



# University of Wisconsin-Green Bay

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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# Table of Contents

<b>Education &amp; Research</b>	<b>3</b>
Co-Curricular Education	3
Curriculum	25
Research	40
<b>Operations</b>	<b>50</b>
Buildings	50
Climate	56
Dining Services	63
Energy	75
Grounds	86
Purchasing	94
Transportation	103
Waste	121
Water	135
<b>Planning, Administration &amp; Engagement</b>	<b>146</b>
Coordination and Planning	146
Diversity and Affordability	157
Human Resources	173
Investment	183
Public Engagement	190
<b>Innovation</b>	<b>202</b>
Innovation	202
<b>Supplemental</b>	<b>211</b>
Supplemental Data	211

*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.*

# Education & Research

## Co-Curricular Education

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.

<b>Credit</b>
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

# Student Sustainability Educators Program

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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

# Student Sustainability Outreach Campaign

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

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*

**Does the institution hold a campaign that meets the criteria for this credit? :**

Yes

**The name of the campaign(s) :**

Energy Conservation Corps; RecycleMania

**A brief description of the campaign(s) :**

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

conservation methods. The winning residence hall's occupants won a biodegradable travel coffee mug.

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

RecycleMania: Since 2010, the University of Wisconsin - Green Bay campus has participated in the annual RecycleMania competition. In 2012, we moved from the benchmark into the competitive program. This national program encourages campus to actively promote the reduction of solid waste and improvement of recycling participation. Working with Waste Management, our waste hauler, volume measurements were recorded from all dumpsters as they were emptied. These volumes were converted to weight based on standardized weights for the specific wastestreams. Active publicity and events for students are conducted during the RecycleMania 8 week program.

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

Both the Energy Conservation competitions and RecycleMania raised awareness and increased compliance with goals. In RecycleMania, during the 2011 competition, the campus community reduced the waste sent to the landfill by 915 lbs/week and increased our recycling by 522 lbs/week.

The website provided is for the 2012 RecycleMania competition which is still underway as of this input date.

**The website URL where information about the sustainability outreach campaign(s) is available :**

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

# Sustainability in New Student Orientation

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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## Submission Note:

Planning for sustainability info for the 2012 FOCUS program is complete and will consist of collateral specifically focusing on sustainability efforts on campus included in both parent and student mailings. At FOCUS R&R, there will be table with sustainability resources and informational posters about sustainability efforts on campus. For Orientation in the fall, an interactive 'green tour' of campus is under development.

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

## Does the institution include sustainability prominently in new student orientation? :

Yes

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

New student orientation consists of multiple contacts with new students during the summer prior to their initial fall semester. In FOCUS R&R, held in early June, students and parents come to campus to complete the registration process and attend a resource fair. Green Bay Metro is one partner that presents information on the U-Pass program which provides students with free access to the transit system. It is promoted as a green & sustainable method to access campus and town. Students attending this FOCUS session received a reusable "Go Green" book bag into which information/handouts for the event are placed.

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

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





# Sustainability Outreach and Publications

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - 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 strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - 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
- 

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

**Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts? :**

Yes

**A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts :**

The sustainability website, linked to our main UW-Green Bay homepage, provides faculty, staff, students and the general public with information and updates regarding ongoing sustainability efforts on campus. The site is scheduled for an entire re-make during Spring/Summer 2012 and will be changing considerably.

**The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :**

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

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**Does the institution have a sustainability newsletter? :**

Yes

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

There is a sustainability blog that functions as a newsletter, but in a format that students are more likely to access.

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

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

**Does the institution have a vehicle to publish and disseminate student research on sustainability? :**

Yes

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

UW-Green Bay participates in the "Posters in the Rotunda" program where student reserachers can make formal poster presentations in the State Capitol Rotunda in Madison. This program provides a wonderful opportunity to learn about undergraduate research going on throughout the state and to support some outstanding Wisconsin students and faculty members who contribute to the state's economic future. Topic areas are unlimited and student's participating in sustainability research have an opportunity to present their findings at a state level. In addition, the graduate capstone course in Environmental Science & Policy, where projects predominately focus on sustainability issues, have a public seminar and poster session at the completion of the course.

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

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**Does the institution have building signage that highlights green building features? :**

No

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

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

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**Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :**

Yes

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

Within our main food service area, Cloud Commons, signage includes information on sustainably harvested seafood, local and organic foods.

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

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**Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed? :**

No

**A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :**

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**The website URL for signage on the grounds about sustainable grounds-keeping strategies employed :**

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**Does the institution have a sustainability walking map or tour? :**

Yes

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

The "Sustainable Initiatives Tour" is currently a printed document that highlights the conservation efforts, sustainable infrastructure and products in use in our buildings, and other sustainability initiatives such as alternative transportation, participation in national events like RecycleMania. Efforts are underway to look at putting this into an electronic/interactive format to eliminate paper.

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

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**Does the institution have a guide for commuters about how to use alternative methods of transportation? :**

No

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

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

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**Does the institution have a guide for green living and incorporating sustainability into the residential experience? :**

No

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

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

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**Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? :**

No

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

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

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**Does the institution produce another sustainability publication or outreach material not covered above? (1st material) :**

Yes

**A brief description of this material :**

Our main campus homepage includes a section consisting of four feature stories, which are updated on a regular, rotating basis. Stories on sustainability and 'green' efforts on campus, faculty research on environmental topics, alumni working in the environmental field, and other topics related to sustainability or green topics are featured. Examples include: Student, researchers gather at watershed symposium (March 2011) - website:

<http://blog.uwgb.edu/inside/index.php/featured/03/09/go-green-watershed-symposium/>

Alumni Newsletters

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

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

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

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

**The website URL for this material :**

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

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

Yes

**A brief description of this material :**

Environmental Management and Business Institute (EMBI) Green Innovations Annual Symposium

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

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

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

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

In April 2012, the annual Green Innovations conference will be held with the theme of "Water: Yesterday, Today and Tomorrow." This conference brings together faculty, students, business and government leaders to learn from each other. The schedule of events for the 2012 conference can be reviewed at the website URL.

**The website URL for this material :**

<http://www.uwgb.edu/embi/green-innovations-2012>

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

**material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

### **Does the institution have an active student group focused on sustainability? :**

Yes

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

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

Sustainable, Local, Organic (SLO) Food Alliance: This student group's goals are: 1) educate the campus community about the importance of locally grown, sustainable food, 2) encourage a sustainable food system on campus and throughout the community and 3) maintain the UWGB campus garden and use it as a focal point for the student organization. members of this organization manage the campus organic garden which grows produce and herbs supplied to the Union's food service. The group also offers excess bounty at a weekly garden stand for the UW-Green Bay community to purchase for home use.

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

The Environmental Affairs Committee also works to understand the concerns of the current student body on local, state and federal matters related to the environment and the impacts of such matters on the University. It also oversees the Student Sustainability Fund, a fee students agreed to pay in support of sustainability efforts on campus.

### **List up to 4 notable recent activities or accomplishments of student group(s) :**

- 1) PEAC and Environmental Affairs of SGA determined by-laws and process steps for administration of the University's student sustainability fund.
- 2) Student members have worked to get solar assessments of two locations on campus as potential sites for a solar array using student sustainability funds.
- 3) PEAC members assisted with securing funding, ordering and distributing reusable bags for students.
- 4) PEAC members worked to promote a RecycleMania week-long event on campus and volunteered time to answer questions.



