Interdisciplinary Studies Major.
- Evidence of maturity, motivation and determination to complete an Interdisciplinary Studies degree.
- Financial need.

■ Elizabeth Eleanor Wyngaard Scholarship is offered to Interdisciplinary Studies Adult Degree Program students in memory of Betsy Wyngaard, a talented and loving young woman who re-chartered her academic course with the help of the Adult Degree Program. When heart failure ended her life suddenly at age 29, her family and friends designed the scholarships to assist adult students who are trying to achieve their life goals in the face of busy lives and financial obstacles.

Two scholarships will be awarded: One \$1,000 scholarship for a student enrolled for at least 12 credits and one \$500 scholarship for students enrolled for at least 6 credits for the 2014-15 academic year. A student may receive this scholarship two times during the period of eligibility.

■ Patricia L. Hoppe Scholarship is offered to Interdisciplinary Studies Adult Degree Program students by the family and friends of Trish Hoppe. Trish was a vivacious and wonderful woman who was a student in the Adult Degree Program (formerly Extended Degree Program). Cancer took Trish's life before she could complete her degree. Before she passed away, she expressed her desire to help other adult students in the Adult Degree Program achieve their educational and career goals.

One \$750 scholarship will be awarded to a student enrolled for at least 6 credits in the for Fall 2014. A student may receive this scholarship two times during the period of eligibility.

■ Rick and Susie Beverstein Scholarship is offered to pursuing an Interdisciplinary Studies major in the Adult Degree Program. Rick and Susie have served as community advocates for UW-Green Bay for decades. Their support is university-wide and the establishment of their annual scholarship is an additional testimony of their commitment to UWGB.

One \$1,000 scholarship will be awarded to a student enrolled for at least 6 credits in the for Fall 2014. A student may receive this scholarship two times during the period of eligibility. Applicants who are supporting a family while attending school will be given added consideration.

**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:**

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**A brief description of other policies and programs to support non-traditional students:**

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**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

Yes

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	33
The graduation/success rate for low-income students	47
The percentage of student financial need met, on average	74
The percentage of students graduating with no interest-bearing student loan debt	25

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

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**The website URL where information about the institution's affordability and access programs is available:**

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# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Sheryl Van Gruensven**

Director, Human Resources

Business and Finance

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## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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**Submission Note:**

For the purposes of this submission, we are categorizing 'contractors' as vendors providing services to campus such as a repaving company repairing our parking lots. Currently, those contractors are not included in this summary. All contracts awarded to vendors follow state-mandated guidelines regarding bid pricing and award processes.

Included in our employee number are "LTEs" - limited-term employees that encompass people on short-term contracts, lecturers and other non-permanent jobs.

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

**Number of employees:**

713

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

713

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

No

**Number of employees of contractors working on campus:**

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**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

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**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

The entire compensation philosophy for the university can be viewed here:

<https://www.uwgb.edu/hr/compworkloadstudy/CompPhilosophy.pdf>

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

713

**Number of employees of contractors that receive sustainable compensation:**

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**A brief description of the standard(s) against which compensation was assessed:**

A very in-depth analysis of compensation practices was conducted by an external contractor for the University in 2013. Details can be found here:

<https://www.uwgb.edu/hr/compworkloadstudy/>

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

UW-Green Bay adheres to all federal and state laws on minimum wage. In addition, on the UW\_Green Bay campus, the lowest paid workers are ensured equity in compensation through annual comparisons of prevailing wages against the Green Bay Area Chamber of Commerce wage survey. Comparisons are also drawn between the UW-Green Bay campus and other campuses in the University of Wisconsin system, both those in closer proximity to Green Bay for a regional snapshot, as well as to those of a similar size (students/faculty/staff) from across the state.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

Same as above, but for part-time positions, comparisons are pulled to full-time workers in the same positions to monitor pay equity.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

Same as above.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

Same as above.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**



Follows all federal and state guidelines for compensation.

**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?:**

No

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

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

<https://www.uwgb.edu/hr/campus/documents/Compensation%20Overview.pdf>

# Assessing Employee Satisfaction

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

"---" 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 Committee on Workload and Compensation (CWC) would like to ask you to complete a survey about your experiences as a UW-Green Bay employee. The faculty are currently participating in a similar survey being done nation-wide. The CWC wants to collect comparable information from UWGB staff. It will use this information to guide its work next year, including its interaction with UWGB's new leadership.

## A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Issues identified in the survey are discussed and prioritized by the Chancellor and his/her cabinet to determine what next steps should be taken to better understand and address the issues. In the last year, as in most colleges and universities, compensation and pay compression issues are of concern. An external consultant was hired to conduct an in-depth analysis of compensation/compression issues at UWGB, including benchmarking studies. As a result, a well-researched and comprehensive compensation philosophy was adopted and salary

adjustments made for a certain percentage of employees.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,014

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

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# Wellness Program

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

All UW-Green Bay faculty and staff have access to an Employee Assistance Program at no charge to the employee. The EAP is a confidential, work place based Employee Assistance Program. The program is designed to assist in the prevention, early identification and resolution of personal matters which may affect both an employee's sense of well being and their ability to effectively carry out their work responsibilities. Examples of issues which the EAP might be helpful with are health, marital, family, financial, alcohol and other drugs, emotional, stress and other personal concerns.

