University of Wisconsin-Oshkosh

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

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:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

23,000,000 *US/Canadian $*

Total campus area:

184.62 *Acres*

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

3,132,339 *Gross Square Feet*

Conditioned floor area:

1,645,480 *Square Feet*

Floor area of laboratory space:

264,748 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

341,379 *Square Feet*

Floor area of residential space:

1,011,180 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0
Coal	44
Geothermal	0
Hydro	9
Natural gas	26
Nuclear	0
Solar photovoltaic	2
Wind	19
Other (please specify and explain below)	0

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	19.50
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	79.80
Other (please specify and explain below)	0.60

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

Refuse derived fuel/per-consumer paper waste

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

47

Full-time equivalent enrollment:

11,809

Full-time equivalent of employees:

2,141

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

13,194

Total number of graduate students:

1,217

Number of degree-seeking students:

10,988

Number of non-credit students:

54

Number of employees:

2,141

Number of residential students:

3,600

Number of residential employees:

300

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	3,500	500
Number of sustainability courses offered	155	14
Number of courses offered that include sustainability	196	7

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

31

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

47

Number of years covered by the data:

One

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

SustainabilityCourses_1.docx

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

The inventory included designates between our new general education program USP that features sustainability as one of its main focuses for teaching. The non-USP courses are the courses outside of the USP program. Even if they have the same name they are actually two different courses.

Signature Questions
To build your intellectual curiosity, USP incorporates three broad Signature Questions that are woven throughout the Quests.

As an incoming student, you will begin to question in a discipline-based first-year experience (FYE) course while concurrently enrolled in a second course focused on the skills employers repeatedly name as the most crucial to success in the 21st century. Among these skills is the ability to write and speak effectively and to collaborate successfully with others. By enrolling in these paired courses during your first two semesters on campus, you are placed in small learning communities that begin to examine USP's Signature Questions.
How do people understand and create a more sustainable world?

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

Civic Learning entails understanding political and nonpolitical processes that influence a local, state, national or global community and applying skills and strategies that can affect the life of a community in positive ways.
How do people understand and bridge cultural differences?

Intercultural Knowledge is the understanding of one's own culture as well as cultures beyond one's own; the recognition of the cultural values and history, language, traditions, arts and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skills to investigate a wide range of world views, beliefs, practices and values.

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

http://www.uwosh.edu/usp/explore/explore-courses

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

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

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

The new general education program features sustainability as one of its main cross disciplinary focuses for every incoming freshman.

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differences in ways that allow for broader perspectives to emerge; and the skills to investigate a wide range of world views, beliefs, practices and values.

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

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

Yes

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
473

Total number of graduates from degree programs:
2,364

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

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

Virtually all degrees include sustainability as an essential learning outcome through UWO's general education, University Studies Program (

http://www.uwosh.edu/usp

). Learning goals can be seen in detail here:

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

.

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

Knowledge of sustainability and its applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being. Sustainability is about working towards a future in which all human beings can enjoy decent quality of life– good health, economic security, membership in strong and inclusive communities, the list goes on– while ensuring that we do not endanger the natural resources and environments upon which we depend. At its core, sustainability is about helping us live up to our fullest potential, as individuals and as a society. Making our way towards sustainability will involve addressing some very big and complicated problems– problems that will not have just single answers, or answers generated by single perspectives. Educating our students about sustainability means presenting them with multiple perspectives and teaching them how to critically evaluate the pros and cons, costs and consequences of the many options that lie before us. Sustainability is not about prescription, or about liberal or conservative points of view; it is about thoughtfully questioning, analyzing, and coming up with creative solutions. And isn't this exactly what we want our students to be able to do?

Specific learning outcomes listed for programs include:

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

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

Social Justice: "[..]critically examine the values that constitute social justice in theory and practice, understand the principles of effective social activism, formulate and evaluate policies that seek to address issues such as racism, violence, literacy, human rights, gender equity, gender expression, poverty, hunger, and conservation of the environment."

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

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

Undergraduate Program

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

Our program gives students a broad interdisciplinary liberal arts education in environmental issues that students combine with specialized study that fits their interests and goals. We stress engagement, with students and faculty active in a variety of efforts and applying academic learning to real world problems and possibilities.

Critical Thinking, Writing and Communication Skills
Students will be able to analyze representations of key concepts from environmental science, policy and values as they appear in mass media, society, literature, theory and/or empirical scholarship.
Students will be able to elucidate the key points of a complex article or research work in environmental studies, and to critique the theoretical framework, methodology and findings of that study.
Students will be able to appreciate the societal (social, political, economic, cultural and/or ethical) variables that contribute to environmental degradation and to consider critical thought and responsive activism toward resolving environmental problems.
Students will be able to demonstrate ability to effectively present research to professional and lay audiences in written and oral form.

Understanding the Content and Context of ES

Students will be able to appreciate the history and key concepts of environmental studies as a field linking disciplines together and tying scholarship to activism and the resolution of environmental problems.

Students will be able to understand the relationship between environmental studies research and field/application settings, and to document and reflect on one's individual fieldwork and/or civic engagement as related to environmental studies concepts and goals.

Research Skills

Students will be able to access and assess a complex literature base on a specific environmental studies topic, and to evaluate the usefulness and limitations of individual sources for that specific topic.

Students will be able to design and complete a research project that illuminates an environmental studies topic in a fresh way and includes original interpretation of data collected.

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

http://www.uwosh.edu/es

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

Environmental Engineering Technology

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

Graduates are prepared to work in a number of industries both in and outside of manufacturing, such as in industrial waste treatment, water and wastewater management, agribusiness, environmental consulting, ecological evaluations and biotechnology sectors. Engineering technology program students can gain research experience at UWO through the Environmental Research and Innovation Center (ERIC), the physics department, and the UW Oshkosh biodigester.

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

http://www.uwosh.edu/engineeringtech/about-the-program

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

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

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

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

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

Yes

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

Sustainable Management minor

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

The minor in sustainable management aims to give you (in your life as citizens, consumers, future managers and leaders) an understanding of the holistic and systemic aspects of environmental, social and economic issues (the Triple Bottom Line or TBL). We will also provide you with concrete elements of management intended to develop and spread innovative, ambitious and realistic strategies within organizations while utilizing whatever your major course of study is.

The main objectives of the minor are:
to develop the understanding of the economic, environmental and social issues;
to contribute to understanding the issues of sustainable development for the strategic development of a company;
to provide appropriate understanding of the tools necessary for the development of a strategy of sustainable development and of its daily implementation within the company;
to underline the progress made and opportunities that exist in terms of environmental, social innovation and clean technologies;
to stimulate student's critical thinking about their role as individuals, consumers and future managers in the context of sustainable development

We also now offer a sustainable management master's degree.

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

http://www.uwosh.edu/cob/undergraduate/academic/minors/sustainable-management/sustainable-manag
ement-minor

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

Social Justice

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

The Social Justice Minor gives students an opportunity to develop a secondary field of knowledge and expertise that will enable them to

critically examine the values that constitute social justice in theory and practice,
understand the principles of effective social activism, and
formulate and evaluate policies that seek to address issues such as racism, violence, literacy, human rights, gender equity, gender expression, poverty, hunger, and conservation of the environment.

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

http://www.uwosh.edu/social_justice/

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

Environmental Studies Minor

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

Our program gives students a broad interdisciplinary liberal arts education in environmental issues that students combine with specialized study that fits their interests and goals. We stress engagement, with students and faculty active in a variety of efforts and applying academic learning to real world problems and possibilities.
We are also a community that seeks to foster a deep appreciation of nature and active engagement in conserving the earth and solving environmental problems. Students not only gain knowledge and skills but also develop their own ethic of sustainability that motivates them to care for the natural world and work for its well-being.

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

http://www.uwosh.edu/es/advising/es-minor

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

Graduate Program

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Sustainable Management (Collaborative) Master's Degree

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

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

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

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

http://sustain.wisconsin.edu/campuses/uw-oshkosh.aspx

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

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

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

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

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

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

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

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

No

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

Leadership for Social Justice

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

The Leadership for Social Justice in Education Certificate program is designed to provide educators with the knowledge to become an advocate for all students and help them become academically successful. The intended audience includes: Teachers, administrators, and related school and community professionals.

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

http://www.uwosh.edu/coehs/departments/human-services-educational-leadership/Ed_Leadership/prog
rams/social-justice-certificate

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

  And/or

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

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

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

"---" *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:

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

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

Writing Community Development in Nicaragua
Class on Campus: Jan 6, Jan 7, Jan 8, Jan 28, & Jan 29, 2014
Travel Dates: January 10-26, 2014
Courses: English 302 (EN), 350, 405 or Women's Stds 399 (SS) or Envt Stds 390 (SS)

Activism, Gender, and Social Justice in Tanzania

Dates: January 10, 2014 to January 25, 2014

Course: Communication 405; Women's Studies 399 (SS); Social Justice 399

Approaches to Resource Management of Tropical Ecosystems (Belize)

Dates: January (odd years only), Last run Jan 2015

Courses: Anthropology 394 (SS) and Environmental Studies 395 (SS)

Environmental Engineering: Renewable Energy Sources, Kassel - Germany

Dec 29, 2013 (arrival in Germany Dec 30) - Jan 19, 2014

Ran every summer

New Perspectives for a Globalized World: Environmental and Cultural Dimensions

Kassel - Germany, All years beginning 2013.

Next Dates: June 20 (arrival in Germany June 21) - July 19, 2014

Seminar on Sustainability and Globalization: Africa's Experience in Uganda

Location: Iganga District - Uganda

Next Dates: May 17 - June 2, 2014

Viessmann Internship in Germany

Location: Allendorf and Schwandorf, Germany

All years, Next Dates: May 27 - July 25, 2014

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

http://www.uwosh.edu/oie/abroad/destinations/all.php

Sustainability Literacy Assessment

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

<div align="center">

Responsible Party

Brian Kermath
Sustainability Director
Sustainability 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.

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

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

Yes

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

The Winnebago Project was based on the AASHE faculty development model pioneered as the Ponderosa Project and Piedmont Project.
Four faculty have recieved AASHE training and served as workshop leaders.
David Barnhill, English and environmental studies
Jim Feldman, environmental studies and history
Christine Roth, English
Stephanie Spehar, anthropology

The Winnebago Project is the name for this two-day training and curriculum development effort. Dozens of faculty have gone through the training and have developed courses based on the workshops. They are taught:
What is Sustainability?
Expanding Sustainability
Information and Transformation
Sustainability in Sociology Courses
Photo Elicitation in the Study of Sustainability
Cleaning Up the Lower Fox River

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

Faculty is provided stipends upon completion and implementation of their curriculum projects. Since May 2008, classes of 10-12 faculty members participated in workshops about infusing sustainability into curriculum in all four colleges.

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

https://www.uwosh.edu/sustainability/academics-and-research/faculty-development

Campus as a Living Laboratory

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

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

	Yes or No

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

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

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

There is a student run Change the Climate Campaign that meets weekly, Tuesdays 5:30-6:30 pm, in Sage Hall 3208.

But you don't need to be able to attend the meetings to be part of the campaign. The point is doing things that make a difference. Here are some things that are focused on:

Raising awareness on campus of the urgency of global warming.

Moving the university to divest from investments in fossil fuel companies., joining the national Go Fossil Free movement.

Participating in national days of action concerning special climate change issues, su ch as Drawing the Line against the Canadian Tar Sands and the Keystone XL Pipeline.

Influencing public opinion about climate change, joining with the organizations such as Citizens Climate Lobby and Al Gore's Climate Reality Project.

Connecting with climate activism campaigns on campuses across the country, such as Bill McKibben's

350.org

.

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

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

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

Classes, as well as community groups routinely tour campus buildings in order to experience green building first hand. Highlighted buildings include: Sage Hall (LEED Gold), Horizon Village (LEED Gold), and the Student Success Center (LEED Silver). Fact sheets are made available that explain the benefits of green buildings.

Outcome: Student/stakeholder learning for better informed input during the design phase of new buildings that currently include: the soon to open Alumni Welcome and Convention Center, which is expected to earn LEED certification; and Clow an academic building that will be submitted for LEED certification after certification.

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

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

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

The University biodigester currently produces about 9% of campus electricity demand. Student research at the digester has led to improvements in the mix of feedstock. There was a partnership pilot program with the University of Wisconsin Madison to pick up curb-side organic waste. The purpose of the program was to examine the feasibility of their university building their own biodiversity.

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

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

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

Through student managed projects the campus is buying compostable waste bags that go to the biodigester. Local dairy, and cage free eggs are now being purchased due to student requests. Fair trade items of coffee, tea, and crafts are sold on campus and promoted by a student intern.

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

Pursuing alternative transportation options to reduce the campus' carbon footprint. Through a senior research project, campus planners have learned the locations of all parking permit holders on campus and will use the information to better target commuters for alternative commuting options. Students, staff, and faculty all have access to Zimride, the ride sharing application on campus. A commuter survey was done this year by a student intern to assess the number of commuters, and modes of transportation on campus. The survey also asked opinions, and suggestions on available public transportation.

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

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

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

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

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

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

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

One of the signature questions of the general education program involves "Intercultural Knowledge" and requires student to participate in community service, which includes the campus.

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

Healthy Titans (

http://www.uwosh.edu/hr/healthy-titans

) encourages wellness through a range of programs that includes students as activity and class instructors. Healthy Titans recently earned a Gold award:

http://www.uwosh.edu/today/31833/uw-oshkosh-earns-well-workplace-gold/

.

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

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

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

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

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

The website URL where information about the institution's campus as a living laboratory program or projects is available:
http://www.uwosh.edu/rei

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

76

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

361

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

26

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:

Sustainability_research_STARS.xlsx

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

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

Worked with the office of Grants and Faculty Development to get an entire campus research list, and then evaluated each project for sustainable research.

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

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

http://www.ccisolar.caltech.edu/

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

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

Yes

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

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

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

The University Studies Program requires experiential learning for all students, which includes student research.

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

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

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

No

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

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

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

No

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

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

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

Yes

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

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

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

We also provide access to several good databases, including Environment Complete, GreenFile, and Science Direct.

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

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

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

11,271

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

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

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

3,600

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

Community advisors conduct peer-to-peer education in residence halls. During their two week training program they participate in workshops forcusing on sustainable living practices, safe training, inclusion, and emgagement. Activities include green room certification, green lifestyle certification, educating residents about energy and water conservation, recycling, recruiting participants for events and trips, and promoting green initiatives on campus including Earth Week, Earth Charter, Social Justice and fair trade.