**List other student groups that address sustainability :**

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**The website URL where information about student group(s) is available :**

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

# Organic Garden

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience? :**

Yes

**A brief description of the garden :**

Sustainable, Local, Organic (SLO) Food Alliance: This student group's goals are: 1) educate the campus community about the importance of locally grown, sustainable food, 2) encourage a sustainable food system on campus and throughout the community and 3) maintain the UWGB campus garden and use it as a focal point for the student organization. members of this organization manage the campus organic garden which grows produce and herbs supplied to the Union's food service. The group also offers excess bounty at a weekly gardent stand for the UW-Green Bay community to purchase for home use.

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

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

## Model Room in a Residence Hall

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**Responsible Party**

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

## Themed Housing

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**Responsible Party**

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Responsible Party**

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

# Sustainability Events

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience? :**

Yes

**A brief description of the event(s) :**

Environmental Management and Business Institute Annual Conference

In April 2012, EMBI's annual Green Innovation's conference will be held with the theme of "Water: Yesterday, Today and Tomorrow."

This conference brings together faculty, students, business and government leaders to learn from each other.

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

<http://www.uwgb.edu/embi/green-innovations-2012/>

# Outdoors Program

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles? :**

Yes

**A brief description of the program :**

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

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

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## Themed Semester or Year

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### Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

### Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

Yes

### A brief description of the themed semester, year, or first-year experience :

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

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

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

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

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

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

### The sustainability-related book that was chosen, if applicable :

Red Sky at Morning by James Gustave Speth

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

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



# Curriculum

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

<b>Credit</b>
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

# Sustainability Course Identification

## Criteria

### Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

### Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

# Sustainability-Focused Courses

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

## The number of sustainability-focused courses offered :

4

## The total number of courses offered :

737

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

Public & Environmental Affairs 324: Transitioning to Sustainable Communities

Public & Environmental Affairs 390/483X: Colloquim in Environmental Sustainability & Business

Economics 412: Economics of Sustainability

Social Change and Development 251: Sustainable Development

## The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available :

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

## A copy of the sustainability course inventory :

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



# Sustainability-Related Courses

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

## The number of sustainability-related courses offered :

67

## The total number of courses offered :

966

## Number of years covered by the data :

Three

## A list of sustainability-related courses offered :

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## The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted :

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

## A copy of the sustainability course inventory :

[Sustainability Focused & Related Courses\\_2011.docx](#)

# Sustainability Courses by Department

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

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### Submission Note:

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

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

### The number of departments that offer at least one sustainability-related or -focused course :

10

### The total number of departments that offer courses :

13

### A list of departments that offer sustainability courses :

Arts & Visual Design  
Human Biology  
Human Development  
Natural and Applied Sciences  
Public and Environmental Affairs  
Social Change and Development  
Urban and Regional Studies  
Business Administration  
Education

### The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available :

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**A copy of the sustainability course inventory :**

Sustainability Focused & Related Courses\_2011.docx

# Sustainability Learning Outcomes

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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



# Undergraduate Program in Sustainability

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

---

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

## Does the institution offer an undergraduate degree program that meets the criteria for this credit? :

Yes

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

Environmental Policy & Planning

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

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

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

Environmental Science

## The website URL for the program (2nd program) :

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

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

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## The website URL for the program (3rd program) :

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

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

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# Graduate Program in Sustainability

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

---

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

## Does the institution offer a graduate degree program that meets the criteria for this credit? :

Yes

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

Environmental Science and Policy

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

[http://www.uwgb.edu/catalog/grad/grad\\_prog/esp.html](http://www.uwgb.edu/catalog/grad/grad_prog/esp.html)

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

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## The website URL for the program (2nd program) :

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

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## The website URL for the program (3rd program) :

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

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# Sustainability Immersive Experience

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

---

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

## Does the institution offer a program that meets the criteria for this credit? :

Yes

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

UW-Green Bay offers a two week immersive experience in Costa Rica, with the most recent experience occurring January 2012.

Costa Rica is internationally known for its leadership in ecological conservation and commitment to the environment. It is known most for its large number of beautiful beaches and forests rich with biodiversity.

### Program Design

This service-learning travel course puts UW-Green Bay's vision and values into action by inviting students and faculty from a broad cross-section of disciplines to participate in hands-on service learning with the facilities and staff of the Carara National Park in Costa Rica. This nationally designated biological reserve is in a Pacific Coast rainforest and has areas of dry, wet and cloud forest. The 12,952-acre reserve is one of Costa Rica's last habitats for scarlet macaw and has rich biodiversity. Due to its location, the reserve has received neither large numbers of tourists nor extensive scientific study.

## The website URL where information about the immersive experience is available :

<http://www.uwgb.edu/dornbusm/costarica.htm>

# Sustainability Literacy Assessment

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

### *Part 2*

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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

# Incentives for Developing Sustainability Courses

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

---

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

# Research

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

<b>Credit</b>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion



# Sustainability Research Identification

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

### Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

## Has the institution developed a definition of sustainability research? :

Yes

## A copy of the institution's definition of sustainability research :

The University of Wisconsin - Green Bay's mission is to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and creatively to address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource. This same interdisciplinary and problem-focused approach applies to UWGB sustainability research, where faculty seek to add to the existing knowledge base in order to acquire a deeper understanding of the dynamic relationships within, among and between the environmental, social and economic aspects of sustainability.

## Has the institution identified its sustainability research activities and initiatives? :

No

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

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**Does the institution make its sustainability research inventory publicly available online? :**

No

**The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :**

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# Faculty Engaged in Sustainability Research

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

## The number of faculty members engaged in sustainability research :

35

## The total number of faculty members engaged in research :

121

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

Greg Aldrete, Humanistic Studies  
Lucy Ardnt, Cofrin School of Business  
Scott Ashmann, Education  
Andrew Austin, democracy & Social Justice  
Angela Bauer-Antoin, Human Biology  
Paul Baumgart, Natural & Applied Sciences  
Derryl Block, Nursing  
Marcelo Cruz, Urban & Regional Planning  
Tim Dale, Democracy & Social Justice  
Karen Dalke, Urban & Regional Studies  
Greg Davis, Natural & Applied Sciences  
David Dolan, Natural & Applied Sciences  
Mathew Dornbush, Natural & Applied Sciences  
Michael Draney, Natural & Applied Sciences  
Kevin Fermanich, Natural & Applied Sciences  
Robert Howe, Cofrin Center for Biodiversity  
Yunsun Huh, Democracy & Social Justice  
E. Ray Hutchison, Urban & Regional Planning  
John Katers, Natural & Applied Sciences

Harvey Kaye, Democracy & Social Justice  
Andrew Kersten, Democracy & Social Justice  
John Luczaj, Natural & Applied Sciences  
Dan Meinhardt, Human Biology  
Eric Morgan, Democracy & Social Justice  
Adam Parrillo, Urban & Regional Studies  
Laurel Phoenix, Public & Environmental Affairs  
Sampath Ranganathan, Cofrin School of Business  
Denise Scheberle, Public & Environmental Affairs  
Heidi Sherman, Humanistic Studies  
John Stoll, Public & Environmental Affairs  
Patricia Terry, Natural & Applied Sciences  
Christine Vandenhouten, Nursing  
Lora Warner, Public & Environmental Affairs  
Amy Wolf, Natural & Applied Sciences  
Michael Zorn, Natural & Applied Sciences

**The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :**

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

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**Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations :**

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

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# Departments Engaged in Sustainability Research

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

---

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

## The total number of academic departments that conduct research :

10

## The number of academic departments in which at least one faculty member engages in sustainability research :

6

## A list of academic departments in which at least one faculty member engages in sustainability research :

Natural and Applied Sciences  
Center for Biodiversity  
Public and Environmental Affairs  
Urban and Regional Studies  
Social Change and Development  
Education

## The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :

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## A copy of the sustainability research inventory that includes the departments engaged in sustainability research :

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# Sustainability Research Incentives

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### Part 1

Institution has an 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.