**The website URL where information about the institution's wellness program(s) is available:**

[http://www.uwgb.edu/counselinghealth/for\\_Employees/eap.asp](http://www.uwgb.edu/counselinghealth/for_Employees/eap.asp)

# Workplace Health and Safety

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## Responsible Party

**Jill Fermanich**  
University Safety Manager  
Business & Finance

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## Criteria

### Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

**Please enter data in the table below::**

	Performance Year	Baseline Year
<b>Number of reportable workplace injuries and occupational disease cases</b>	28	40
<b>Full-time equivalent of employees</b>	683	720

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

	Start Date	End Date
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<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2009	June 30, 2010

**A brief description of when and why the workplace health and safety baseline was adopted:**

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**A brief description of the institution's workplace health and safety initiatives:**

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**The website URL where information about the institution's workplace health and safety initiatives is available:**

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# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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



# Sustainable Investment

## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

## Investment Disclosure

### Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
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4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Sustainable Learning Community

**A brief description of the innovative policy, practice, program, or outcome :**

The Sustainability Learning Community in Fall 2013 focused on the interconnections between science, business and philosophy, as related to the concept of sustainability, which is extremely important in an era of increasing population and the potential threat of resource scarcity. This Learning Community also relates closely to the historical mission of UWGB, which includes both an interdisciplinary and environmental focus.

Students in the Learning Community had the opportunity to participate in a tour of several renewable energy projects in Wisconsin, including the Aldo Leopold Center in Baraboo, a dairy farm with an anaerobic digestion system, and a wind farm.

Students will also had the opportunity to complete a number of hands-on projects/activities that will highlight the interrelationships between the three courses, which will include measuring energy usage and calculating the impacts of energy conservation activities, learning about current business practices on sustainability, and exploring the philosophical issues associated with modern environmental issues.

Students also interacted with faculty for additional one-on-one or small group discussions on these and other topics that may be of interest.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

One student relayed that he received a job offer for an internship because of his participation in the Sustainability Learning Community.

**A letter of affirmation from an individual with relevant expertise:**

[STARS\\_Innovation\\_SLComm\\_KatersLtr\\_2014.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
<b>Curriculum</b>	Yes
<b>Research</b>	No
<b>Campus Engagement</b>	---
<b>Public Engagement</b>	---

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

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://news.uwgb.edu/featured/leading-learning/12/17/pilot-learning-community-offers-360-view-of-sustainability/>

### Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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### Criteria

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Plastic Film Recycling Pilot Program

**A brief description of the innovative policy, practice, program, or outcome:**

During the Spring 2014 semester, a pilot program was launched to collect plastic film such as plastic shopping bags, pallet wrap, bread bags, dry cleaning bags, and other types of flexible, clean, dry #2 and #4 plastic films. An intern in the Environmental Management and Business Institute (EMBI) managed the project as part of his work to earn a certificate in sustainability. The intern worked with Zeus Recycling, a local vendor willing to pick up pallet loads of plastic from campus. The company provided two of their baler systems to campus for use during the pilot project.

Ten collection sites were established on campus as collection sites.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

In the 9-week period that the pilot program ran, approximately 500 pounds of plastic film was diverted from entering the landfill. Anecdotely, several campus staff/faculty have mentioned that they have become a 'collector' for their child's school or family or neighborhood, indicating that people want to do the right thing in terms of recycling this material and having an opportunity to do that are now taking advantage of the program at UWGB.

**A letter of affirmation from an individual with relevant expertise:**

[STARS\\_Innovation2\\_PlasticFilm\\_ArendtLtr\\_2014.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No



<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	Yes
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

Cultural change

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

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### Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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### Criteria

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### Submission Note:

(  
<https://www.youtube.com/watch?v=xjg0wKYOXBI>  
).

<http://www.wpr.org/uw-adds-engineering-technology-program-northeast-schools>

<http://news.uwgb.edu/log-news/mediacoverage/01/27/media-new-engineering-technology-degrees/>

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Engineering Technology Degree Program

**A brief description of the innovative policy, practice, program, or outcome:**

The Bachelor of Science in Engineering Technology consists of a trio of new, high-demand, high-quality degrees developed in collaboration between faculty and regional manufacturing leaders. Students pursuing any of the three degree programs - Electrical Engineering Technology, Environmental Engineering Technology, or Mechanical Engineering Technology - can begin their academic studies at any of 12 higher education institutions in the area (10 technical and 2-year degree colleges and 2 comprehensive universities) and finish the program/earn their degrees at either UW-Green Bay or UW-Oshkosh.

This is the first program of its type nationally and has received accreditation by the Higher Learning Commission.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[STARS\\_Innovation3\\_EngTech\\_BarteltLtr\\_20140612.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	Yes
Public Engagement	Yes

<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services</b>	---
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<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

---

### Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

---

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