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

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

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

Students receive 2 weeks of initial training in peer-to-peer education, job requirements, effective methods of engaging students to take action, understanding the staff and resources available for programming, and sustainability basics. Bi-weekly meetings from September-May provide time for additional training (e.g., specific sustainability topics) and reinforcement.

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

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

Name of the student educators program (2nd program):
Sustainability Advisors, dining

Number of students served (i.e. directly targeted) by the program (2nd program):
4,500

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

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

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

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

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

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

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

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

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

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

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

4,000

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

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

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

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

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

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

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

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

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

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

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

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

3,200

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

Advise students on making wise health decisions. Health Advocates are available for general health information. They have bandages, common over-the-counter medicines such as acetaminophen, ibuprofen, etc., thermometers, condoms, Band-Aids, etc. to handle minor health and first aid issues. They also have health and wellness brochures and handouts on current health and disease issues. Health Advocates also travel around campus to provide tabling and education on various health topics.

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

Students apply for the program and hired after an interview process.

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

Health Advocates at University of Wisconsin Oshkosh attend several days of training before the fall semester starts as well as weekly lectures to stay current with college health. Some of the topics they are trained in include sexual health, first aid and cold/flu.

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

Health advocates are paid through Res Life.

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

240

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

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

Student Orientation

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

100

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

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

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

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

Student Life

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

	Yes or No

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

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

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

The website URL where information about student groups is available:

http://www.uwosh.edu/sustainability/green-living-guide/get-involved-in-sustainability/join-a-cl
ub

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

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

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

http://www.uwosh.edu/sustainability/green-living-guide/get-involved-in-sustainability/join-a-cl
ub

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

Green Fund

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

http://www.uwosh.edu/sustainability/green-living-guide/get-involved-in-sustainability/what-weve
-done/initiatives/uwo-green-fund-1

A brief description of the sustainable investment or finance initiatives:

The Green Fund is a student generated fund using student money for student projects. Empowerment of the student body to engage in sustainability is the number one priority. The Green Fund at UWO is funded by segregated fees and built and run by the Oshkosh Student Association (OSA) student senate.

$60,000 or a little less than three dollars per student per semester (based on full term enrollment (FTE)) will be pooled in order to provide opportunities for students to create a legacy of sustainability on campus. This can be accomplished through building infrastructure, upgrading and efficiency, educational campaigns, innovation and technology pursuits, speaker series, and much much more. The Green Fund is meant to empower students with the financial means to use their education and knowledge to be bold and strive to be champions in sustainability.

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

http://www.uwosh.edu/sustainability/green-living-guide/get-involved-in-sustainability/what-weve-done/initiatives/uwo-green-fund-1

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

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

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

http://www.uwosh.edu/sustainability/green-living-guide/get-involved-in-sustainability/join-a-club

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

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

Works by local, regional and nationally recognized artists, as well as by the university's students, faculty and staff are exhibited in the gallery.

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

https://reeve.uwosh.edu/services/steinhilber-art-gallery

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

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

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

http://recreation.uwosh.edu/xpeditions/trips-clinics

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

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

The website URL where information about the theme is available:

http://www.uwosh.edu/usp/first-year-students

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

The community advisers in every residence hall are trained in sustainability to offer advise and training to students living practices. Programs are created each semester to focus on conservation of resources.

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

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

A brief description of sustainability-focused student employment opportunities:

The Sustainability office offers six different STEP intern positions focused on different aspects of sustainability on campus. Intern positions are also available at the Environmental Research and and Innovation Center (ERIC). Students are able to gain experience working both in and out of the lab doing water quality testing, biogas potential, and custom research. The Renewable Energy Institute (REI) which helps promote sustainability and connect people on campus has a STEP internship position focused on promotion across the campus and Oshkosh community.

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

http://www.uwosh.edu/eric

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

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

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

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

Outreach Materials and Publications

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

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

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

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

The website URL for the sustainability newsletter:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

http://reeve.uwosh.edu/sustainability

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

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

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

http://www.uwosh.edu/sustainability/what-weve-done

A brief description of the sustainability walking map or tour:

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

The website URL of the sustainability walking map or tour:

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

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

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

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

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

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

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

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

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

The Green Living Guide was developed by the Office of Sustainability and Residence Life to support a Green Room Certification program and to reduce waste at move-in and move-out. It covers energy efficiency, water efficiency, health, purchasing, transportation, and civic engagement.

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

http://www.uwosh.edu/sustainability/green-living-guide/sustainable-actions

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

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

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

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

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

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

Yes

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

The Office of Sustainability has helped produce slides on sustainability topics such as fair trade, Zimride, Recyclemania, and events for placement in rotation of screens installed in the student union, and residence halls.

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

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

Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The name of the campaign (2nd campaign):

Feed the Beast

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

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

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

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

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

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

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

Employee Educators Program

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

2,000

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

green office

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

2,000

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

green office certification

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

on recycling and energy conservation

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

no incentives

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

100

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

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

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

Staff Professional Development

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

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

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

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

Each partnership conforms to one of the following types:

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

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

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

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

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

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

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

Yes

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

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

Wisconsin's Department of Natural Resources regularly partners with UWO's Wildlife Conservation Club to help educate its members on Wisconsin's native wildlife by implementing hands-on experiences to those interested in wildlife management.

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

Yes

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

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

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

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

Yes

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

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

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

Viessmann Academy – Student Seminar in Sustainability

This competitive opportunity involves 20 students and two faculty members from UW Oshkosh along with 10 German students currently interning at the Viessmann Corporation. This student program will give students an understanding of the current issues of climate change and renewable energies in Germany, the European Union and across the globe. Additionally, an introduction to the Viessmann approach to sustainability and an overview to Viessmann technology and their business model will be presented. Students will be at the Viessmann headquarters for the week, share housing at a company-owned guesthouse, and be able to interact socially with the German students.

http://www.uwosh.edu/cob/undergraduate/global/global-business-trips/viessmann-academy-2013-stud

ent-seminar-in-sustainability

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

Yes

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

Northeast Wisconsin Educational Resource Alliance (NEW ERA):
(

http://www.neweraonline.org/sustainability

)

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

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

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

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

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

http://www.neweraonline.org/sustainability

Continuing Education

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

3

Total number of continuing education courses offered:

12

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

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

Grow Your Future - Sustainable Farming

REHS/RS Exam Online Prep Course- Environmental Health, Preventive Disease Measures

Nonprofit Certificate Programs- Preparation for NGO work and resource development

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

Yes

A brief description of the certificate program:

Nonprofit Leadership Certificate:

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

Year the certificate program was created:

2,013

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

http://www.uwosh.edu/llce/conted

Community Service

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

7,500

Total number of students :

13,000

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

Yes

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

160,000

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

No

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

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

Yes

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

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

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

https://reeve.uwosh.edu/involvement/volunteerism

Community Stakeholder Engagement

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

> And

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

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

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

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

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

Yes

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

The University Studies Program requires that all students engage with community stakeholders.

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

Faculty choose partners based on the focus of the course and then build the course to include community partners.

List of identified community stakeholders:

The course is listed first, the the community partner:
● Women's and Gender Studies 204: Global Perspectives on Women - Girl Scouts of the Northwestern Great Lakes
● Anthropology 225: Celebrating Culture Through the Arts - Lighted Schoolhouse after school program
● Physical Education 208: Effective Leadership in Adventure, Outdoor, and Recreation Education - Oshkosh YMCA
● Interdisciplinary Studies 270: Telling Stories for Fun, Profit and World Peace - Oshkosh Area United Way
● History 215: Charity and Memory: Medieval England to New Deal U.S. - Day by Day Warming Shelter and the Oshkosh Area Community Pantry
● Urban Planning 250: Urban Sustainability - Lutheran Homes of Oshkosh
● Sociology 261: Environment and Society - Oshkosh North High School
● Political Science 214: The Politics of Food - Oshkosh Area Community Pantry and Oshkosh Elementary Schools
● Business 275: Sustainability: The 21st Century Business Strategy - Growing Oshkosh
● Biology 104: Ecosphere in Crisis - Oshkosh Elementary Schools and local farms
● Art 236: Experience Mapping - Oshkosh Senior Center and Evergreen Retirement Home
● Interdisciplinary Studies 284: Community and Collaboration - World Relief
● Social Work 268: Social Welfare Institutions: Supporting Communities in Need - Oshkosh Area School Board, Oshkosh City Council, Winnebago County Board
● Political Science 108: Essentials of Civic Engagement - Christine Ann Domestic Abuse Center
● Political Science 105: American Government and Politics - Oshkosh City Council
● Educational Leadership 201: Who is in Charge? Schools vs. Communities - Oshkosh area schools
● Urban Planning 250: Urban Sustainability - Oshkosh Transit
● History 210: Capturing the Legacy of Wisconsin Farming - Wisconsin Farming and Rural Life Oral History Project

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

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

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

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

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

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

http://www.uwosh.edu/usp/explore

Participation in Public Policy

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

Yes

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

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

The university has been working with the state government to develop more energy policies that are more conducive to renewable energy investments and with the UW System on budgetary flexibility, in part to be able to re-invest energy savings.

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

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

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

Trademark Licensing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

Yes

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

Yes

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

Yes

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

http://www.uwosh.edu/fairtrade/about/policies

Trademark Licensing

Hospital Network

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

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

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

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

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

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

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

Submission Note:

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

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

Yes

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

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	Yes
Capital goods	Yes
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:

Clean Air-Cool Planet's Campus Carbon Calculator

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

Yes

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

Staff members not involved in the GHG emissions reporting scrutinized the data for accuracy.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	15,521 *Metric Tons of CO2 Equivalent*	20,940 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	592 *Metric Tons of CO2 Equivalent*	599 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	23,096 *Metric Tons of CO2 Equivalent*	23,996 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	4,157 *Metric Tons of CO2 Equivalent*	5,039 *Metric Tons of CO2 Equivalent*

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

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

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

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

A brief description of the composting and carbon storage program:

Currently offering carbon credit sales for carbon sequestered in digesters.

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

RECs are purchased through the Naturewise Program provided by Wisconsin Public Service(5%), and Wisconsin State(10%) purchase. It amounts to 15% of total campus electrical consumption.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,600	3,208
Number of residential employees	1,945	1,239
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	9,401	10,178
Full-time equivalent of employees	1,945	1,239
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

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

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

Gross floor area of building space, performance year:

3,132,339 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	264,748 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	1,011,180 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	6,116 *Metric Tons of CO2 Equivalent*
Commuting	13,826 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	204.82 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	261 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	25.24 *Metric Tons of CO2 Equivalent*

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

Waste Water

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/ghg/3297/

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

The University is dedicated to improving and constructing buildings to LEED standards, renewable energy, purchasing RECs, and producing carbon offsets.

Outdoor Air Quality

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

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

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

Yes

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

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

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

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

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

Reduce the fossil CO2 emissions from the campus heating plant 30%, by 2019.

In 2020, the heating plant is scheduled for a major renovation and upgrade. Investigate the potential for including a biomass boiler to the portfolio of equipment that will provide heat to the campus. Also consider the possibility of incorporating a co-generation capability to the upgraded facility.
Consider the implementation of geo-thermal heating and cooling to all future new construction and major renovation projects. Particular attention should be given to the installation of innovative hybrid geo-thermal systems that accommodate partial loads of facilities.
Continue to provide annual maintenance to repair steam traps and damaged steam line insulation.
Pursue all other opportunities to make the heating plant more energy efficient.
Investigate the possibility of building a second biodigester to produce methane that could be added to the fuel mix of the heating plant.
Incorporate Passive House Standards for passive solar design into future designs to the extent possible, especially with regards to insulation standards.

Reduce the CO2 emissions/energy consumption from the campus central chiller plant.

Consider the installation of thermal ice storage technology, either at the central plant or at individual building sites.

Continue to provide annual maintenance to ensure the highest level of operation efficiency of equipment.

Consider the installation of absorption chillers as appropriate.

Consider the modification of summer work/teaching schedules to start and end earlier in the day so as to avoid high cooling loads in late afternoon.

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

http://www.uwosh.edu/sustainability/csp-1/energy-choices-and-climate-change-goals

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

The copy of our sustainable building operations and maintenance guidelines or policies that is uploaded is from our first sustainability plan written in 2008. Our new plan is online on our sustainability webpage. The link to the updated section is as follows :
http://www.uwosh.edu/sustainability/csp-1/construction-and-major-renovation

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

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

	Yes or No

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

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

Sage Hall, LEED Gold Building Certification from the U.S. Green Building Council
Student Success Center, LEED Silver Building Certification
Horizon Village, LEED Gold Building Certification
Alumni Welcome Center, LEED Gold Certification.
Clow Hall is currently being renovated to LEED Standards

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

1,504,777 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	42,819 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	378,083 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

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

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

0 *Square Feet*

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

1,083,875 *Square Feet*

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

Campus_Sustainability_Plan_Final_Whole.pdf

The date the guidelines or policies were formally adopted:

Feb. 1, 2008

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

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

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

Buildings With Sustainable Features (Not LEED Certified):
Student REC and Wellness Center - 112,868 sq ft
Taylor Hall - 95,241 sq ft
Albee - 90,749 sq ft
Heating Plant - 24,747 sq ft
Blackhawk Commons - 76,631 sq ft
Kolf - 145,570 sq ft
Polk - 200,254 sq ft
Titan Stadium - 21,553 sq ft
Reeve Union - 159,778 sq ft
Parking Ramp - 156,484

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

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

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

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

Building Design and Construction

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

And/or

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

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

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

Submission Note:

The copy of our sustainable building operations and maintenance guidelines or policies that is uploaded is from our first sustainability plan written in 2008. Our new plan is online on our sustainability webpage. The link to the updated section is as follows :
http://www.uwosh.edu/sustainability/csp-1/construction-and-major-renovation

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

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

	Yes or No

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

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

Sage Hall, LEED Gold Building Certification from the U.S. Green Building Council
Student Success Center, LEED Silver Building Certification
Horizon Village, LEED Gold Building Certification
Alumni Welcome Center, LEED Gold Certification.
Clow Hall is currently being renovated to LEED Standards

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

1,504,777 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	42,819 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	378,083 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

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

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

0 *Square Feet*

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

0 *Square Feet*

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

1,083,875 *Square Feet*

A copy of the guidelines or policies :

Campus_Sustainability_Plan_Final_Whole.pdf

The date the guidelines or policies were adopted:

Feb. 1, 2008

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

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

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

Buildings With Sustainable Features (Not LEED Certified):
Student REC and Wellness Center - 112,868 sq ft
Taylor Hall - 95,241 sq ft
Albee - 90,749 sq ft
Heating Plant - 24,747 sq ft
Blackhawk Commons - 76,631 sq ft
Kolf - 145,570 sq ft
Polk - 200,254 sq ft
Titan Stadium - 21,553 sq ft
Reeve Union - 159,778 sq ft
Parking Ramp - 156,484

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

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

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

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

Indoor Air Quality

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

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

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

3,132,339 *Square Feet*

Gross floor area of building space:

3,132,339 *Square Feet*

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

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

The state Department of State Facilities maintains Sustainable Facilities Standards during construction and before occupancy, including non-smoking standards, daylight views, future problem prevention. (ftp://doaftp04.doa.state.wi.us/master_spec/Sustainable Facilities Standards/Sustainable Facilities Standards.pdf)

UW System provides Indoor Air Contaminants Employee Exposure Limits)

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

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

> • Local and community-based

> And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

9.30

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

Local Dining.xlsx

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

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

No

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

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

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

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

Based on the definition of local food options all vendors included are under a 250 miles radius.