### Part 2

Institution has 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.

---

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

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

Yes

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

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

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

The certificate is available for students in all academic programs.

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

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

[http://www.uwgb.edu/pea/students/certificate\\_brochure\\_november\\_2009.pdf](http://www.uwgb.edu/pea/students/certificate_brochure_november_2009.pdf)

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

No

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

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

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# Interdisciplinary Research in Tenure and Promotion

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

---

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

## Does the institution's treatment of interdisciplinary research meet the criteria for this credit? :

Yes

## A brief description or a copy of the institution's policy regarding interdisciplinary research :

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

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

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

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

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

NAS currently has 30 faculty: four full professors, 16 associate professors, four assistant professors, five lecturers, and one adjunct assistant professor. NAS also has 12 staff members, including academic and classified staff as well as research associates.

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

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





# Operations

## Buildings

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

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

# Building Operations and Maintenance

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

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

# Building Design and Construction

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

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

## **New building space that meets "Eligible Buildings Criteria" :**

131000 *Square Feet*

## **New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified :**

51000 *Square Feet*

## **New building space that is LEED Certified :**

0 *Square Feet*

## **New building space that is LEED Silver certified :**

0 *Square Feet*

## **New building space that is LEED Gold certified :**

0 *Square Feet*

**New building space that is LEED Platinum certified :**

*0 Square Feet*

**The website URL where a copy of the institution's guidelines or policies for green building is available :**

<http://www.doa.state.wi.us/category.asp?linecatid=783&linkid=134&locid=4>

**An electronic copy of the guidelines or policies :**

[Sustainable Facilities Standards.pdf](#)

**The date(s) the policies or guidelines were adopted :**

2010

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

---

**The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems :**

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**The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified :**

---

## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the 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

## Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

1998656 Square Feet

## Total occupied building space :

1998656 Square Feet

## A brief description of the institution's indoor air quality plan, policy, and/or practices :

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

The state policy states:

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

-Building occupants should report a potential IAQ problem to the building management office and describe the IAQ complaint and its effects on the employee and colleagues.

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

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

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

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

-If Building Management is unable to determine the IAQ problem by observation, mechanical equipment will be checked for proper operation and adjacent areas will be investigated as potential sources of the IAQ problem. Testing for potential contaminants may also be initiated.

-The complaint area will be checked for potential IAQ problems and the results of the investigation will be forwarded to building occupants of the IAQ investigation area until the situation has been resolved."

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

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

**The website URL where information about the institution's indoor air quality initiatives is available :**

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

# Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program



# Greenhouse Gas Emissions Inventory

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

### Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

---

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

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

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

## Does the inventory include all Scope 1 and 2 emissions? :

Yes

## Does the inventory include emissions from air travel? :

Yes

## Does the inventory include emissions from commuting? :

Yes

## Does the inventory include embodied emissions from food purchases? :

No

## Does the inventory include embodied emissions from other purchased products? :

No

**Does the inventory include emissions from solid waste disposal? :**

Yes

**Does the inventory include another Scope 3 emissions source not covered above? :**

Yes

**If yes, please specify :**

wastewater

**Does the inventory include a second Scope 3 emissions source not covered above? :**

Yes

**If yes, please specify :**

paper

**Does the inventory include a third Scope 3 emissions source not covered above? :**

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**If yes, please specify :**

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**Does the inventory include a fourth Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

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# Greenhouse Gas Emissions Reduction

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

---

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

## Scope 1 and 2 gross GHG emissions, 2005 :

24043 Metric Tons of CO2 Equivalent

## Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO2 Equivalent

## Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO2 Equivalent

## On-campus residents, 2005 :

1825

## Non-residential/commuter full-time students, faculty, and staff members, 2005 :

3576

## Non-residential/commuter part-time students, faculty, and staff members, 2005 :

1262

## Scope 1 and 2 gross GHG emissions, performance year :

22225 *Metric Tons of CO2 Equivalent*

**Off-site, institution-catalyzed offsets generated, performance year :**

12345 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year :**

0 *Metric Tons of CO2 Equivalent*

**List the start and end dates of the GHG emissions performance year :**

July 1, 2010 - June 30, 2011

**On-campus residents, performance year :**

1864

**Non-residential/commuter full-time students, faculty, and staff members, performance year :**

3435

**Non-residential/commuter part-time students, faculty, and staff members, performance year :**

1814

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :**

August 2010 - June 2011

## Air Travel Emissions

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

## Local Offsets Program

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

# Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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

<b>Credit</b>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

---

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

## Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100) :

10

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

A'viands, the university's dining services and catering food provider, sources a number of food products locally. This includes milk, cheese, grass-fed beef, as well as fair-trade coffee from a company in Milwaukee, and in season produce.

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

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



## Trayless Dining

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**Responsible Party**

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

## Vegan Dining

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**Responsible Party**

**Patrick Niles**  
Food Services Director  
Food Services

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

**Does the institution offer diverse, complete-protein vegan dining options during every meal? :**

Yes

**A brief description of the vegan dining program :**

Tofu-based meals are available daily at a minimum of one of our dining outlets.

**The website URL where information about the program, policy, or practice is available :**

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# Trans-Fats

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## Responsible Party

**Patrick Niles**  
Food Services Director  
Food Services

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

**Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations? :**

Yes

**A brief description of the trans-fats avoidance program, policy, or practice :**

Food services uses canol frying oil and steers clear from any oils containing trans-fat.

**The website URL where information about the program, policy, or practice is available :**

---

# Guidelines for Franchisees

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

## Pre-Consumer Food Waste Composting

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

## PostConsumer Food Waste Composting

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

## Food Donation

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

## Recycled Content Napkins

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**Responsible Party**

**Patrick Niles**  
Food Services Director  
Food Services

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

**Does the institution use recycled content napkins in its dining service operations? :**

Yes

**A brief description of the purchasing behavior :**

All of our paper napkins and paper cups contain recycled paper content.

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

---



## Reusable Container Discounts

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### Responsible Party

**Patrick Niles**  
Food Services Director  
Food Services

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

### Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations? :

Yes

### A brief description of the reusable mug program :

Reusable mugs are available for purchase at food service locations. A 25% discount is given to individuals using these mugs to purchase refills.

### Amount of the discount offered for using reusable mugs :

25

### Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers) :

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### The website URL where information about the reusable mug discount program is available :

<http://www.uwgb.edu/union/sustainable.asp>

## Reusable To-Go Containers

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### Responsible Party

**Patrick Niles**  
Food Services Director  
Food Services

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

**Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse? :**

Yes

**A brief description of the reusable to-go container program :**

Eco-clamshells are used and can be purchased for \$6. The customer then brings the clamshell back in for their next purchase for an exchange with a clean reusable to-go container.

**The website URL where information about the reusable to-go container program is available :**

---

# 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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

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

## Total building energy consumption, 2005 :

174.52 MMBtu

## Building space, 2005 :

1538915 Gross Square Feet

## Total building energy consumption, performance year :

121.87 MMBtu

## Building space, performance year :

1998656 Gross Square Feet

## List the start and end dates of the energy consumption performance year :

July 1, 2010 - June 30, 2011

## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

---

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

**Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :**

0 MMBtu

**Option 2: Non-electric renewable energy generated :**

0 MMBtu

**Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :**

0 MMBtu

**Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified :**

58591.80 MMBtu

**Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :**

0 MMBtu

**Total energy consumed during the performance year :**

188762 MMBtu

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

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

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

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**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :**

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

The DOA disperses the renewable energy it purchases to the state institutions it purchases on behalf of. The RECS for the UW System schools are then dispersed proportionally based on previous year usage. For FY2010, the UW-Green Bay portion of renewable energy purchased on its behalf was 17,172,275 kwh.

**A brief description of cogeneration technologies deployed :**

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

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# Timers for Temperature Control

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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

**Does the institution use timers to regulate temperatures based on occupancy hours in at least one building? :**

Yes

**A brief description of the technology used :**

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

**The percentage of building space (square footage) with timers for temperature control :**

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

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# Lighting Sensors

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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

**Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building? :**

Yes

**A brief description of the technology used :**

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

**The percentage of building space with lighting sensors :**

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**The website URL where information about the institution's use of the technology is available :**

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**Responsible Party**

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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

**Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit. :**

Yes

**A brief description of the technology used :**

LED lighting is being used in track lighting and display cabinets in the University Unions, Kress Events Center, Laboratory Sciences, Instructional Services, and Weidner Center for the Performing Arts.

**The percentage of building space with LED lighting :**

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**The percentage of parking deck space with LED lighting :**

---

**The percentage of outdoor space that uses LED lighting :**

---

**The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features) :**

---

**The website URL where information about the institution's use of the technology is available :**

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# Vending Machine Sensors

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## Responsible Party

**Rick Warpinski**  
Director, University Union  
University Union

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

## Has the institution installed vending machine motion sensors for at least one vending machine? :

Yes

## A brief description of the technology used :

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

## The percentage of vending machines with sensors :

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## The website URL where information about the institution's use of the technology is available :

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# Energy Management System

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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

**Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location? :**

Yes

**A brief description of the management system :**

We have a campus-wide management system that controls the chillers and boilers. We are initiating a pilot program to track energy performance for heating and cooling, but we do not have electric meters in each building. Those electric meters in buildings have to be read manually at the meter location. We are able to track btu usage in our condensate and chilled water system.

**The percentage of building space monitored with a centralized energy management system :**

---

**A description of what systems are shut down during unoccupied periods :**

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**The website URL where information about the institution's use of the technology is available :**

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# Energy Metering

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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

**Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building? :**

Yes

**A brief description of the metering system :**

We have electric meters in a the majority of our buildings that are read monthly. We have btu meters for condensate and chilled water that are tabulated monthly.

**The percentage of building space with energy metering :**

---

**The website URL where information about the metering system is available :**

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# Grounds

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

<b>Credit</b>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

# Integrated Pest Management

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## Responsible Party

**Michael Vanlanen**

Ground Supervisor

Facilities Management & Planning

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## Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
  - 2) Monitor and identify pests
  - 3) Prevention
  - 4) Control
- 

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

## The size of the campus grounds :

680 Acres

## The size of campus grounds that are maintained in accordance with a four-tiered IPM plan :

680 Acres

## A brief description of the IPM plan(s) :

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

## The website URL where information about the IPM plan(s) is available :

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

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## Native Plants

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**Responsible Party**

**Michael Vanlanen**

Ground Supervisor

Facilities Management & Planning

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

**Does the institution prioritize the use of native plant species in landscaping? :**

Yes

**A brief description of the native plant program, policy, or practice :**

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

**The website URL where information about the program, policy, or practice is available :**

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## Wildlife Habitat

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### Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

### **Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land? :**

Yes

### **A brief description of the wildlife habitat program, policy, or practice :**

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

### **The website URL where information about the program, policy, or practice is available :**

<http://blog.uwgb.edu/naturalareas/>

## Tree Campus USA

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

# Snow and Ice Removal

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## Responsible Party

**Michael Vanlanen**

Ground Supervisor

Facilities Management & Planning

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

## **Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal? :**

Yes

## **A brief description of the snow and ice removal program, policy, or practice :**

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

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

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

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

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

## **The website URL where information about the program, policy, or practice is available :**

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# Landscape Waste Composting

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**Responsible Party**

**Michael Vanlanen**

Ground Supervisor

Facilities Management & Planning

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

**Does the institution compost or mulch waste from grounds keeping, including grass trimmings? :**

Yes

**A brief description of the composting or mulching program :**

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

**The percentage of landscape waste that is mulched or composted onsite :**

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**The percentage of landscape waste that is mulched or composted off-site :**

---

**The website URL where information about the program, policy, or practice is available :**

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# Purchasing

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

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

# Cleaning Products Purchasing

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products? :**

No

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted :**

---

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

---

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

Yes

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**

46906 US/Canadian \$

**Total expenditures on cleaning products :**

110671 US/Canadian \$



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

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# Office Paper Purchasing

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## Responsible Party

**Linda DuPuis**

Director, Institutional Support  
Purchasing

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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

**Does the institution have an institution-wide stated preference to purchase recycled content office paper? :**

Yes

**The URL where the recycled paper policy, directive, or guidelines are posted :**

<http://vendornet.state.wi.us/vendornet/procman/prod19.pdf>

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

UW-Green Bay adheres to all policies, directives and guidelines established by the UW System.

-System and State follow EPA Paper Products Recovered materials Guidelines:

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

-System and State follow the Recycling Procurement Program Regulations:

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

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)? :**

Yes

**Expenditures on 10-29 percent recycled-content office paper :**

0 *US/Canadian \$*

**Expenditures on 30-49 percent recycled-content office paper :**

37897 *US/Canadian \$*

**Expenditures on 50-69 percent recycled-content office paper :**

0 *US/Canadian \$*

**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2) :**

0 *US/Canadian \$*

**Expenditures on 90-100 percent recycled-content office paper :**

0 *US/Canadian \$*

**Total expenditures on office paper :**

37897 *US/Canadian \$*

# Vendor Code of Conduct

## Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

## Historically Underutilized Businesses

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### Responsible Party

**Linda DuPuis**

Director, Institutional Support  
Purchasing

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

**Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses? :**

Yes

**A brief description of how the institution meets the criteria :**

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

**The website URL where information about the program, policy, or practice is available :**

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## Local Businesses

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**Responsible Party**

**Linda DuPuis**

Director, Institutional Support  
Purchasing

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

**Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit. :**

Yes

**A brief description of the program :**

UW - Green Bay follows the State of Wisconsin System and Department of Administration bidding policies for all purchases. The campus seeks to purchase locally first if the cost is under \$5,000 and the items are not on a state-mandated contract.