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

Sedexco tracks all of its purchases by where the distributor, and we were able to find the location of them all.

Total annual food and beverage expenditures:

2,847,713.03 *US/Canadian $*

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

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

Has the institution achieved the following?:

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

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

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

http://reeve.uwosh.edu/sustainability

Low Impact Dining

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

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

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

    Or

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

Part 2

Institution:

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

    And

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

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

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

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

50

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

All whole eggs are free-range eggs, all cheese for sandwiches are certified organic.

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

Yes

Does the institution 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"):

Daily at all locations on campus there are vegetarian options. In Blackhawk on a daily basis there is a vegan bar with freshly made salsas, prepared salads, and corn chips, all in addition to the Pasta Bar which is all vegetarian, salad bar which is more than 90% vegetarian, at least one of three soups daily is vegan, two selections of pizza are vegetarian, vegetarian deli options including hummus, egg salad, cheeses, vegetables and toppings. The "Mindful" program by Sodexo including menu labeling, ability to scan QR codes to look up nutritional information, integration and sales of Fit Bits which work with My Fitness Pal, and the Sodexo recipes for the most part being loaded into My Fitness pal, all help promote healthy eating and lifestyles.

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

Meatless Monday did not have the desired affect and so more locations in the All You Care To Eat facility were made primarily vegetarian, including the new Cold Vegan Bar, stir fry to order at dinner instead of grilled sandwiches. All dining locations have more non meat items available for students than items containing animal-derived foods.

Investigated local grass-fed beef options.

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

http://reeve.uwosh.edu/dining/dining-locations

Annual dining services expenditures on food:

266,010.36 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	310,064 *MMBtu*	350,119 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	108,526 *MMBtu*	106,150 *MMBtu*
District steam/hot water	201,538 *MMBtu*	243,969 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	3,132,339 *Gross Square Feet*	2,856,712 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	264,748 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	8,276
Cooling degree days	591

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

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

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

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

All buildings have setpoints for temperature that can be monitored and programmed using Johnson Controls Metasys system.

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

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

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

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

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

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

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

Geothermal systems are installed in two buildings on campus. The Student Success Center has 56 wells and Horizon Village has 58.

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

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

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

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

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

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

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

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

There are two buildings with green roofs to assist in insulation, water run-off, and radiant heat. The academic building Sage has a 5,203 sq ft. green roof.

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

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

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

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

http://www.uwosh.edu/sustainability/csp-1/energy

Clean and Renewable Energy

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	7,114 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	3,000 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	34,397 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	26,046 *MMBtu*

Total energy consumption, performance year:

310,064 *MMBtu*

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

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

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

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

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

BD1 - 370kW
Rosendale - 1.44 MW
Alan Farms - 64kW

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

Purchased 8% of electricity from the Wisconsin Public Service NatureWise program (primarily wind power). State purchased an additional 10% from a wind power purchase.

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

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

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

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

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

	Area
Total campus area	184.62 *Acres*
Footprint of the institution's buildings	26.57 *Acres*
Area of undeveloped land, excluding any protected areas	20 *Acres*

Area of managed grounds that is::

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

A copy of the IPM plan:

The IPM plan :

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

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

Action Plan:

• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.

• Utilize the widest genetic base among individual species.

• Eliminate existing invasive exotic species.

• Include endangered, rare species to the extent possible.

• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.

• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.

• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

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

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

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

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

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

Action Plan:

• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.

• Utilize the widest genetic base among individual species.

• Eliminate existing invasive exotic species.

• Include endangered, rare species to the extent possible.

• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.

• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.

• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

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

Action Plan:

• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.

• Utilize the widest genetic base among individual species.

• Eliminate existing invasive exotic species.

• Include endangered, rare species to the extent possible.

• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.

• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.

• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

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

Action Plan:

• Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide. Emphasis should be placed upon perennials rather than annuals.

• Utilize the widest genetic base among individual species.

• Eliminate existing invasive exotic species.

• Include endangered, rare species to the extent possible.

• Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes.

• Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, understory trees and shrubbery.

• Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

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

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

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

The University manages a state trail along the riverfront.

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

Yes

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

Biodiversity

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

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.

"---" *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:

We are a part of the Monarch Watch Origanation that has designated monarch habitats, our natural pairie areas.

http://www.monarchwatch.org/index.html

Monarch Waystations: Create, Conserve, & Protect Monarch Habitats

Introduction | Waystation Seed Kit | Certify Your Site | Registry | Downloads

Each fall, hundreds of millions of monarch butterflies migrate from the United States and Canada to overwintering areas in Mexico and California where they wait out the winter until conditions favor a return flight in the spring. The monarch migration is truly one of the world's greatest natural wonders, yet it is threatened by habitat loss in North America - at the overwintering sites and throughout the spring and summer breeding range as well.

Monarch Waystation Habitats
Monarch Waystations are places that provide resources necessary for monarchs to produce successive generations and sustain their migration. Without milkweeds throughout their spring and summer breeding areas in North America, monarchs would not be able to produce the successive generations that culminate in the migration each fall. Similarly, without nectar from flowers these fall migratory monarch butterflies would be unable to make their long journey to overwintering grounds in Mexico. The need for host plants for larvae and energy sources for adults applies to all monarch and butterfly populations around the world.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:
No

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:
No

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

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

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

The university owns two natural areas: 22 acres of native forest land and 27 acres of marsh/swamp. Both are maintained with minimal disturbance (e.g. single trail, trail and boardwalk for the marsh) as examples of native ecosystems, including wildlife. Their use is for educational programming, primarily ecology courses.

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

Purchasing

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

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

Electronics Purchasing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

The electronics purchasing policy, directive, or guidelines :

"Supported" means that IT staff will install, maintain, and attach this equipment to the campus network. Academic Computing is an authorized repair center for both HP and Apple computers. There is no charge for support labor as long as the equipment meets campus standards. There will be no charge for support parts for up to 2 years beyond the purchased warranty as long as the cost is not more than half the price of a replacement computer or printer and the repair is not from accidental user damage.

"Consumer grade" computers and printers will not be supported. While they may be cheaper to purchase, they have a higher total cost of ownership (higher maintenance costs, lower life cycle). With the exception of computers attached to specialized (usually scientific)

equipment, if non-standard computers are purchased, the unit to which the computer is assigned will be charged for parts and labor (at a rate of $60/hour) when work is requested.

Quotes for all campus computers, printers and monitors are provided by IT. All quotes provided by IT for standard computers, printers, and monitors will meet at least Bronze-level registration under the Electronic Products Environmental Assessment Tool (EPEAT). Preference will be given for electronic products that have achieved EPEAT Silver or Gold registration. For more information on EPEAT and its criteria, please check

www.epeat.net/resources/criteria

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When a computer or printer outside of the campus support standards break, it needs to be replaced rather than repaired. You can request replacement of your old computer or printer from campus surplus by contacting the Help Desk,

helpdesk@uwosh.edu

or 424-3020.

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

Quotes for all campus computers, printers and monitors are provided by IT. All quotes provided by IT for standard computers, printers, and monitors will meet at least Bronze-level registration under the Electronic Products Environmental Assessment Tool (EPEAT). Preference will be given for electronic products that have achieved EPEAT Silver or Gold registration. For more information on EPEAT and its criteria, please check

www.epeat.net/resources/criteria

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

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

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

http://www.uwosh.edu/acs/hardware-and-software/campus-computer-standards/departmental-purchases

Cleaning Products Purchasing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

Green Cleaning Program for UWO.docx

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

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

priced with their conventional counterparts, are of comparable quality, and have one or more of the following attributes:
•High Content from Post-Consumer Recycled Materials
•Low Embodied Energy (consumed to extract, manufacture, distribute and dispose)
•Recyclable
•Non-toxic
•Energy Efficient
•Durable and/or Repairable
•Produced in an Environmentally- and Socially-Sustainable Manner

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

Staff training: All custodial staff are fully trained in accordance with the Green Cleaning Training Program. Training instruction is hands-on with all the techniques and products demonstrated in one-on-one or small group sessions. The training program incorporates instructional materials provided by cleaning product and cleaning equipment vendors.
Supervisors receive additional training in green cleaning principles in order to be able to deliver positive reinforcement to custodians and to encourage exploration of additional opportunities.

Clean facilities in an environmentally sound manner.
Utilize Green Seal certified cleaning products throughout campus.
Replace worn out vacuum cleaners with HEPA filter upright vacuums.
Utilize microfiber cloths that can be laundered as needed.
Handle indoor pests in an environmentally sound manner.
Incorporate integrated pest management practices to deal with indoor pests.
Use of dilution stations: The Green Seal (GS) cleaning products are well concentrated. Dispensing systems are used to assure proper dilution. Wall mounted units are connected with cross connections and include back-flow protections to protect the water supply from contamination.

Urinal blocks and automatic aerosol deodorizers with high levels of VOCs are not used.
Chemically treated dust cloths are not used.
Cleaning products are stored in designated areas with exhaust ventilation.
Cleaning products are stored to limit access by the general building population.
All cleaning products are stored at under shoulder height to prevent accidental injury.

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

No

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

Total expenditures on cleaning and janitorial products:

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

Yes

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

Clean facilities in an environmentally sound manner.

Utilize Green Seal certified cleaning products throughout campus.

Replace worn out vacuum cleaners with HEPA filter upright vacuums.

Utilize microfiber cloths that can be laundered as needed.

Handle indoor pests in an environmentally sound manner.

Incorporate integrated pest management practices to deal with indoor pests.

Use of dilution stations: The Green Seal (GS) cleaning products are well concentrated. Dispensing systems are used to assure proper dilution. Wall mounted units are connected with cross connections and include back-flow protections to protect the water supply from contamination.

Urinal blocks and automatic aerosol deodorizers with high levels of VOCs are not used.

Chemically treated dust cloths are not used.

Cleaning products are stored in designated areas with exhaust ventilation.

Cleaning products are stored to limit access by the general building population.

All cleaning products are stored at under shoulder height to prevent accidental injury.

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

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

Green Cleaning Program for UW Oshkosh

Section 5: Cleaning Products

(original document from above)

Product: Prominence Heavy Duty Floor Cleaner

Manufacturer: Diversey

Green Seal Certified: GS-37

Product: Glance NA Non-Ammoniated Glass Cleaner
Manufacturer: Diversey
Green Seal Certified: GS-37

Product: PERdiem General Purpose Cleaner
Manufacturer: Diversey
Green Seal Certified: GS-37

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

Office Paper Purchasing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

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

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

Part 2

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

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

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

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

CSP - Purchasing.pdf

The paper purchasing policy, directive or guidelines:

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

in 2010, UWO made the switch to 100% recycled content office paper at all locations on campus. Academic computing (printers) and Document Services (copiers) evaluated the paper and approved the change. Previously, the university was purchasing 30% recycled paper. In order to make the change, there was a price increase of only 5%.

UWO now purchases Boise Aspen 100% Recycled Paper. It features: 100% post-consumer content, offers the same characteristics and brightness as a non-recycled sheet, made without the use of chlorine or chlorine compounds (PCF), laser guaranteed, acid-free, 92 bright, 20 lb., and FSC Chain of Custody certified.

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

Yes

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

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	129,200 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	188,600 *US/Canadian $*

Total expenditures on office paper :

317,800 *US/Canadian $*

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

Inclusive and Local Purchasing

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

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

Yes

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

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

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

work whenever feasible.

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

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

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

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:
No

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

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:
http://vendornet.state.wi.us/vendornet/procman/prod12.pdf

Life Cycle Cost Analysis

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

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

Yes

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

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

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

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

Guidelines for Business Partners

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

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

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

And/or

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

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

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

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

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:
None

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

None

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

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

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

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

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

    A. Gasoline-electric hybrid

    B. Diesel-electric hybrid

    C. Plug-in hybrid

    D. 100 percent electric

    E. Fueled with Compressed Natural Gas (CNG)

    F. Hydrogen fueled

    G. Fueled with B20 or higher biofuel for more than 4 months of the year

    And/or

    H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

90

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	60
Diesel-electric, non-plug-in hybrid	17
Plug-in hybrid	0
100 percent electric	2
Fueled with compressed natural gas (CNG)	1
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	4
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Each year the University is given the opportunity to replace existing vehicles meeting
mileage and condition requirements. E85, electric, hybrid electric, and CNG vehicles are
requested, as financially possible.

In 2012, the University purchased its first all-electric vehicle with a $20,000 grant awarded by the WI State Energy Office. A second all-electric vehicle was purchased in 2013. In 2013, the University was successful in obtaining an $8,000 grant to convert one of its maintenance vehicles from running on gasoline to CNG (compressed natural gas). In 2014, the University purchased its first hybrid (electric/gas) Chevy Impala sedan for the Fleet rental operation, and 2 CNG Ford F250 trucks for plowing and maintaining campus grounds.

In 2013, the University's fleet of 90 vehicles was inducted into the Wisconsin Smart Fleet program, aimed at reducing the University's carbon footprint. The program is funded through a U.S. Department of Energy grant called "Forwarding Wisconsin's Fuel Choice."

Working with Wisconsin Clean Cities and being a member of the Wisconsin Smart Fleet
program will provide the University's fleet operation valuable feedback and insight in the use of alternative fuels, advanced vehicles, funding opportunities, and new technology news and events, as the University continues its effort in becoming a more sustainable higher education institution.

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

http://www.uwosh.edu/fleet/vehicle-usage

Student Commute Modal Split

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

30

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	70
Walk, bicycle, or use other non-motorized means	21
Vanpool or carpool	6
Take a campus shuttle or public transportation	3
Use a motorcycle, scooter or moped	---

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

An anonymous survey was sent out to the entire campus community that asked questions on mode of transportation, distance, and frequency.