**The website URL where information about the program, policy, or practice 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

**Responsible Party**

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

**Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

**Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

**Plug-in hybrid vehicles in the institution's fleet :**

0

**100 percent electric vehicles in the institution's fleet :**

1

**Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) :**

0



**Hydrogen fueled vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :**

0

**Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :**

7

**Total number of vehicles in the institution's fleet, including all of the above :**

55

# Student Commute Modal Split

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

**The percentage (0-100) of institution's students who use more sustainable commuting options :**

39.10

**The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

60.90

**The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

30.50

**The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation :**

4.50

**The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :**

4.10

**The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation :**

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**The website URL where information about alternative transportation is available :**

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

# Employee Commute Modal Split

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

**The percentage (0-100) of institution's employees that use more sustainable commuting options :**

11.50

**The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :**

88.50

**The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :**

2.50

**The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :**

5

**The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :**

4

**The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :**

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**The website URL where information about alternative transportation is available :**

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## Bicycle Sharing

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

## Facilities for Bicyclists

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

# Bicycle and Pedestrian Plan

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

## Has the institution developed a bicycle plan? :

Yes

## A brief description of the plan :

In the Master Campus Plan (2006), circulation and wayfinding were a key target of the plan. Bicycle plan recommendations include:

Install primary bicycle routes along major ingress/egress points.

Mark paths on roadway with 5' minimum width.

Create easement along major access roads to campus for future development of separated bicycle path if use warrants.

Create the primary inner-campus bicycle route via the Inner Loop Road.

Make pathways parallel to pedestrian sidewalks 8' wide.

Separate pathways from pedestrian sidewalks using bollards or landscaping buffers.

Locate pathways that accommodate two-way bicycle traffic along the outer edge of the Inner Loop Road.

Use pavement materials and lighting consistent with the design guidelines for pedestrian walk-ways along the Inner Loop Road.

Provide bicycle parking and racks at major entry points to campus as well as outside of major access point to buildings.

## The website URL where information about the plan is available :

<http://www.uwgb.edu/masterplan/recommendations/primary/circulation/majorBicycle.html>

# Mass Transit Programs

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

### **Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle? :**

Yes

### **A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :**

UW-Green Bay and Green Bay Metro partner together to provide faculty, staff and students with the U-Pass program. This program allows members of the campus community to ride city buses for free with a valid University ID card. metro charges the University \$.25 per segment ridden during the week, which is covered by a combination of faculty/staff and student program funds. Saturdays are free ride days.

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

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# Condensed Work Week

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

# Telecommuting

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

## Does the institution offer a telecommute program for employees? :

Yes

## A brief description of the program :

Telecommuting is a cooperative arrangement between the employee and the employer. It is a flexible, voluntary work option that allows employees to work a portion of a normal work week/pay period at an alternative work site on a regular basis as agreed upon in writing between the individual and UW-Green Bay for a specified period of time. This voluntary telecommuting program is intended to be an innovative work option that benefits the University as well as the employee. It is not a basic right of all employees. A telecommuting arrangement is based on the needs of the University and on the employee's past and present levels of performance. It does not change the basic terms and conditions (including compensation and benefits) of employment.

## The website URL where information about the program is available :

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## Carpool/Vanpool Matching

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**Responsible Party**

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution participate in a carpool/vanpool matching program? :**

Yes

**A brief description of the program :**

UW-Green Bay has partnered with Zimride to provide their software-as-a-service carpool matching and ride sharing program available to students, faculty and staff.

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

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# Cash-out of Parking

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

# Carpool Discount

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

## Local Housing

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

## Prohibiting Idling

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

# Car Sharing

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



# Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

### Weight of materials recycled, 2005 baseline year :

173.60 Tons

### Weight of materials composted, 2005 baseline year :

0 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

927.87 Tons

### Weight of materials recycled, performance year :

246.13 Tons

### Weight of materials composted, performance year :

0 Tons

### Weight of materials disposed as garbage, performance year :

1040.47 Tons

### List the start and end dates of the waste reduction performance year :

July 1, 2010 - June 20, 2011

### On-campus residents, 2005 :

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

1825

**Non-residential/commuter full-time students, faculty, and staff members, 2005 :**

3576

**Non-residential/commuter part-time students, faculty, and staff members, 2005 :**

1262

**On-campus residents, performance year :**

1864

**Non-residential/commuter full-time students, faculty, and staff members, performance year :**

3435

**Non-residential/commuter part-time students, faculty, and staff members, performance year :**

1814

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :**

July 1, 2010 - June 20, 2011

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :**

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**A brief description of the plan of action to achieve waste reduction goals :**

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**The website URL where information about the institution's waste reduction initiatives is available :**

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## Waste Diversion

### Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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 Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

# Construction and Demolition Waste Diversion

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

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

## Amount of construction and demolition materials recycled, donated, or otherwise recovered :

237.73 Tons

## Amount of construction and demolition materials landfilled or incinerated :

333.43 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :

Through a State of Wisconsin/Department of Administration contract, UW-Green Bay worked with WasteCap Resources Solutions, Inc. a nonprofit, industry-supported 501(c)(3) organization that provides waste reduction and recycling assistance to businesses. The company and its clients have diverted 386,369 tons of construction and demolition waste from landfills, or 136 pounds per person in Wisconsin. Current construction & demolition projects are achieving an average 91% recycling rate. For the UW-Green Bay Wood Hall & Rose Hall renovations conducted in 2010-2011, a 71.3% diversion rate was achieved.

# Electronic Waste Recycling Program

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

### *Part 1*

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :**

No

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

It is now state law in Wisconsin to properly recycle e-waste through an accredited and state-certified recycling partner. The state certification program sets the criteria for becoming a state vendor of e-waste recycling services.

**A brief description of the electronic waste recycling program for institution-generated materials :**

The e-waste recycling "Round-up" program is run on a yearly basis. All departments and staff are notified via e-mail and flyers are posted providing the drop-off location as well as the details of what is acceptable for recycling. In the first year, Spring 2011, 15 skids of electronic waste were collected, nearly filling a 50-foot semi trailer. The campus partnered with Fox Valley Technical College's Driving School (semi-truck driving) to transport the e-waste to UW-Madison's SWAP program for proper recycling.

**A brief description of the electronic waste recycling program for student-generated materials :**

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**The website URL where information about the e-waste recycling program is available :**

<http://www.dnr.state.wi.us/org/aw/wm/ecycle/index.htm>

# Hazardous Waste Management

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## Responsible Party

**Jill Fermanich**  
University Safety Manager  
Business & Finance

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## Criteria

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.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :**

Basic waste minimization options include:

- waste stream segregation
- good housekeeping
- inventory control/ordering chemicals in smaller quantities
- material substitution
- using smaller scale
- modifying specific experiments

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

UW-Green Bay complies with US EPA and WDNR rules for small quantity generators. Management practices are outlined in the UWGB Hazardous Waste Disposal Guide. UW-Green Bay has and continues to make efforts to minimize the production of hazardous waste. All hazardous waste is stored in a locked, limited access storage room. Hazardous waste disposal is managed under a mandatory hazardous waste contract and is currently shipped off-campus twice per year. Lithium containing batteries are collected and disposed of with UW-Green Bay's hazardous waste shipments. All rechargeable batteries are recycled with Call2Recycle. Universal waste lamps are stored in structurally sound, closed, properly labeled containers until they are shipped with a contracted lamp recycler.