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

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

Employee Commute Modal Split

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

30

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)	70
Walk, bicycle, or use other non-motorized means	11
Vanpool or carpool	10
Take a campus shuttle or public transportation	9
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

An anonymous survey was sent out to the entire campus community that asked questions on mode of transportation, distance, and frequency.

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

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

Support for Sustainable Transportation

<div align="center">

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

</div>

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

    And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Yes

A brief description of the facilities for bicycle commuters:

Horizon Village, a new residence hall, has a bicycle storage "garage" with capacity for some 100 bicycles for residents.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

There are bike racks by all of the academic buildings and within 50 ft of the administrative buildings. The residence halls have bike racks out the open as well as within shelters.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The streets surrounding the University have bike lanes, and there are connected pedestrian paths throughout campus. The pedestrian mall has a separate lane for bikers.

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

Yes

A brief description of the bicycle sharing program:

Bicycles, helmets, and locks can be checked out by students from the Student Recreation and Wellness Center.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Titan Card (ID) can be used for free service on the Oshkosh Transit System (OTS), and on Titan Transit. Parking Services pays the City of Oshkosh for OTS service, and Titan Transit is paid for by the Oshkosh Student Association.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

The campus has a Zimride network established in 2010. The subscription is paid by the Student Technology Fee.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

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

http://zimride.uwosh.edu

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

There are currently two charging stations, one in the parking garage and one at facilities services.

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

Yes

A brief description of the telecommuting program:

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

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

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

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

No

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

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

No

A brief description of other sustainable transportation initiatives and programs:

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

http://www.uwosh.edu/sustainability/what-weve-done/initiatives/transportation

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	104.40 *Tons*	234 *Tons*
Materials composted	157.35 *Tons*	0 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	477.76 *Tons*	612 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,600	2,911
Number of residential employees	2,366	525
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	11,809	8,713
Full-time equivalent of employees	2,141	1,050
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

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

When the campus sustainability plan was initiated in 2008 we stated a goal to reduce our municipal solid waste 30% by 2012, which was achieved two years ahead of schedule. Our sustainability plan was just redone and our new objective is to reduce production of municipal solid waste by 10% from 2012 levels by the end of 2017.

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

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

Life cycle analysis is taken into account for all purchases in order to reduce waste and bring down costs. All new equipment purchases including copiers, vacuums, washers, electronics, and faucets are Energy Star. We also now purchase eco-friendly cleaning products and EPEAT rated computers.

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

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

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

Coarse Schedules are maintained online by the Registars Office using the TitanWeb system. Official Catalogs are maintained online by UW System Administration. Telephone/email directories are available online through the

uwosh.edu

website, and were last printed in 2010. Many faculty members are now encouraging students to turn homework in online instead of turning in hard copies.

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

Printing throughout all of campus computer labs and in the Polk Library are programmed to automatically print double sided. All of the paper in student labs are 30% recycled and 100% in all other printers.

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

Move-Out waste reduction includes re-use and recycling in our yearly move-out programmed call Refill Not Landfill. Re-use is enabled by providing outdoor containers (PODS) near dumpsters, and staffing the PODS to encourage students to donate rather than toss. The volunteers also make a determination of whether an item is in good condition for donation. At the end of the collection period, items are donated and delivered to a local charity. Recycling is heavily encouraged during Move-out, with reminders to students and extra containers.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

All pre-consumer and post-consumer food waste from both our Blackhawk Commons and Reeve food facilities is sent to our dry fermentation anaerobic biodigestor. A food pupler is located in Blackhawk commons to remove liquid content from food waste before

being sent to the biodigestor.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Our campus dining hall Blackhawk Commons has been tray less since 2010.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

There is a discount at all locations for using a reusable mug for coffee and tea. When students, faculty, and staff bring their own mug, they receive a discount of $0.10 each time.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

http://www.uwosh.edu/sustainability/what-were-doing/waste-reduction

Waste Diversion

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

"---" *indicates that no data was submitted for this field*

Materials diverted from the solid waste landfill or incinerator:

856.70 *Tons*

Materials disposed in a solid waste landfill or incinerator :

888 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

We have had a strong Recyclemania effort since 2008. Recycling containers are generally co-located with trash containers. In December 2014 the city of Oshkosh and campus community switched to single-stream recycling. Recycling containers generally have restrictive tops to help distinguish them from landfill containers. Community Advisers (peer-to-peer student educators) have promoted recycling in residence halls. Dining Services have greatly reduced food waste, which was sent to the landfill before 2012.

A brief description of any food donation programs employed by the institution:

When practical, food is sent to the Oshkosh Community Food Pantry. In particular, prepared foods and ingredients are sent there prior to closing services for breaks.

A brief description of any pre-consumer food waste composting program employed by the institution:

Organic waste from kitchens are collected and delivered to a commercial-scale anaerobic biodigester. The solids from the biodigester are sent to commercial composters, or to local farms and landscaping companies for use as a soil amendment.

A brief description of any post-consumer food waste composting program employed by the institution:

Post-consumer food waste is collected in the Blackhawk Commons, the buffet style dinging hall. This organic waste is collected with the use of a food pulper and then delivered to a commercial-scale anaerobic biodigester. The solids from the biodigester are sent to commercial composters, or to local farms and landscaping companies for use as a soil amendment.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	---
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	---
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	---
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes

Pallets	Yes
Motor oil	---
Tires	---

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hazardous Waste Management

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

"---" *indicates that no data was submitted for this field*

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Because UWO is a Small Quantity Generator (SQG), there are two pickups of the hazardous waste per year which cannot exceed 1 kilogram (2.2 pounds) per pickup. The waste from the university is sent to Veolia Environmental Services. In order to be a SQG, the institution cannot dispose more than 13,000 pounds per year.

Although UWO does not have a specific program in place to reduce the amount of hazardous waste that is used, the university is working to discourage certain types of chemicals as well as avoiding going beyond a certain amount. A list of the P-Listed Materials (Toxins) is given to those who work with hazardous waste (Chemistry, Biology, and Art Departments) to limit the use of the listed materials.

There is discussion about providing incentives for these departments to limit their purchases of these hazardous materials. One of the potential methods would be to charge the buyer a certain amount per pound of toxic matter. Another suggestion was to split the budget of $11,500 between the departments, and the money that they do not use on hazardous material purchases they get to keep. While this would likely be an incentive to limit waste, there is concern about the potential negative consequence of pouring the waste down the drains.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

The University has a permit to transport and dump all coal ash at the Outagamie County Landfill. Coal ash from our plant does not meet the criteria for beneficial reuse. Universal and non-regulated chemical waste is packaged and processed by our hazardous waste vendor.

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:

None

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

During the summer, UWO participates in the free Apple Recycling Program. At other times, the university works with State of Wisconsin Corrections Computer Recycling Program which is $15 per monitor; the materials sent here are either sold or scrapped. Although computers and other electronic equipment may not meet the standards set by the university, it could still be used by others off-campus. UWO sends information about what is available to area non-profits, schools, and churches. Overall, academic computing promotes the reuse of electronic materials to extend its electronic life.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

As hardware ages, it becomes more difficult to find replacement parts, newer applications will no longer run, and it becomes necessary to remove this old hardware from our support services. A list of processors that will no longer be supported is available by contacting the Help Desk. A request for the replacement of an old computer can be addressed to campus surplus by contacting the Help Desk (

acshelp@uwosh.edu

or (920) 424-3020). In this way, the university limits unnecessary consumption and ultimately waste by finding adequate computers on campus before resorting to outside sources.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

"---" *indicates that no data was submitted for this field*

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	**Baseline Year**
Total water use	55,954,285 *Gallons*	65,665,325 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**
Potable water use	48,890,028 *Gallons*	57,375,044 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	**Baseline Year**

Number of residential students	3,600	2,911
Number of residential employees	2,366	1,093
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	11,809	8,713
Full-time equivalent of employees	2,141	2,000
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	3,132,339 *Square Feet*	887,819 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	4,992,063 *Acres*	5,261,414 *Acres*

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	**End Date**
Performance Year	June 1, 2014	May 31, 2014
Baseline Year	June 1, 2012	May 31, 2012

A brief description of when and why the water use baseline was adopted:

Our newly revised sustainability plan that launched last year has an objective to reduce campus wide fresh water consumption by 20% (per sq. ft.) from 2012 levels by 2019.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

The student gardens use water from rain barrels installed on the Vehicle Maintenance Building.

A brief description of any water metering and management systems employed by the institution:

All buildings are metered for municipal water supplies. The sustainability reporter on campus tracks water usage of each building for three month intervals.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

We retrofitted the water-cooling systems at Blackhawk Commons with air-cooled equipment, reducing the use of water, and in 2005, replaced the natural grass football field at Titans Stadium with artificial grass resulting in an estimated savings of 850,000 gallons of water used for irrigation. We have replaced 63 older 4.18 gpf toilets with 1.6 gpf
toilets and Installed 5 waterless urinals.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

All new appliances in the dining halls are Energy Star rated.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

The university has been converting turf areas to native prairies, and using prairie plants for new building landscaping, in part to reduce the need for irrigation. Bioswales have been installed along buildings close to the river to reduce pollution due to solid surface runoff.

A brief description of any weather-informed irrigation technologies employed by the institution:

A brief description of other water conservation and efficiency strategies employed by the institution:

The website URL where information about the institution's water conservation and efficiency initiatives is available:

https://www.uwosh.edu/sustainability/what-were-doing/water

Rainwater Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

UW Oshkosh is committed to reducing the amount of total suspended solids coming off of campus 40 percent by 2013 (using 2006 baseline data). This target is based on state rules; UW campuses are treated as permitted municipalities under state stormwater regulations. In February of 2007, UW Oshkosh submitted an application to receive a Wisconsin Pollutant Discharge Elimination System (WPDES) permit that governs the discharge of storm water from campus into the local storm water sewer system. The need for this

permit developed in response to several Federal and State regulations pertaining to protection of clean water, including the Federal Clean Water Act 1972 and Wisconsin DNR Regulations NR 151, NR 216, and NR 116.

Prior to the enactment of the WPDES permit requirements, the University of Wisconsin Oshkosh had undertaken the following steps related to storm water management:
a. Developed a storm water management plan.
b. Performed routine semi – annual cleaning of parking lots.
c. Performed routine litter patrols of the campus.
d. Required the mandatory installation of silt fences around construction sites.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The main goals of this plan are to provide a guide to meet storm water regulations for the current state of the University of Wisconsin Oshkosh campus as well as proposed growth. The regulations that will be of concern for the UW Oshkosh campus are NR 116, NR 151, and NR 216.

NR 116 governs future development in floodplain areas.

NR 151 governs storm water requirements for future building projects including reconstruction projects and new development.

Construction of bio-filters throughout existing parking lots, sidewalk areas and roofs.

Construction of drainages swales with native vegetation to route drainage instead of having direct connections to storm sewer from impervious surfaces.

Because of the large areas of green space, the most cost effective BMP's would be biofilters/bioretention devices, rain gardens and drainage swales to treat water instead of ponds, porous pavements, and proprietary devices to meet the 20 percent and 40 percent TSS removal requirements. However, these BMP's may be a viable option for future development governed by NR 151 requirements.

A brief description of any rainwater harvesting employed by the institution:

The student gardens use water from rain barrels installed on the Vehicle Maintenance Building.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

Sage Hall has an installed green roof system covering about 1/4th of its area.
Horizon Village has a green roof that covers 1/7th of its area.

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A brief description of any bioswales on campus (vegetated, compost or stone):

Vegetated swales are installed between Kolf Fieldhouse and the Tennis Courts, between Titan Stadium and the road, between Sage Hall and the parking lots, and between Horizon Village and the road. All large parking lots now have swales. Bioswales have been installed along buildings close to the river to reduce pollution due to solid surface runoff. These buildings include Sage Hall, Alumni Welcome & Conference Center, and the SRWC.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Natural vegetation is being restored between the WIOWASH Trail and the river to reduce sheet runoff rates (improvement from lawn). Street Sweepers are used to clean sand and debris from parking lots on a regular basis. Educational and informational signage has been installed at a vegetated swale. Stenciled signs for "no waste dumping" are placed near storm water inlets. Public education events coincide with Earth Charter Community Summit and Earth Day activities.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

http://www.uwosh.edu/facilities/strorm-water-management/storm-water-management/

Wastewater Management

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

"---" *indicates that no data was submitted for this field*

Total wastewater discharged:

3,494,895 *Gallons*

Wastewater naturally handled:

0 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

http://www.uwosh.edu/environmentalaudit/documents/water/waterPDFS/treatmentGuide.pdf

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

"---" indicates that no data was submitted for this field

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Campus Sustainability Plan calls for wide-ranging, coordinated efforts to promote sustainability across all operations and functions at UW Oshkosh. It also calls for an organizational structure to ensure that substantial progress is made and communicated to the larger community and the outside world.

Located in the Oviatt House, the Office of Sustainability has an open door for those looking to further their knowledge level, activity in sustainable organizations, internships, and help in combatting the multifaceted issues surrounding sustainability.

UWO's sustainability initiatives are guided through diverse departments and offices. The Sustainability Office reports to Academic Affairs and Administrative Services. There is a Sustainability director, and currently six student interns that each focus on a different aspect on campus.

Broadly stated, the University seeks to become a sustainable campus community in all its operations and to cultivate responsible citizens and sustainability leaders through its curriculum and outreach programs.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Campus Sustainability Council was established in 2007 by the Chancellor to advise the UW Oshkosh administration on matters related to sustainability. The Council also helps with writing and updating the Campus Sustainability Plan, which calls for wide-ranging, coordinated efforts to advance sustainability across all operations and functions at the university, helps with sustainability reporting, and contributes to the timely promotion and communication of campus sustainability to campus and external stakeholders and the outside world.

Responsibilities
The Sustainability Council reports to the Vice Chancellors for Academic Affairs and Administrative Services, assists the Sustainability Director, and provides leadership on special issues (such as the curriculum).

Members
Campus Sustainability Council membership is determined by the Vice Chancellors for Academic Affairs and Administrative Services. Faculty, staff, and students representing academics, operations, and student affairs share the leadership of the Council.

Co-chairs are expected to serve two-year renewable terms.