**The website URL where information about hazardous materials management is available :**

[http://www.uwgb.edu/busfin/safetyrisk/Policy/hazardous\\_waste](http://www.uwgb.edu/busfin/safetyrisk/Policy/hazardous_waste)



**Responsible Party**

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :**

Yes

**A brief description of the program :**

UW-Green Bay is an active participant in the Surplus With A Purpose (SWAP) Program. This program is run by the Business Services-Purchasing Department within the UW - Madison. It is a multi-faceted surplus property disposal operation that serves all University of Wisconsin - Madison departments, UW State schools, municipalities, and State of Wisconsin agencies. SWAP finds new homes for equipment and furniture by redistributing it to other departments, selling it to the public, or selling or donating the equipment to non-profit agencies.

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

<http://busssvc.wisc.edu/swap/swap.html>

## Limiting Printing

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### Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

### Does the institution limit free printing for students in all computer labs and libraries? :

Yes

### A brief description of how printing is limited :

UW-Green Bay students receive a credit of \$7 for printing on their University ID for the academic year. This is paid for by the student technology fee. Black and white laser printing cost \$.07 per page, color laser printing cost \$.30 per page, and tabloid color printing costs \$.60 per page. If students use up their allocated funds, they can add funds at their own expense to their Pay-for-Print account. In addition, all printers are set to default to duplex printing, saving paper.

### The website URL where information about the program, policy, or practice is available :

<http://www.uwgb.edu/compserv/labs/print.htm>

**Responsible Party**

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :**

Yes

**A brief description of the practice :**

UW-Green Bay does not print course catalogs, course schedules or directories. Course catalogs are available online at:

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

course schedules are available at

<http://sis.uwgb.edu/schedule/>

; and, the campus directory is available at

<http://sis.uwgb.edu/DirectorySearch/index.asp>

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

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

# Chemical Reuse Inventory

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## Responsible Party

**Joe Schoenebeck**

Laboratory Manager

Natural and Applied Science

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

## Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :

Yes

## A brief description of the program :

UW-Green Bay has a chemical inventory system in place which monitors the location and amount of chemicals present on campus. When faculty need a particular chemical for class or research, they check with the laboratory management team to assess chemical availability prior to making any new purchases.

## The website URL where information about the practice is available :

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## Move-In Waste Reduction

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

## Move-Out Waste Reduction

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**Responsible Party**

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution have a program to reduce residence hall move-out waste? :**

Yes

**A brief description of the program :**

UW-Green Bay works with several local charities during move out to collect unused, unopened food items for a local food pantry as well as with a resale store which collects furniture and other reusable items.

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

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# Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

## Water consumption, 2005 baseline year :

48785201 Gallons

## Water consumption, performance year :

48785201 Gallons

## List the start and end dates of the water consumption performance year :

July 1, 2010 - June 30, 2011

## On-campus residents, 2005 :

1825

## Non-residential/commuter full-time students, faculty, and staff members, 2005 :

3576

## Non-residential/commuter part-time students, faculty, and staff members, 2005 :

1262

## On-campus residents, performance year :

1864

## Non-residential/commuter full-time students, faculty, and staff members, performance year :

3435

## Non-residential/commuter part-time students, faculty, and staff members, performance year :



**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :**

July 1, 2010 - June 30, 2011

**Indication of whether institution has a stated commitment to water use reduction goals :**

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**A brief description of the plan of action to achieve water use reduction goals :**

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

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# Stormwater Management

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

Yes

**A brief description of the institution's stormwater management initiatives :**

UW-Green Bay has a Municipal Separate Storm Sewer System (MS4) General Permit. In 2008, a contractor conducted a stormwater analysis to estimate annual stormwater loadings (sediment and phosphorous) for all storm sewer outfalls. This establishes a base pollution load and the pollution reduction resulting from the existing stormwater management measures on campus.

Currently, the campus uses best management practices of rooftop, parking and sidewalk disconnection, swale drainage, and wet detention ponds to reduce impact of total suspended solids (TSS). As of the 2008 study, the BMP in place have already met the TSS reduction level of 40% required by 2013.

**The website URL where information about the institution's stormwater management initiatives, plan or policy is available :**

[http://www.uwsa.edu/capbud/documents/stormwater/gby/UWGB\\_SWMP\\_DRAFT.pdf](http://www.uwsa.edu/capbud/documents/stormwater/gby/UWGB_SWMP_DRAFT.pdf)

**Does the institution have a living or vegetated roof? :**

Yes

**A brief description of the institution's living or vegetated roof :**

UW-Green Bay has underground concourses running between the majority of academic buildings to allow easy access throughout the winter months. The Instructional Service Building has a green roof on its concourse, installed in 1969 when the building was constructed.

**Does the institution have porous paving? :**

No

**A brief description of the institution's porous paving :**

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**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

Four campus ponds serve as detention ponds: Upahki, Teal, the large golf course pond and the detention pond serving the Kress Events Center. Of these four, only the detention pond serving the Kress Events Center is an engineered detention pond. Detention ponds are depressions in the ground surface with a permanent pool of standing water. During rainfall events, stormwater runoff from storm swers or grassed swales enters the detention pond where some of the sediment in the runoff settles out before it flows downstream.

**Does the institution have stone swales? :**

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**A brief description of the institution's stone swales :**

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**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

Grassed swales drain most of the non-curbed roadways on campus and can be seen adjacent to these roadways, such as South Circle Drive. Grassed swales have the ability to treat stormwater and allow for infiltration, whereas the alternative storm sewer system does not.

**Does the institution employ any other technologies or strategies for stormwater management? :**

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**A brief description of other technologies or strategies for stormwater management employed :**

The University of Wisconsin - Green Bay storm sewer system was constructed in the late 1960's and early 1970's during the initial construction phases of the university. At that time, the City of Green Bay did not have storm sewers that extended to the campus site. In order to provide stormwater drainage for the campus area, storm sewers were installed that discharge to the nearby waters of Mahon Creek and the bay of Green Bay. Subsequent development necessitated drainage for a large part of campus that was provided by construction of storm sewers that lead to a pond on the golf course. The detention pond serving the Kress Events Center was constructed in 2007 to provide stormwater runoff pollution control for new parking lots and building expansion of the Kress Events Center. Over the years, the university has constructed and maintained a storm sewer system that is completely separate from the system operated by the City of Green Bay. For most of its history, UW-Green Bay has not been required to treat its stormwater nor was the campus charged any type of permitting fee.

# Waterless Urinals

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

## Building Water Metering

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

# Non-Potable Water Usage

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :**

Yes

**A brief description of the source of non-potable water and how it is used :**

The UW-Green Bay campus includes a public 9-hole golf course, Shorewood Golf Course. The course includes a pond fed by rainwater and stormwater runoff. Water from the pond is used to irrigate the golf course when natural rainfall is not sufficient.

**The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

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**The percentage of building space using water from recovered, reclaimed or untreated sources :**

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**The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

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**The website URL where information about the program, policy, or practice is available :**

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**Responsible Party**

**Michael Vanlanen**

Ground Supervisor

Facilities Management & Planning

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

Yes

**A brief description of the program or practice :**

UW-Green Bay uses native plant species and those adapted to our climate zone. The University's Cofrin Center for Biodiversity and the Biodiversity Committee provide guidance on appropriate plant species chosen to be integrated into the campus green space.

**The website URL where information about the program or practice is available :**

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# Weather-Informed Irrigation

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## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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

**Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :**

Yes

**A brief description of how weather data or sensors are used :**

There is a sensor on our programmable irrigation system on our soccer field that will not turn the water on if we receive 1/2" of rain. The sensor is adjustable.

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

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# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

## Does the institution have a sustainability committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

UW-Green Bay has had a Sustainability Committee for two years. This committee is composed of a cross-section of the university including faculty, staff and student representatives. During the school year, the committee meets on a monthly basis to discuss ongoing projects and development of new programs. The committee's budget helps support sustainability efforts such as RecycleMania and Zimride as well as other efforts targeted to make the UW-Green Bay campus more sustainable.

## Members of the committee, including affiliations :

Members of Academic Year 2011-2012 committee include:

Kevin Fermanich, Associate Professor, Natural and Applied Sciences

Glenn Gray, Director, Resident Life

John Katers, Associate Professor, Natural and Applied Sciences

Paul Pinkston, Director, Facilities Management & Planning

John Stoll, Professor, Public and Environmental Affairs

Rick Warpinski, Director, University Union

Jorge Estevez, Assistant Professor, Natural and Applied Sciences

Patricia Terry, Associate Professor, Natural and Applied Sciences

Linda Dupuis, Director, Institutional Purchasing

J.D. Dressan, Account Manager, Wisconsin Public Service (local utility)

Joe Schoenebeck, Classified Staff, Laboratory Manager

Laurie Case, Sustainability & Strategic Planning Coordinator

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

Jeff Cook, student  
Kaitlyn Gilles, student

**The website URL where information about the sustainability committee is available :**

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**Does the institution have a sustainability office? :**

No

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

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**The number of people employed in the sustainability office :**

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**The website URL where information about the sustainability office is available :**

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**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Laurie Case

**Sustainability coordinator's position title :**

Sustianability & Strategic Planning Coordinator

**A brief description of the sustainability coordinator's position :**

This position is primarily responsible for campus-wide sustainability initiatives with emphasis on the continuing integration of sustainability into the campus culture and all aspects of campus activities. This position also assists the Chancellor's office with strategic planning and other related responsibilities. Activities involve work with campus leaders, student leaders and organizations throughout the institution and include aspects of capital budget planning, campus space use planning, academic program positioning/development, non-academic institutional development processes, campus facilities management and project management.

**The website URL where information about the sustainability coordinator is available :**

<http://blog.uwgb.edu/inside/index.php/log-news/announcements/02/02/sustainability-coordinator-1110/>

## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

## Year the strategic plan or equivalent was completed or adopted :

2012

## Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

Yes

## A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

Sustainability is one of the seven strategic planning themes adopted in January 2011 by Chancellor Harden as he launched a new University of Wisconsin - Green Bay Strategic Planning initiative. The process of identifying the Strategic Planning Themes was broadly inclusive and involved faculty, staff, students and members of the community in 17 facilitated input sessions. The results were discussed with a wide variety of groups and reviewed by the Leadership Council, Faculty Senate, the Academic Staff Committee, and Cabinet. The themes provide guidance and context as we move forward - they are not intended to reflect where UW-Green Bay is at this moment, but will be used in developing the University's Strategic Plan in 2011. Strategic planning is an inclusive process, currently ongoing in Academic Affairs, Student Affairs, Business and Finance, Advancement, Athletics and the Chancellor's Office.

The Sustainability Strategic Planning Theme states: "We demonstrate leadership in our policies, programs and practices toward local and global ecological integrity. As stewards of knowledge, we continue to institutionalize appropriate environmental practices, policies and sustainability-related curriculum decisions. We seek to prepare a community of sustainable learners and ensure our students are being prepared for employment and citizenship in a world defined, in part, by environmental and other challenges. We must ensure that the University promotes sustainability in all aspects of the University.

**Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :**

Yes

**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :**

Diversity and inclusivity are included in the key guiding strategic planning theme of Civersity and Institutional Environment which states, "The University strives for diversity that is broadly inclusive, warmly welcoming, and equitable in its treatment of all members of the University community. UW-Green Bay is an institution committed to diversity of thought and practice which seeks to move beyond labels and categories that put up barriers and tend to fragment populations.

The University is committed to hiring and retaining a more diverse faculty and staff as we continue to recruit a more diverse student body. The University invests in its people and strives to create a work environment that supports personal and professional growth, collegiality and a healthy quality of life. The University strives to provide competitive compensation and benefits."

**Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :**

Yes

**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**

The strategic planning theme of Finance, Budget, Resources addresses the need to maintain sustainable funding for university operations by stating, "The University will increase its ability to acquire, develop, use and manage resources. In order to enhance student success, deliver an appropriate mix of academic programs, and recruit and retain outstanding faculty and staff, additional funding, facilities and technology are critical. Finances will greatly determine the extent we are able to address our mission responsibilities. For growth, quality improvement and maintenance, it is important that the University acquire additional funding, budget effectively, create greater efficiencies, and commit resources to in-demand programs and services."

**The website URL where information about the strategic plan is available :**

<http://www.uwgb.edu/chancellor/strategic-planning/>

# Physical Campus Plan

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

## Does the institution's physical campus plan include sustainability at a high level? :

Yes

## A brief description of how the physical campus plan or amendment includes sustainability :

UW-Green Bay is somewhat unique in that it has had a physical campus plan in place since 1968, when the first shovelful of ground was turned to begin campus construction. Decisions about critical issues like sites for potential new facilities and enrollment growth were incorporated, but since the environment around us has changed significantly since its inception, the Campus Master Plan was reviewed and revised in 2006 to provide guidance for the future. The plan provides criteria for decision-making relevant to such physical elements as campus identity, land use, pedestrian and vehicular circulation, aesthetics, sustainability, landscaping, infrastructure/utilities, and so on.

Sustainability is a key component of the 2006 Master Plan. The Plan presents this overview: The term sustainability is synonymous with terms like high performance buildings, holistic design, green buildings, and whole building design. There is, however, no true industry standard of sustainability and sustainability does not refer to just buildings. Sustainability is generally defined as meeting the needs of today without compromising the ability of future generations to meet their needs; it generally encompasses three areas of design and construction: environmental responsibility, energy conservation, and improved human health and performance.

Academic institutions can play a profound role in advancing the acceptance of sustainable thoughts and actions. UW-Green Bay, like other colleges and universities, has tremendous potential to increase peoples' understanding of sustainability, through traditional educational offerings but also through its actions, policies, and plans for the built environment. The campus already practices many approaches to sustainability, some in an exemplary manner. Use of renewable energy at MAC Hall, and restoration and conservation work at the arboretum represent a strong commitment to environmental awareness.

The Master Plan explores sustainability through reach individual element of the campus plan and the integration of individual parts into a cohesive whole. Simplification of the wayfinding and navigation system has the potential to reduce unnecessary drive time through campus and aid in clear public transportation routes within the campus boundaries. Buidling opportunities are conceptually located near existing utility tunnels and are often placed as additions to existing buildings to reduce the materials and resources necessary for construction. The density of the inner core of campus is increased, containing the footprint of the academic buildings to a core location. Parking is expanded by reconfiguring lots and buffer strips are presented as one method of mitigating the urban heat island, potentially reducing storm water run-off, and increasing the 'green' appearance of campus.