The council makes recommendations to the Vice Chancellor for Academic Affairs and Vice Chancellor for Administrative Services on:

- priorities for sustainability plan goals
- campus-wide sustainability procedures and policies
- sustainability in the curriculum
- educational events on campus
- membership in off-campus sustainability organizations or initiatives.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Campus Sustainability Council

Co-Chairs:
Jim Feldman, Chair and Professor in Environmental Studies and Chancellor's Leadership Fellow in Sustainability
Chuck Hermes, Interim Director, Facilities Operations and Management

Staff:
Dawn Dettlaff, Supervisor, Buildings and Grounds
Marty Strand, Assistant Director of Dining Operations
Keven Boldt, Information Technology
Benjamin Richardson, Parking Services
Brian Langolf, Biogas Programs Manager
Kate McQuillan, Human Resources
Aimee Niendorf, Manager, Renewable Energy Institute
Lori Develice-Collins, Residence Life
Madeline Werley, Residence Life

Faculty/Instructional Academic Staff:

Maureen Muldoon, Geology and Chancellor's Leadership Fellow in Sustainability

Gregory Kleinheinz, Endowed Chair in Sustainability Technology

Nathan Stuart, Professor, Accounting

Brian Kermath, Sustainability Director

Samara Hamze, Instructor, Environmental Studies

Ana Kapelusz-Poppi, Professor, History and Latin American Studies

Kevin Crawford, Professor, Chemistry

Melissa Bublitz, Professor, College of Business, Marketing and Supply Chain Management

Brad Spanbauer, Sustainability Coordinator and Biology Instructor

Students:

Ann Robbe, Mikala Sebastian, Heather Conroy, Derek Urban, Emily Husar Martin, Jamie Lewis, Coty Sorby, Alexa Doering, Ashley Meyer, Cassandra Hemmen, and Michelle Cecil

The website URL where information about the sustainability committee(s) is available:

http://www.uwosh.edu/sustainability/resources/teaching-resources/what-weve-done/campus-sustainability-plan

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:

Located in the Oviatt House, the Office of Sustainability has an open door for those looking to further their understanding of sustainability and to become active in sustainability through organizations, and internships.

UWO's sustainability initiatives are guided through diverse departments and offices. The Sustainability Office reports to Academic Affairs and Administrative Services.

Broadly stated, the University seeks to become a sustainable campus community in all its operations and to cultivate responsible citizens and sustainability leaders through its curriculum and outreach programs.

We have also created a sustainability database to be used by staff, students, and faculty.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

4

The website URL where information about the sustainability office(s) is available:

http://www.uwosh.edu/sustainability/contact-us/about-us

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Brian Kermath, Director

A brief description of each sustainability officer position:

The Director's responsibility is four-fold, bringing leadership to campus sustainability in operations, teaching, outreach and research. The Director reports to the Provost/Vice-Chancellor of Academic Affairs and to the Vice-Chancellor for Administrative Services.

The website URL where information about the sustainability officer(s) is available:

http://www.uwosh.edu/sustainability/contact-us/about-us

Sustainability Planning

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	Yes	Yes

Other	Yes	Yes

A brief description of the plan(s) to advance sustainability in Curriculum:

UW Oshkosh seeks to educate all students in sustainability through the curriculum, especially the general education program called the "University Studies Program" (USP), which incorporates three "signature questions":
1) How do people understand and create a more sustainable world?
2) How do people understand and engage in community life?
3) How do people understand and bridge cultural differences?

The sustainability question states: "Knowledge of Sustainability and Its Applications is the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well-being."

http://www.uwosh.edu/usp/signature-questions

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The first cohort of students began in the USP in the fall 2013 and will take assessment tests to measure their understanding of sustainability in 2016 or soon. From that time on, all students will take assessment tests as freshman and then again as seniors.

Accountable parties, offices or departments for the Curriculum plan(s):

The University Studies Program and the Chancellor's Sustainability Fellow who reports to the Provost.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

UW Oshkosh has committed to supporting faculty development focused on conducting sustainability-focused research by legitimizing sustainability research and building faculty interest, capacity, and participation in research efforts.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Campus will hold workshops to encourage: participatory research (include stakeholders), trans-disciplinary research, knowledge-to-action oriented research all focused on sustainability.
Campus will begin a regular sustainability seminar series (bringing in outside speakers) focused on cutting edge research in sustainability and will provide incentives for faculty to do sustainability research by working with Faculty Development to provide special funds/incentives for faculty who submit proposals for sustainability related research. This may be modeled after the External Grants Expansion Program, where faculty get seed money to help them develop proposals that will be submitted to external funding organizations (e.g., National Science Foundation).

Campus will encourage collaborative faculty-student research programs focused on sustainability, work with new initiatives (e.g., REI, Veissmann partnership) to provide funding or other support for sustainability research by our faculty.

During the next five years we will track the following:
-number of grants won,
-dollar amounts of grant awards,
-number of faculty engaged,
-disciplines engaged,
-community partners engaged,
-publications and presentations,
-numbers of students involved.

Accountable parties, offices or departments for the Research plan(s):

Participating academic departments, Office of the provost, Office of Sustainability, Renewable Energy Institute, BioGas Programs, ERIC Lab, Office of the Endowed Chair in Sustainable Technology

A brief description of the plan(s) to advance Campus Engagement around sustainability:

UW Oshkosh seeks to engage all members of the campus community in sustainability understanding and action through a wide range of curricular and co-curricular activities.

Residence Life/Student Affairs
-To increase student understanding of sustainability across campus and connect sustainability knowledge to experiences outside of the classroom.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

-Develop a sustainability pledge
-Have a campus-wide Sustainability Calendar that is easily accessible on and off campus
-Use major events (e.g., sports, graduation, homecoming, public lectures) to highlight sustainable practices
-Partner with facilities to develop waste management strategic programming that diverts waste generated during move-in/move-out days
-Develop materials and programs so that sustainability is a key component of first year experience and orientation.
-Expand and develop new programming with CAs in Residence Life building on the work of the Eco-Reps and Sustainability Advisers before them especially for the Green Rooms and Green Lifestyles programs, which target behavior change as it relates to resource use, waste reduction, landfill diversion, alternative transportation, and awareness of issues and campus events.
Sustainability Leadership Program
-Identify study abroad experiences related to sustainability and ensure learning outcomes reflect measurable gains in sustainability literacy
-Develop new study abroad courses focused on sustainability.
-Expand the Green Office program to all campus offices by 2018 which targets behavior change as it relates to resource use, waste reduction, landfill diversion, alternative transportation, and awareness of issues and campus events.

Track the following over the next five years:
-Residence hall rooms certified
-Students in residence halls signing green lifestyles

-Students from larger student body signing sustainability pledge

-Waste/goods collected during move in and move out

-Incoming freshman engaged during orientation

-Sustainability tours for incoming freshman during orientation

-Relevant study abroad offerings

-Student participants of relevant study abroad offerings

-Offices certified as Green Offices

-Signatures from Green Offices

Accountable parties, offices or departments for the Campus Engagement plan(s):

Student Affairs, Office of Sustainability, Administrative Services, Residence Life

A brief description of the plan(s) to advance Public Engagement around sustainability:

UW Oshkosh seeks to engage the larger campus community in sustainability understanding and action through a wide range of campus activities and outreach to advance sustainability beyond the campus.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

-Expand programs that engage the public in the region and beyond through applied research

-Expand programs that engage the public in the region and beyond through classes, especially in the USP

-Use major events (e.g., sports, graduation, homecoming, public lectures) to highlight sustainable practices

-Track grants that support knowledge-to-action oriented applied research that engages community stakeholders

-Track dollar amounts of participatory knowledge-to-action oriented applied research

-Track community partnerships involved in participatory knowledge-to-action oriented applied research

-Track numbers of community members engaged in participatory knowledge-to-action oriented applied research

-Track community partnerships through classes

-Track numbers of community members engaged through classes

-Segment attendance at public events by the internal campus community and the external community where possible

Accountable parties, offices or departments for the Public Engagement plan(s):

Office of Sustainability, Campus Sustainability Council, Oshkosh Student Association, Student Affairs, Office of Volunteer Opportunities, USP

A brief description of the plan(s) to advance sustainability in Air and Climate:

UW Oshkosh is committed to achieving climate neutrality by 2025. At present, the campus is equipped to generate the equivalent of all of its electricity use through renewable energy projects. The campus will continue to move aggressively to add additional renewable energy installations on campus and in the region.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

-Double renewable energy production capacity by 2020

-Campus will expand the purchase of green energy credits to cover emissions that it will not be able to cover through its own capacity to generate green energy.

-Reduce the fossil CO2 emissions from the campus heating plant 30%, by 2019 -- Consider the implementation of geo-thermal heating and cooling to all future new construction and major renovation projects. Particular attention should be given to the installation of innovative hybrid geo-thermal systems that accommodate partial loads of facilities.

-Reduce the CO2 emissions/energy consumption from the campus central chiller plant -- Consider the installation of thermal ice storage technology, either at the central plant or at individual building sites.

Track annually over the next five years or until goal is achieved:

-Energy generated through campus-owned/operated green energy installations

-Renewable energy credits purchased by campus

-Carbon credits generated by the university's green energy installations

-GHG emissions by sq ft of total building space, by building, total campus per capita, per capita by building

-Energy saved through efficiency upgrades and behavior change to the extent possible

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Sustainability, Facilities Management

A brief description of the plan(s) to advance sustainability in Buildings:

UW Oshkosh seeks to design, construct and renovate buildings to a rigorous, innovative sustainability standard seeking net-zero buildings over the long run.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

-Continue to require Leadership in Energy and Environmental Design (LEED) certification for all new construction with the goal to meet or exceed criteria for Gold Certification

-Explore the potential to pursue a LEED Platinum and/or a net-zero energy building as opportunities arise with sufficient financing available

-Establish specific targets for credits within LEED categories that will result in high performance buildings

-Submit one pilot building for LEED Existing Building certification by 2014 to meet or exceed criteria for Gold Certification

-Require LEED Existing Building certification for 20% of all existing facilities by 2020

-Large renovation projects should at minimum comply with LEED Commercial Interiors or -New Construction criteria at the Platinum certification level

-Employ life cycle analysis (LCA) and full-cost accounting to evaluate all human and environmental costs and benefits (especially for negative externalities) over the entire life of each building project

-Monitor the development of other sustainability and energy efficiency related rating systems to include net-zero energy, Passive House. Adopt best practices regarding sustainable building design and construction as they develop

Annually assess the following:

-Number of LEED certified buildings

-Number of buildings that have achieved net zero energy performance

-Water consumption per building sq ft and per capita total and by building

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Management, Office of Sustainability

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Move campus to a food system that provides nutritious and healthy foods that are produced, delivered, prepared and processed in socially just and environmentally sound ways, and are as local as can be.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Become a "Real Food" campus to achieve or exceed the goal of 20% real food by 2020, and will strive to do its part in helping UWO become a zero organic waste campus also by 2020.
-Initiate a campus gardens/greenhouse program to grow herbs and other cost effective foods for campus dining facilities. Herbs are often a good choice because many are expensive to procure through vendors due to short shelf lives and are easy to grow. Examples include basil, cilantro, oregano, and parsley. Other foods may include garlic, greens, late-season crops and crops with long shelf lives like squash.
-Consider planting and landscaping using Permaculture techniques on campus that stack functions by creating food forests (trees, shrubs, herbs, and other perennial edible/medicinal plants) and serve to educate and feed students in the process.

Track annually:
-Source of all food with reference to types of farms and processors, location of farms and processors
Assess annually:
-Ingredients in processed foods, percent of all foods that are organic, percentage of all foods that are fair trade or equivalent certified, meat as percentage of all food, vegetarian and vegan offerings, percentage of beverages that are wholesome as opposed to soft drinks

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Office of Sustainability, Oshkosh Student Association, Dining Services, Facilities Management

A brief description of the plan(s) to advance sustainability in Energy:

-Collect and disseminate data and information on campus energy use to enable better assessment and increase awareness in the campus community - Have all data obtainable through Johnson Controls Metasys® system by the end of 2016.
-Reduce energy consumption by establishing policies and educating the community about standards that encourage behavior change.
-Reduce energy consumption through the performance of renovations, upgrades and retrofits to existing building inventory.
-Coordinate efforts to reduce peak electrical demand energy use.
-Encourage energy conservation practices with incentives.
-Maximize building operational energy efficiency

The measurable objectives, strategies and timeframes included in the Energy plan(s):

-Add buildings to Metasys® on a continuing basis until all buildings and systems are accounted for.
-Measure energy consumption by: square feet/building, total square feet of campus, total campus per capita, per capita by building
-Total green energy generated

-Total green energy purchased

-Energy saved through performance upgrades

-Track behavior change programs.

-Track hourly energy use

-Track energy efficiency programs and assess performance.

Accountable parties, offices or departments for the Energy plan(s):

Office of Sustainability, Facilities Management

A brief description of the plan(s) to advance sustainability in Grounds:

Campus is committed to developing and managing a unique landscape that stresses sustainability, functional "working" grounds, safety, and aesthetics.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

-Form working groups to draft a sustainable campus master landscape plan and sustainable campus landscape management plan. Incorporate the following into all grounds plans:

-Maximize the use of locally sourced, native plant material that is well suited for the local environment. Such plant material will require less fertilizer, irrigation, or pesticide.

-Emphasis should be placed upon perennials rather than annuals

-Utilize the widest genetic base among individual species

-Eliminate existing invasive exotic species

-Include endangered, rare species to the extent possible

-Include useful plants (e.g., pest deterrents, nitrogen-fixing plants, edibles and medicinals) for pedagogical and practical purposes

-Reduce turf area and monocultures in favor of diverse native ground covers, tree canopies, prairies, understory trees and shrubbery

-Maintain and update the campus tree inventory on an annual basis. Continue to participate in Tree Campus U.S.A.

-Dedicate a significant portion of campus to fruit and vegetable production

-Consider a sugar maple stand along the river

-Integrate Permaculture thinking into grounds maintenance that focuses on biomimicry and ecological restoration - to include planting food, medicine, and other species that benefit insects, act as nitrogen fixers, provide habitat, and increase biodiversity and learning opportunities

-Create signage that provides students, staff, and visitors with opportunities to learn about plant species (uses, functions, details, etc.), as well as planting purposes.

-Create more natural prairie areas such as exist near Halsey Science Building, allowing for aesthetic considerations (e.g., more flowering plants) in some landscape designs

-Enhance wildlife habitat by providing artificial structures (e.g. bat and bird houses)

-Use organic fertilizers to the maximum extent possible

-Incorporate integrated pest management practices to deal with seasonal pests

-Work to minimize or eliminate toxic chemicals from landscape management

-Reduce the use of salt based "ice melt" from sidewalks

-Work with the biodigester and University partners to use created compost on university grounds.

Time horizons for between one and five years for the following:

-Track use of fossil fuels, pesticides, chemical fertilizers, and potable irrigation water with all trending downward.

-Acres of turf reduced, acres of self-mulching beds established, and acres of working landscapes (i.e., with plants that produce usable products from vegetables to fruits, for example)
-Track numbers and kinds of plants planted over time.
-Measure percent canopy.
-Numbers of "energy-wise" plants planted over time
-Numbers of rare and/or endangered species cultivated on campus
-Assess value of wildlife habitat (e.g., monarch butterfly habitat)

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Management, Office of Sustainability

A brief description of the plan(s) to advance sustainability in Purchasing:

To increase the number of sustainable purchasing policies for more than 50% of campus spending by 2019 through:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

-Create and manage a Shop@UW folder for UW Oshkosh Preferable Supplies to promote and make it easier to purchase supplies that are energy star-rated, recycled-content, etc.
-Ensure proper training of individuals about the suggested "green" list of products
-Purchase recycled content paper with a preference of 100% recycled-content.
-When applicable, life cycle analysis will be included into new contracts in anticipation of ACUPCC requirements.
-When applicable, new contracts will include language about the provider using smart-size packaging that will help reduce packaging waste along with using recyclable packaging.
-When possible, track sustainable purchases and report this to the Sustainability office as well as to campus community annually. (This includes Fair Trade).
-Ensure that clothing, etc. is Worker's Rights Consortium approved. This applies to contracts for goods providers for campus retail (University Bookstore).

Track all purchases for sustainability criteria with an emphasis on paper (volume and % recyclable), electronics (EPEAT and/or Energy Star), appliances (Energy Star), cleaning supplies (Green Clean), gas mileage of vehicles, furniture (sustainable certified), fair/direct trade products, clothing, lab supplies, books, dining supplies, HVAC equipment, tools, building supplies, athletic equipment.

Accountable parties, offices or departments for the Purchasing plan(s):

Administrative Services (purchasing unit), Facilities Management

A brief description of the plan(s) to advance sustainability in Transportation:

Create a comprehensive Campus Transportation Plan to balance the needs of all commuters to campus and to reduce fossil fuel emissions and the campus carbon footprint associated with transportation.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

-Establish incentives for resident students to opt out of bringing a car to campus. (2008 plan)
-Establish a rent-a-car program for resident students.
-Increase awareness and education about means of alternative transportation such as OTI, Zimride, and vanpooling from Appleton/Neenah.
-Provide an online calculator for the true cost of car ownership in an effort to reduce students with cars on campus (resident students in particular). (Partnership with Admissions/Student Affairs/Res Life).
-Establish progressive goals for transforming campus fleet vehicles to fuel-efficient vehicles (hybrids, electric, biofuel, etc.).
-Increase the number and quality of bike facilities on campus to encourage students, faculty, and staff to bike to campus. These facilities should address factors such as different kinds of bikes and bike locks, inclement weather, and concentrated areas of use on campus.
-Create incentives for students, faculty, and staff that bike to campus.

Track annually:
-Use of rental bikes, rental cars
-Ridership on public transportation
-Bicyclists, walkers, bus-riders, carpooling to campus through campus commuter survey
-Events related to biking and alternative transportation
-Offsets purchased for any form and purpose of travel including study abroad
-

Accountable parties, offices or departments for the Transportation plan(s):

Administrative Services, Facilities Management, Parking/Transportation Services, Admissions/Student Affairs/Res Life, International Education

A brief description of the plan(s) to advance sustainability in Waste:

Reduce production of municipal solid waste by 10% from 2012 levels by the end of 2017 and prioritize becoming a zero organic waste campus by 2017.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

-Purchase a baler for plastic film to divert at least 75% of plastic wrap from Central Stores (shipping and receiving).
-Continue participation in Recyclemania waste competition. Provide resources necessary to increase promotion of this event.
-Provide ongoing education of the campus regarding the campus bio-digester facility.
-Encourage the segregation of organic waste for use in the Bio-Digester.
-Host educational movies on campus regarding waste such Plastic Planet.
-Utilize students to conduct waste stream audits. Publicize results.
-Encourage faculty and staff to select only electronic versions of magazines and trade publications.
-Encourage campus departments to produce only electronic versions of annual reports, brochures, or other correspondence.
-Create brochure regarding the surplus equipment program.
-Identify areas that are underserved and add additional recycling containers to campus facilities and grounds.
-Purchase and install organic food waste recycling containers.

-Continue to enhance recycling efforts during move-in and move–out days in campus residence halls.

-Support efforts to procure biodegradable plastics for waste bags and eating utensils to reduce the amount of contamination in the waste stream.

-Encourage faculty and staff to clean out offices. Recycle all discarded paper waste materials.

Track annually:

-Total landfill-bound waste by weight

-Total recyclable materials by weight

-Total organics diverted to the biodigester

Accountable parties, offices or departments for the Waste plan(s):

Office of Sustainability, Facilities Management, BioGas Program

A brief description of the plan(s) to advance sustainability in Water:

Reduce campus wide fresh water consumption by 20% (per sq. ft.) from 2012 levels by 2019. Divert storm water for irrigation use and comply with DNR storm water permit requirements.

The measurable objectives, strategies and timeframes included in the Water plan(s):

-Embrace latest water saving technologies.

-Reduce reliance on potable water for irrigation.

-Educate faculty, staff and students regarding fresh water conservation and storm water management.

-Continue efforts to comply with Wisconsin Pollutant Discharge Elimination System (WPDES) permit requirements.

Track annually during next five years:

-Water consumption

-Installation of water conservation devices

-Acres of established plant materials that do not require supplemental irrigation

-Behavior change programs for res halls for water conservation

Accountable parties, offices or departments for the Water plan(s):

Office of Sustainability, Facilities Management

A brief description of the plan(s) to advance Diversity and Affordability:

UW Oshkosh seeks to achieve a student body and workforce that resembles the makeup of the state of Wisconsin through its Diversity and Inclusiveness initiatives by 2020.

UW Oshkosh is committed to ensuring that its high quality education is accessible to all of Wisconsin's residents.

http://www.uwosh.edu/strategicplan13/key-operational-plans/inclusive-excellence-plan/

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Office of the Provost and Vice Chancellor's Inclusive Excellence Council is charged to provide leadership, education and advocacy that will cultivate an equitable, inclusive, diverse, and supportive climate for people traditionally marginalized from and within the campus community.

More specifically, the IE Council will meet the following needs:
Promote the hiring of faculty and staff who reflect the diversity within the student population;
Investigate how to retain effectively diverse faculty and staff;
Promote curriculum infusion of diversity and the development of inclusive pedagogical strategies in the Colleges;
Increase the support available for diverse students to achieve success on campus;
Educate the campus community about the importance of making the integration of inclusion and diversity central to all levels of the University concerned with academic affairs;
Create multiple channels and forums through which diverse individuals and groups can communicate both their positive and negative experiences of the campus climate;
Engage the campus in on-going discussions about strategies for achieving the goals of Inclusive Excellence;
Facilitate the investigation of how and why those diverse students who are successful on campus (for example, International students) achieve such success;
Investigate why diverse students who are not being retained leave the University;
Investigate the challenges and obstacles to success for those diverse students who are not successful on campus;
Create and empower collaborative groups of faculty, staff, and students that will work in innovative ways on inspiring change around and promoting dialogues on diversity;
Advocate to ensure an environment of safety, equity, and respect for people of diverse races, ethnicities, religions, abilities, ages, classes, sexualities, sexes and genders;
Establish modes of assessing the effectiveness of efforts to integrate inclusion and diversity into all levels of the University concerned with academic affairs;
Work with departments across campus to develop materials and communication strategies that accurately depict existing diversity on campus while underscoring the commitment to increase diversity both on campus and in the extended community;
Facilitate efforts to ensure that the campus community actively seeks speakers, board members and volunteers from diverse backgrounds;
Collaborate with other offices and committees across campus committed to these outcomes including the Center for Academic Support and Diversity, the Race and Ethnicity Council, the LGBTQ Education and Advocacy Council, the Gender Equity Council, the LGBTQ Resource Center, the COLS Diversity Committee, the Office of Equity and Affirmative Action, Disability Services, Undergraduate Advising Resource Center, the Registrar's Office and the Division of Student Affairs Inclusive Excellence Committee.

Affordability:
-Keep costs down by optimizing efficient operations, winning grants, providing scholarships, and keeping tuition increases to a minimum.
-Nearly 100 state and higher education leaders from Wisconsin and around the United States will gather at the University of Wisconsin Oshkosh on Oct. 16 to help solidify the future of Wisconsin's four-year, public, regional institutions and end the student affordability crisis without jeopardizing quality and access.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Office of Sustainability, Human Resources, Diversity and Equity, Student Affairs

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

To ensure that practices regarding campus health and safety are compliant with the best and most recent standards.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Ensure that training for hazardous waste and biohazard waste is performed regularly and properly
Develop a better inventory of chemicals across campus (use "the cloud" system).
Assess and address adequate sharps containers in bathrooms/sporting events
Promote Health/Risk assessments for all employees
Develop a better reporting process for accidents and hazards (potentially using some kind of app or social media). Ensure better follow-up on accident reporting and prevention. (Risk Management Team collaboration)
Partner with Ignite, a student organization, to promote healthy choices and educate the campus about tobacco use.
Look into the use of ductless fume hoods and the appropriateness of their implementation
Increase the number of students with health insurance (estimated 30-35% uninsured)
Promote the Family Planning Waiver - (for females: women's health needs, reducing unplanned pregnancies, for males: STD testing)
Assess and address the UW-Oshkosh shooting range in the basement of Polk (Pb ammunition/problems associated with cleanup and disposal)
Partner with the City of Oshkosh to establish an on-campus "Drug Drop" for the campus community to properly dispose of medications, drugs, etc.
Increase awareness of counseling and mental health advocacy on campus
Increase the number of flu shots given
Increase students awareness and utilization of the "health advocates" on campus

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Office of Sustainability, Health Services, Environmental Health and Safety Committee

A brief description of the plan(s) to advance sustainability in Investment:

The UW Oshkosh Foundation has demonstrated a high level of commitment to sustainable investing. Approximately 1/2 of the Foundation's financial resources currently are directly in renewable energy and community improvement investments and only about 2-3% of its stocks are tied to fossil fuels. The Foundation is committed to furthering its sustainability performance to reflect the campus commitment to sustainability.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

The Foundation:
-Has proposed a 1:1 match to student raised money for a sustainability investment portfolio.
-Is committed conceptually to ensuring the success of its current renewable energy projects.

Accountable parties, offices or departments for the Investment plan(s):

Office of Sustainability, Administrative Services, Foundation, Oshkosh Student Association (Climate Campaign Group)

A brief description of the plan(s) to advance sustainability in other areas:

Human Resources:
To achieve sustainability understanding in 100% of campus faculty and staff by 2019.

The measurable objectives, strategies and timeframes included in the other plan(s):

Include sustainability language in appropriate position descriptions for all departments on campus.
The Office of Sustainability will draft language to be included into appropriate position descriptions, which will be approved by the HR Director and the head of the department.
Include sustainability language in Core Competencies so that every employee exhibits an understanding of the campus' definition of sustainability.
The Office of Sustainability will draft sustainability language to be included into Core Competencies, which will be approved by the Administration and the HR Director.
Continue to improve and expand health programs designed to empower its employees to take charge of their personal health and wellness. (Well Oshkosh, Healthy Titans, Weight Watchers, etc.)
Provide UW Oshkosh job applicants and finalists with marketing materials which convey the University's position as a sustainability campus. Use these marketing materials in all recruiting efforts.
Incorporate sustainability awareness and education in New Employee Orientation and On-boarding practices for new University Staff, Academic Staff, and Faculty.

Accountable parties, offices or departments for the other plan(s):

Human Resources, Sustainability Office

The institution's definition of sustainability:

Sustainability is a societal condition wherein people live quality lives, meeting their needs in ways that permit other people to do the same now and into the distant future. Sustainable communities are nurturing places where people prosper and cultures thrive; they maintain capital stocks including environmental services; they are characterized by a diversity of ideas, economic activities, and landscapes; and they seek social justice and equity, while maintaining freedom and opportunities for citizens.

The sustainability path involves the merging of the historically distinct and often conflicting goals of development and conservation, which requires that societies work to:

-create opportunities where people may realize their full potentials, find productive livelihoods, and prosper;
-protect and enhance human health and encourage wellness;
-restore and preserve nature's life-support systems and evolutionary potential;
-derive benefits from natural capital without diminishing stocks for future generations;
achieve social justice;
-design livable, resilient and secure communities.

The path to sustainability occurs through the process of establishing appropriate institutions, policies, strategies, and technologies in a just transition that moves society toward the proper state.

Sustainability is also the emerging science that seeks to understand the issues at the interface between society and nature and to find solutions to the associated problems so that people may thrive into the distant future. Sustainability science employs transdisciplinary, multidisciplinary and interdisciplinary thinking in addressing the complex interactions between natural and human systems.

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:

With a deep sense of responsibility and the increasingly common vision of resilient, prosperous communities, the University of Wisconsin Oshkosh is committed to progressively reducing its ecological footprint in its operations, and through its academic mission to fashion a durable and better world for all.

The website URL where information about the institution's sustainability planning is available:

http://www.uwosh.edu/sustainability/what-weve-done/campus-sustainability-plan

Governance

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

"---" indicates that no data was submitted for this field

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

All students have access to student government.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Democratic process.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Democratic process.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

All units and employment categories have governance representation.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

All units and employment categories have governance representation.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

All units and employment categories have governance representation.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

All units and personnel and employment categories have governance representation.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

All units and personnel and employment categories have governance representation.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

All units and personnel and employment categories have governance representation.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

"---" *indicates that no data was submitted for this field*

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Inclusive Excellence Council

The charge of the IE Council is to provide leadership, education, and advocacy that will cultivate an equitable, inclusive, diverse, and supportive climate for people traditionally marginalized from and within the campus community.

The full-time equivalent of people employed in the diversity and equity office:

2

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.uwosh.edu/affirm-act/diversity-resource-groups-1/inclusive-excellence-council

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

S.A.F.E Training:
"The LGBTQ Resource Center encourages all faculty and staff to come hear the stories of their coworkers and students in order to gain a deeper understanding about the struggles and stereotypes they face on a daily basis. This training is meant to be a tool for understanding and respect so that, as role models, faculty and staff will have the resources to lend a helping hand and a sympathetic ear for the LGBTQ Community." S.A.F.E. training is a 2-hour workshop that includes the discussion of the perception of lesbians and gays, the unique challenges faced by LBGTQ people on campus and in society, and strategies for becoming a heterosexual ally. Most sessions include a panel of UWO LBGTQ students and heterosexual student allies. Participants who choose to be LBGTQ allies receive a S.A.F.E. triangle decal. Trainings are held at least twice each academic year: once in the fall during Coming OUT week and again in the spring for Bisexual, Gay, Lesbian, Awareness Days (BGLAD) Week.

First Nations Traveling Institute

http://www.uwosh.edu/itso/events/1st-nations-traveling-institute/view

This is a full day workshop designed to promote accurate, authentic instruction about Native peoples; free even to all UWO community members. It is sponsored by the Office of the Provost, Center for Academic Support and Diversity, College of Education and Human

Services, Pre-college Programs, and the Admissions Office. Although 2010 was its first year, this event is expected to continue into the university's future.

Affirmative Action Training: (

http://www.uwosh.edu/strategicplan/keyoperation/humanresource/humansummary.php

)

The Equity & Affirmative Action Office supports these same campus offices, along with the entire campus community by providing the following major groupings of services: (1) leadership on equity and affirmative action; (2) education and training on issues related to equity and affirmative action including involvement in the recruitment and hiring processes; (3) develop, implement, monitor and evaluate equity and affirmative action policies and procedures; (4) serve as the contact for faculty, staff and students on complaints/grievances related to equity and affirmative action, and as the employee ombudsman.

The website URL where information about the cultural competence trainings is available:

https://www.uwosh.edu/lgbtqcenter/programs-and-services/s-a-f-e-training

Assessing Diversity and Equity

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

"---" indicates that no data was submitted for this field

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Efforts made by UW Oshkosh in measuring campus diversity culture include the Climate Assessment Project (

www.uwosh.edu/affirm-act/resources.php

) and the Equity Scorecard (

www.uwosh.edu/2008/documents/35CompleteEquityScoreCardFinalReport.pdf

).

The Climate Assessment Project invited all members of the campus community (e.g., students, faculty, academic staff, and classified staff) to participate in a survey designed for respondents to provide information about their personal experiences with regard to climate

issues, their perceptions of the campus climate, employees' work-life issues, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. The Equity Scorecard is a UW System project to identify ways to address inequities that exist in educational outcomes among students of color.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

In 2008 UW Oshkosh participated in a Climate Study to provide information, analysis, and recommendations as they relate to campus climate.The information collected was used in conjunction with other data to provide UW Oshkosh with an inclusive view of their campus and a system-wide review.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

In 2008 UW Oshkosh participated in a Climate Study to provide information, analysis, and recommendations as they relate to campus climate.The information collected was used in conjunction with other data to provide UW Oshkosh with an inclusive view of their campus and a system-wide review.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

The website URL where information about the assessment(s) is available:

http://www.uwosh.edu/affirm-act/climate-study

Support for Underrepresented Groups

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

"---" *indicates that no data was submitted for this field*

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Center for Academic Support and Diversity (

http://www.uwosh.edu/acad-supp/index.php

) assists the University in the recruitment, enrollment, retention and graduation of multicultural and disadvantaged students, through a variety of collaborative programs, services and outreach activities. Multicultural Retention Programs (

http://www.uwosh.edu/acad-supp/MRP-index.php

) provide academic and student support services to help increase the recruitment, matriculation, enrollment, retention, and graduation of multicultural and disadvantaged students. They provide a number of services and events and activities directly and/or through co-sponsorship or collaboration with other university departments. MRP counselors collaborate with the Multicultural Education Center (MEC;

) and serve as advisors to six student organizations (American Indian Student Association, Asian Student Association, Black Student Union, Hispanic Cultures United, Hmong Student Union, and the MEC Student Board) to develop cultural programs and activities to increase the level of understanding and appreciation for cultural diversity both on campus and in the community. The Women's Center (

http://www.uwosh.edu/womenscenter/

) provides programs, resources and education about issues that affect women of the UW Oshkosh community, creates a welcoming place for women to connect and promotes an environment that values diversity. The center includes a computer lab, reading area, a patio and conference rooms. The LGBTQ Resource Center (

http://www.uwosh.edu/lgbtqcenter/

) offers a safe, supportive and welcoming environment with high-quality support services that contribute to the academic and personal growth of the lesbian, gay, bisexual, transgender and questioning campus community and their allies. The Women and Science Program (

http://www.uwosh.edu/wis/

) promotes campus & classroom climates that attract and retain women and minority students.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.uwosh.edu/acad-supp/our-programs

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution's discrimination response policy, program and/or team:

Help make UW Oshkosh a safer and more welcoming place for LGBTQ and Ally people by participating in SAFE Training. Members take part in a 2.5-hour interactive workshop designed to introduce you to LGBTQ Culture and some of the issues that many LGBTQ people encountered in their lives. Our training prepares you to become an ally. Trained members will receive our coveted S.A.F.E. Triangle to display as a sign of support. This triangle is noticed by LGBTQ and Allies all across campus as a symbol of support and commitment to our LGBTQ Community.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:
http://www.uwosh.edu/affirm-act/taking-action/complaints-and-grievances

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

"---" indicates that no data was submitted for this field

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The federally-funded Ronald E. McNair Post-baccalaureate Achievement Program (

http://www.uwosh.edu/mcnairscholars

) prepares 25 UW Oshkosh undergraduates annually for doctoral study by pairing them with faculty mentors who assist the students in designing, implementing, and completing a significant research project. The program seeks to increase the attainment of advanced degrees by students from first-generation, low-income, and underrepresented groups.

Additional services and seminars are offered to students throughout their tenure with the McNair program. These include research methodology, writing and oral presentation skills, academic and career development, GRE application and preparation, and graduate school site visits. In the summer following their junior year, McNair Scholars participate in an eight week, research-intensive program that leads to presentation or publication. McNair Scholars also will have the opportunity to speak with UW Oshkosh alumni who are seeking advanced degrees.

The Office of Grants and Faculty Development (

http://www.uwosh.edu/grants

) supports UW Oshkosh academic staff, as well as students, in their creative, scholarly and research endeavors. They assist academic staff in locating, proposing, submitting and administering extramural funding. Their grants can also support UW Oshkosh students through research symposia and collaborative research opportunities.

The website URL where more information about the faculty diversity program(s) is available :

http://www.uwosh.edu/mcnairscholars

Affordability and Access

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

• Policies and programs to minimize the cost of attendance for low-income students

• Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds

• Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)

• Scholarships provided specifically for low-income students

• Programs to guide parents of low-income students through the higher education experience

• Targeted outreach to recruit students from low-income backgrounds

• Scholarships provided specifically for part-time students

• An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

   A. The percentage of entering students that are low-income

   B. The graduation/success rate for low-income students

   C. The percentage of student financial need met, on average

   D. The percentage of students graduating with no interest-bearing student loan debt

---

"---" *indicates that no data was submitted for this field*

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The Financial Aid Office offers online guides to their programs and has staff available for drop-in hours, phone and email correspondence. For matriculating students, Student Support Services offers Financial Aid and Scholarship Assistance.

If a student and/or family has a change in financial circumstances, such as a loss of income or increased expenses, individual circumstances may be considered in the re-evaluation of financial aid eligibility. In some cases, the Financial Aid Office may be able to adjust income information based on these "special circumstances." Students and/or their families may also experience increased mandatory expenses, such as additional medical/dental/disability expenses, required educational expenses, and/or transportation expenses, etc. In some cases, the Financial Aid Office may be able to adjust the student's estimated Cost of Attendance (COA) based on these "special circumstances" as well.

The state maintains 13 UW College campuses to serve as low-cost 2-year campuses with the goal of transferring to 4-year campuses like UW Oshkosh. Cost savings are a major justification for attendance at a UW College. UW Oshkosh works with UW System to maximize transfer of credits from UW Colleges. UW Oshkosh also works with the state Technical colleges to develop transfer agreements and 2+2 programs for student wishing to transfer.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Center for Excellence in Teaching and Learning (CETL) sponsors workshops and sessions to assist faculty members in understanding the developmental needs of first-year students and specialized populations. The Center integrates its work with other campus offices to assist faculty and staff to explore new ways to engage students for success. Work will continue to implement best practices and address obstacles identified by the university data about student achievement.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Center for Academic Support and Diversity (CASD) PreCollege Programs enroll middle and high students primarily from economically disadvantaged backgrounds, and a majority are multicultural students. Recent programs include: Aspiring Pupils for Professional Leadership in Education (APPLE); Exploring Science, Technology and Engineering Education Majors (ESTEEM); Making Aspiration Turn to Honors (MATH); PreCollege Enrichment Program (PEP); Summer Mathematics and Reading Talent Scholars (SMARTS); Wisconsin Youth in Nursing (WYN); and Young Entrepreneurial Scholars (YES).

For matriculating students, Student Support Services offers peer mentoring, tutoring, academic skills development, degree guidance, personal support, cultural/social activities, and referrals to other campus services. Student Support Services (SSS) is one of the federal TRiO programs funded through the U.S. Department of Education. The program has existed on the UW Oshkosh campus since 1975. The goal of SSS is to increase the college retention and graduation rates of the students it serves. The UW Oshkosh program serves a total 300 students annually. Students must meet prescribed eligibility criteria relating to family economic status and/or parental education attainment. Students with documented disabilities may also be served by the program.

UW Oshkosh is the largest recipient of transfer students in the UW System. A common reason for transfer is a financial strategy of using non-residential UW Colleges and Technical colleges to accumulate one to several semesters of credits at reduced expense. The campus recently opened the Titan Transfer Center to assist students in their integration into the University through an augmented student transfer advising process. This will allow transfer students to become better aware of University academic and student support services.

A brief description of the institution's scholarships for low-income students:

The federally-funded Ronald E. McNair Post-baccalaureate Achievement Program will prepare 25 UW Oshkosh undergraduates annually for doctoral study by pairing them with faculty mentors who assist the students in designing, implementing, and completing a significant research project. The program seeks to increase the attainment of advanced degrees by students from first-generation, low-income, and underrepresented groups.

SSS Scholarships of $1,000 are awarded to Student Support Services students meeting the eligibility criteria: First or second year college student; Pell Grant recipient; 2.50 GPA; Fulltime enrollment (12 credits/semester); Attendance at a minimum of five academic seminars or cultural enrichment events per year; minimum of four contacts with an SSS adviser per year.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Financial Aid Office staff is available to help parents understand the financial aid process and answer questions. They have established websites specifically for parents to explain financial aid, the costs of attendance, and information-sharing limitations imposed by the Federal Family Educational Rights and Privacy Act (FERPA).

A brief description of any targeted outreach to recruit students from low-income backgrounds:

From pre-college programs to graduation and career activities, the Center for Academic Support and Diversity (CASD) offers an array of programs and services that provide academic and student support services to enhance recruitment, enrollment, retention and graduation of multicultural and qualified first-generation, low-income and/or disabled students.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

The Office of Undergraduate Admissions lists specific guidelines for different types of applicants at their website:

http://www.uwosh.edu/admissions/admissions-guidelines

.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

The Financial Aid Office administers need-based programs for Federal Work-Study, Federal Perkins Loan, Federal Nursing Loan, and Federal Subsidized Stafford Loan.

UW Oshkosh Foundation provides scholarships, many need-based.

STEP: The Student Titan Employment Program (STEP) offers undergraduate and graduate students unique high-impact learning opportunities. Depending on the needs of the individual campus units, students may participate in projects in such areas as media services, student-faculty research, supplemental instruction, library assistance, instructional technology and academic computing support, and Web page development and maintenance.

Course Fee Assistance: Course fees are generally excluded from the estimated cost of attendance figures. If students are assessed additional required course fees, they may submit a written request for consideration of a cost of attendance adjustment. If approved, their cost of attendance will be adjusted and aid eligibility recalculated.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The Financial Aid Office publishes a guide for students:

http://www.uwosh.edu/fin_aid/financial-aid-guide

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

http://www.uwosh.edu/fin_aid/types-of-financial-aid/resources

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The UW Oshkosh Children's Learning and Care Center provides quality child care in Oshkosh for newborns through eight years of age, and is open to faculty, staff, students and the community!

The UW Oshkosh Children's Learning and Care Center was established in 1971 and exists to provide child care in Oshkosh for children of UW Oshkosh faculty, staff and students, and the Oshkosh community.
View our rates and policies

The Children's Learning and Care Center affirms the University's inclusive excellence initiative that focuses on fostering greater diversity, equity, inclusion and accountability. It's the Center's policy to administer all educational programs, related support services and benefits in a manner that ensures diverse learning environments, which are vital to students' growth, learning and achievement.

https://www.uwosh.edu/childrens_center

A brief description of other policies and programs to support non-traditional students:

http://www.uwosh.edu/fin_aid/types-of-financial-aid/resources

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

"---" *indicates that no data was submitted for this field*

Number of employees:

1,558

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

1,558

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

108

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

108

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

The Living Wage Calculator at Penn State University was used to determine a living wage for the City of Oshkosh at $8.45 per hour. A review of UW Oshkosh employees showed 0 employees paid less than $8.45/hr. Construction contractors (ca. 100) are paid prevailing wages that exceed that level of compensation.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

1,558

Number of employees of contractors that receive sustainable compensation:

108

A brief description of the standard(s) against which compensation was assessed:

The Living Wage Calculator at Penn State University was used to determine a living wage for the City of Oshkosh at $8.45 per hour. A review of UW Oshkosh employees showed 0 employees paid less than $8.45/hr. Construction contractors (ca. 100) are paid prevailing wages that exceed that level of compensation.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid regular employees earn $11.51/hour.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The lowest paid workers earn more than $11.51/hour.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The majority of the LTEs earn between $10.00 and $13.00/hour however there are a few who earn minimum wage ($7.25) for example additional book store employees during the rush week of a new semester. Generally, LTEs are not benefits eligible.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Based on the COLS, the lowest base for a full time, associate lecturer is $31,000 and they are benefits* eligible.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Undergraduate Students: $7.25/hour. Graduate Students are included in the count of employees and are benefits eligible.

The local legal minimum hourly wage for regular employees:

7.25 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

No

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.swib.state.wi.us/

Assessing Employee Satisfaction

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:
No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:
0

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

Submission Note:

http://www.uwosh.edu/eap/confidentiality

"---" *indicates that no data was submitted for this field*

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Healthy Titans 2020 is dedicated to educating, motivating and empowering UW Oshkosh employees, their families and students to make healthy lifestyle choices, the UW Oshkosh The program provides faculty and staff members with access to numerous fitness, nutrition and general health resources.
For a low cost, UW Oshkosh employees have access to the Albee Fitness and Strength Training Center (including swimming pool) through the Healthy Titans 2020 Fitness Program. Depending upon the program you choose, you can exercise individually on treadmills, elliptical machines, stair steppers and more, or attend any of the available group exercise classes or sign up for a personal trainer.

Health Risk Assessments

A free program in partnership with Thedacare, UW Oshkosh employees can participate in the Health Risk Assessment Program. This voluntary screening program identifies which health conditions an individual is at risk for and offers interventions.

Every Wednesday a group of faculty and staff meet outside of Dempsey Hall at noon to walk on various routes.

There is an annual flu clinic at the health center for all faculty and staff. Golf is made available at a reduced rate at the local country club.

The Weight Watchers at Work program provides UW Oshkosh employees with the opportunity to participate in weekly Weight Watchers meetings/weigh-ins on campus, at a reduced rate. The reduced rate is made available through the University paying a portion through the Healthy Titans 2020 program.

The university also provides an Employee Assistance Plan (EAP) and referral service.

The website URL where information about the institution's wellness program(s) is available:

http://www.uwosh.edu/hr/benefits/health-wellness/healthy-titans

Workplace Health and Safety

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

"---" *indicates that no data was submitted for this field*

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	19	20
Full-time equivalent of employees	2,620	2,620

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The mission of the University of Wisconsin Oshkosh Health and Safety Committee is to promote a healthy and safe environment for all persons at UW Oshkosh through activities that identify unsafe practices and conditions and their remediation as well as to assist in developing and implementing strategies designed to prevent accidents and reduce risk.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.uwosh.edu/ehs

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

"---" *indicates that no data was submitted for this field*

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Is equal to the Institution's mission, which includes a commitment to sustainability.]

http://www.uwosh.edu/sustainability/what-weve-done/campus-sustainability-plan/executive-summary

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

3 groups qualify:

Examples of CIR actions during the previous three years:

biodigester investments
divestment recommendation
socially/environmental responsible investing

The website URL where information about the CIR is available:

http://www.uwosh.edu/sustainability/what-weve-done/campus-sustainability-plan/executive-summary

Sustainable Investment

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

---

"---" *indicates that no data was submitted for this field*

Total value of the investment pool:

23,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	11,544,061 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

The University of Wisconsin Oshkosh's commitment to sustainability extends to university-related investments made by the University of Wisconsin Oshkosh Foundation (UWOF). Since 2010, UWOF has invested more than $10 million in three sustainability-related projects.

The first effort involves a $3.7 million investment matched with $1.3 million in grants for a total project cost about $5 million to construct the first commercial scale dry fermentation anaerobic biodigester in the Americas. This facility converts food, yard and other organic waste into biogas, which is burned to generate electricity. The feedstock includes most of the food waste from UW Oshkosh (500 tons per year), food waste from area grocery stores and many suppliers from off campus. The plant presently processes some 10,000 tons

of organic wastes annually and generates the equivalent of nearly 8% equivalent of campus electricity needs. If operated at full capacity the 320 kW turbine would generate about 2.8 million kW hours of electricity annually, or the equivalent of 13% percent of campus electricity needs at present levels of demand. An additional amount of heat energy will soon heat the Facility Services building at UW Oshkosh. The digestate is being processed into high quality compost and is attracting additional potential investors.

The value of the second investment stands at $7 million. This investment was used to construct a wet anaerobic digester on Wisconsin's largest dairy farm in Rosendale. The facility began operating in December 2013. It will process 110,000 tons of manure from more than 8,000 cows to generate 12.3 million kW hours of electricity annually from a 1.4 megawatt turbine. Waste heat is now warming barns on the farm. The digestate from this facility will be processed into a high quality compost soil amendment. Carbon credits will be offered in the near future.

The third investment was made as a community redevelopment project in a blighted part of Oshkosh. Specifically, UWOF has invested more than $1.1 million dollars as a partner in a $16.7 million hotel renovation project that is centrally located along the city's downtown riverfront redevelopment initiative. The hotel has been open for several months now and already has a significant and visible presence along Oshkosh's Riverwalk. UWO and UWOF believe that healthy downtowns are important for maintaining vibrant, sustainable communities, and that universities should play a prominent role in their development and maintenance.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

UW Oshkosh and the UWO Foundation follow practices consistent with the University's broader sustainability commitment including the Earth Charter and the American College and University Presidents Climate Commitment.

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

UW Oshkosh representatives regularly advocate for better policy with elected officials.

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

"---" *indicates that no data was submitted for this field*

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

http://www.uwosh.edu/foundation/

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Creating a Stonger Community Contest

A brief description of the innovative policy, practice, program, or outcome :

Purpose: To generate excitement and action around community-building projects in Oshkosh via a contest through which the person or group responsible for the idea is awarded a cash grant and momentum to implement the idea.

Eligibility: Any individual, existing organization, or new group from Oshkosh (campus and non-campus community) with a good idea about how to improve local quality of life and build community can apply.

All applicants submit the following information:
Contact Information
Budget:
Financial Need (funding needed for full project implementation) and Additional Potential Sources of Funding
Explanation of Proposed Use of Funds (specify how CSCC funds would be used)
Project Category:
Sustainability
Community-building (bringing different types/groups of people together)
Justice
Volunteerism
Increasing civic/political awareness
Social Entrepreneurship (using entrepreneurial principles to organize, create and manage a venture to achieve social change)
Narrative (no more than 2 single-spaced pages providing an explanation of the following elements):
Opportunity or Issue Being Addressed
Relevance to Campus and/or greater Oshkosh (City of Oshkosh and immediate surrounding area) Community
Plan for Action
Intended Results
Engagement of Campus and/or greater Oshkosh Community Members in the Project
Criteria:
Innovation (demonstrates creative ideas and new approaches)
Relevance and Impact (directed towards an issue of importance to the campus and/or greater Oshkosh community and has potential to address it)
Feasibility (will lead to concrete action within one year)
Engagement (involves a significant level of engagement by people from UWO and/or the greater Oshkosh community)
Congruence (is consistent with the purpose of the contest)

Events: All entrants will have multiple opportunities to display their project plans. The entire campus/Oshkosh community is invited to these events, which will provide valuable networking opportunities for all participants. At the CSCC Finals Event, the finalists will compete for the cash (to date, all first-place winners have been awarded a minimum of $1,500 in seed money), which will help fund their project, making a five-minute pitch as well as displaying any posters or other supporting information they have created. Attendees will be encouraged to make a minimum contribution ($5 for students, $10 for non-students) to the award pool and those who contribute will be able to vote for the winner (so you should encourage your supporters to come and vote for your project!)

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Accountability: The winners will be required to submit a brief midway progress report six months after the award that will be sent via email to all sponsors and voters. It will explain:
How the grant money has been spent;
How many and what groups of people have actually been involved in implementing the project, the amount of time and type of activities;
What concrete milestones have been achieved; and,
Their plans for the remainder of the project period.

They will also be expected to make a presentation about the results of their project at the following year's event, a final report that should report on the same matters as the midterm report.

Creating A Stronger Community Contest Winners 2013!
2nd Annual Creating a Stronger Community Contest Winners:
1) Growing Oshkosh [urban agriculture start-up, founded by UWO graduated Dani Stolley]: $1,500

2) Party.o [alcohol-free house party biz started by current UWO students]: $750

3) Oshkosh Arts Collective [art and music space collective spearheaded by local people included a UWO art student]: $350

3) Oshkosh Blues in the Schools [PBS blues history curriculum, blues music lessons, and after-school program for middle-schoolers created by Oshkosh Native Sons Blues Society]: $350

A letter of affirmation from an individual with relevant expertise:

Sierra_Club_Ltr.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---

Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.uwosh.edu/adp/stronger-community-contest

Innovation 2

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Alternative Spring Break: Be the Impact

A brief description of the innovative policy, practice, program, or outcome:

An alternative break is a trip where a group of college students (usually 10-12 per trip) engage in volunteer service, typically for a week. Alternative break trips originated with college students in the early 1980s as a counter to "traditional" spring break trips. Each trip has a focus on a particular social issue, such as (but not limited to) poverty, education reform, refugee resettlement, and the environment. Students learn about the social issues and then perform week-long projects with local non-profit organizations. Alternative breaks challenge students to critically think and react to problems faced by members of the communities in which they are involved. UW Oshkosh is proud to host four Alternative Spring Break trip options; New York City, New Orleans, Honduras, and Guatemala. Student can apply to be part of this program!

New York – Diversity & Inclusion
As students travel to New York on this diversity and inclusion trip, they will volunteer with GMHC. GMHC is the world's first and leading provider of HIV/AIDS prevention, care and advocacy. Building on decades of dedication and expertise, they understand the reality of HIV/AIDS and empower a healthy life for all.

New Orleans
Students traveling to New Orleans will be working with Common Ground Relief to rebuild homes that were devastated by Hurricane Katrina. Common Ground Relief's mission is to create resilient Gulf Coast Communities that are environmentally sustainable, financially viable and personally cohesive. We fulfill this mission by helping residents build assets that support community transformation and renewal. The group will also spend a day working with the Animal Rescue of New Orleans.

International Trip: Guatemala – Sustainability
The purpose of the ASB trip to Guatemala is to provide students with an opportunity to help out with disaster relief, assist farmers with coffee growing, and other various projects. This trip will allow students the chance submerse themselves in a different culture while volunteering.

International Trip: Honduras – Leadership development through service and youth education
On this trip to Honduras students will be working with the non-profit Organization for Youth Empowerment – OYE Honduras. OYE's mission as a community-based, youth-led organization is to develop the leadership and capacity of at-risk Honduran youth who come from economically disadvantaged backgrounds. OYE's integrated development approach combines formal education, youth capacity building, and community engagement to inspire and equip young people with the awareness and skills they need to take control of their lives. In Honduras, primary education is free and obligatory for every child between the ages of seven and fourteen, but the associated transportation costs and income-loss to the household when a child is in school is often too much for families to bear, resulting in children who are forced to drop out of school and are thus unable to complete their "obligatory" education. OYE works to increase the number of students completing their education. In one week volunteers participate in a wide variety of activities including political, social and regional awareness seminars, visits to local schools, nutrition centers for infants, orphanages and collaborations with local grassroots youth development efforts.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Every trip keeps a running blog that each student participates in. (

) It follows their journey before, during, and after their trip ends. There are data on the number of participants for each trip for each year. Also, some of the money paid towards the trip by the participants goes directly to the people they are assisting.

Founded in 2005, OYE Adelante Jóvenes (Organization for Youth Empowerment) is a small NGO in the city of El Progreso that exists to empower Honduran youth with scarce economic resources to continue their education and become socially conscious leaders of positive change in their communities. We envision a society where Honduran youth are active contributors to the positive development of their country.

SCHOLARSHIP FUND.

Every year, OYE provides approximately 70 high school and university scholarships for at-risk youth who not only have a real economic necessity and maintain a respectable GPA, but also demonstrate leadership potential and a strong desire to succeed and overcome adversity.

Throughout their time in Honduras they are able to get to know OYE scholars on personal levels. They became more than just the scholars of OYE, they become friends. If they have a few extra dollars to spare, its put towards the fund to help their dream of getting an education come through.

A letter of affirmation from an individual with relevant expertise:

STAR Nomination.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---

Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.uwosh.edu/deptblogs/asb/learn-more/

Innovation 3

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Getting it Right: organic waste stream management for rural communities and small farms

A brief description of the innovative policy, practice, program, or outcome:

With a $136,700 USDA Rural Development grant, UWO is extending the impact of the Titan-55, a small-farm biodigester, in Allenville, WI. Through funding provided by the grant, UWO is presenting four workshops throughout the State of Wisconsin to give farmers and residents of rural communities the opportunity to learn about the option of converting farm manure into heat and electricity.
Capturing the biogas available in manure and turning it into electricity has become common at larger dairy farms, reducing phosphate contamination from farm run-off and creating higher quality compost/fertilizer. The process also reduces the need for chemical fertilizers. The industry has shown wet biodigesters have economic viability on these larger farms (over 350 head) and have also allowed rural communities to increase the number of jobs while reducing stress on the environment. While these large digesters are important, small farms are the mainstay in rural communities.
The lasting effects of this project will be to improve management of solid waste in environmentally sound ways creating additional jobs, sustainable operations and a reduction in unprocessed waste on the surrounding land in rural dairy farms.
This program is innovative because it provides proof-of-concept for the applicability of this technology while also allowing UWO to conduct outreach programs to rural communities around the state demonstrating the effectiveness of GHG-reducing technology.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The ultimate impact of this program will be the number of family farms that install biodigesters to reduce waste run-off and capture the latent energy in their herd's manure. More immediately, the impact can be measured by the number of individuals attending workshops. To date 8 individuals have attended these seminars; 27 have pre-registered for future seminars.
Website with description of informational meetings and registration information: <

http://www.uwosh.edu/eric/events-1/getting-it-right-organic-waste-stream-management-for-rural-c

ommunities-small-farms

>

A letter of affirmation from an individual with relevant expertise:

UWO_AllenFarm_Innovation3.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---

Research	Yes
Campus Engagement	---
Public Engagement	Yes
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.uwosh.edu/biodigester/About/allen-farms-biodigester

Innovation 4

Responsible Party

Brian Kermath
Sustainability Director
Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

UWO-Oshkosh partnership to use City wastewater methane in CHP

A brief description of the innovative policy, practice, program, or outcome:

When the University of Wisconsin Oshkosh dry biodigester (BD1) was built, the combined heat and power (CHP) generator used to convert the digester's biogas to heat and electricity was built larger than the maximum capacity of the facility. This was no mistake, rather BD1 was intentionally located in the City of Oshkosh between the city's wastewater treatment plant (WTP) and the City Garage where organic waste from City-managed landscaping is collected. With permission of the City, an underground pipe was installed between WTP and the biodigester, allowing for the conversion of WTP methane to heat and electricity. Previously this biogas was being flared by the WTP.

The collaboration between the University and the City is novel, because no other campus has a biodigester with the capability of variable biogas feedstock which includes biogas from municipal wastewater treatment plant.

It is estimated that 31,536,000 cubic feet of biogas will be converted to 1,620,600 KW annually, about half the total generating capability of the CHP. Since the installed pipe began transferring gas between the WTP and the biodigester on August 24, 2014, 21,081,600 cubic feet of biogas have been burned in the CHP, eliminating greater GHG emissions than flaring alone did.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Above

A letter of affirmation from an individual with relevant expertise:

UWO Biodigester_CityofOshkosh_Innovation4.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes
Buildings	---

Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.uwosh.edu/biodigester/About/uw-oshkosh-biodigester