**The year the physical campus plan was developed or adopted :**

2006

**The website URL where the physical campus plan is available :**

<http://www.uwgb.edu/masterplan/index.html>



# Sustainability Plan

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

## Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

## A brief description of how multiple stakeholder groups were involved in developing the plan :

The Sustainability Committee, Cabinet (Chancellor, Vice Chancellors, Provost), and student representatives had both input and review roles in developing the sustainability strategic plan.

## A brief description of the plan's measurable goals :

The sustainability strategic plan includes these goals:

Meet all submission deadlines for ACUPCC and AASHE programs.

Identify and pursue financing/funding opportunities for sustainability projects.

Ensure that the new UW-Green Bay Foundation, Inc. is informed on incorporating sustainability issues in its investment decisions.

Enhance sustainability communication efforts to promote and build value within stakeholder groups.

Leverage past and ongoing successes to build value with external stakeholders.

Integrate sustainability concepts and teaching across the curriculum.

## A brief description of how progress in meeting the plan's goals is measured :

Each strategic goal has a set of measurable objectives and action items to support achieving the objective. Each objective has a specific measure in terms of timeline, yes/no completion accountability, or reaching a pre-set value such as "embed 3 questions on sustainability literacy into existing student assessment efforts."

**The website URL where more information about the sustainability plan is available :**

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**The year the plan was developed or last updated :**

2011

# Climate Action Plan

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

## Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

## A brief summary of the climate plan's long-term goals :

As a signatory of the American College and University Presidents' Climate Commitment, UW-Green Bay has a stated goal of climate neutrality by 2050, with a 50% reduction in greenhouse gas emissions over a 2010 baseline by 2030.

## A brief summary of the climate plan's short-term goals :

Over the short-term, until improvements in the current economic situation occur, the focus will be on continuing to increase efficiency in energy usage wherever possible, encourage conservation and continue to build awareness and understanding of how individual behavior changes can contribute to conserving resources.

## Year the climate plan was formally adopted or approved :

2011

## An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

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## List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

Scope 1 - 3

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

Snapshot | Page 155

**The reduction level (percentage) institution has committed to :**

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**The baseline year the institution used in its GHG emissions commitment :**

July 1, 2010

**The baseline emissions level institution used in its GHG emissions commitment :**

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**The target year the institution specified in its GHG emissions commitment :**

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**The website URL where information about the climate plan is available :**

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# Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**Deborah Rezac**  
Diversity Director  
American Intercultural

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

## Does the institution have a diversity and equity committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

In the spirit of the University's guiding principle "to support a community devoted to diversity/inclusivity in thought and experience," the Chancellor's Council on Inclusive Excellence will provide the Chancellor with advice and recommendations that will promote a learning community that pursues and embraces equity, diversity, and inclusion.

The Chancellor's Council on Inclusive Excellence also advises the Chancellor on affirmative action matters in compliance with the University of Wisconsin System Equal Opportunity Policy.

The Chancellor's Council on Inclusive Excellence provides advice to the Chancellor by:

- \*Actively engaging in the implementation of campus inclusivity initiatives where appropriate.
- \*Reviewing and evaluating campus compliance with Federal, State, System and campus policies regarding diversity, equity, and inclusion.
- \*Reviewing, as requested, all diversity, equity, and inclusivity-related activities including, but not limited to:
  - Affirmative Action Plan
  - Campus Inclusive Excellence Plan
  - Affirmative Action Programs: Faculty/Staff - Recruitment and retention of racial/ethnic minorities and women; employment matters.
  - Students - Access, recruitment and retention, employment matters.
- \*Reviewing proposed policy and procedural statements and advising the Chancellor on the need for policy changes as necessary.
- \*Producing discussion papers on timely diversity topics.

## Members of the committee, including job titles and affiliations :

Chancellor's Council on Inclusive Excellence

Faculty

Angie Bauer-Danton

Deirdre Radosevich  
Christine Smith  
Gaurav Bansal  
Ex Officio  
Brian Wardle, Men's Head Basketball Coach  
Sheryl Van Gruensve, Director, HR  
Deborah Rezac, Director of Diversity/American Intercultural Center (chair)  
Julia Wallace, Provost and Vice Chancellor for Academic Affairs  
Brenda Amenson-Hill, Dean of Student Affairs  
Lynn Nieme, Director of Disability Services  
Students (one year terms)  
Heba Mohammand  
Fernando Jose Carmen Chavarria  
Jessica Olive  
Jenny Ulrich  
Academic Staff  
Juliet Cole  
Joanie Dovekas  
Shawn Robinson  
Classified Staff  
Eric Steliga

**The website URL where information about the diversity and equity committee is available :**

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**Does the institution have a diversity and equity office? :**

Yes

**A brief description of the diversity office :**

The American Intercultural Center provides services and activities that promote the academic success, personal growth and development of multicultural students. The Center also conducts educational programs that enhance learning, promote respect and appreciation for racial and ethnic diversity. The AID supports the academic mission of UW-Green Bay and contributes to the development of a campus community dedicated to diversity of thought and experience. Through its programs, services, resources, activities and collaborative efforts, the AIC seeks to:

- Provide academic, social and cultural support to help multicultural students achieve their educational goals.
- Orient new multicultural students to the culture of the institution.
- Promote and deepen student's understanding of their own cultural heritage and identity.
- Educate the university community about diverse cultures, cultural differences and the rich contributions of other cultures to the campus community.
- Provide training in leadership and other skills for multicultural students and for those seeking to assist them.
- Provide a forum in which issues of diversity, identify, prejudicial attitudes and behaviors and cross-cultural communication can be broadly addressed in the campus community.
- Enrich the educational experience of all students, and model how to live in a multicultural world.

**The number of people employed in the diversity office :**

3

**The website URL where information about the diversity and equity office is available :**

<http://www.uwgb.edu/aic/index.asp>

**Does the institution have a diversity and equity coordinator? :**

Yes

**Diversity coordinator's name :**

Deborah Rezac

**Diversity coordinator's position title :**

Diversity Director

**A brief description of the diversity coordinator's position :**

The Diversity Director is responsible for the overall administration of the staff, budgets and programs of the AIC, consistent with the stated goals and mission of the Center. The Director supervises 2.5 FTE professional and clerical staff, as well as student employees. In addition to routine administrative responsibilities (personnel management, budget development and management, assessment-data collection and reporting, and AIC policy formation), the Director also works directly with multicultural students and student organizations to promote student satisfaction and success. The Director works closely with a team of other student service office leaders to continually evaluate and improve the university's efforts to recruit, retain and graduate multicultural students. The Director promotes awareness of multicultural issues on campus, provides leadership in institution-wide efforts to enhance the campus climate, and develops sustaining relationships with external programs and agencies serving multicultural youth. The Director will have a thorough understanding of student issues most relevant to multicultural populations, both nationally and at the campus level, as well as a demonstrated ability to keep the Dean of Students Office and campus administration informed of issues that have the potential to significantly influence the campus community. The Diversity Director will serve as the UW-Green Bay Multicultural/Disadvantaged (M/D) Coordinator for the University of Wisconsin System. This responsibility includes working with other MD Coordinators and gathering campus data and information to share at UW System Meetings and events. The position also includes annual and ongoing reporting of campus progress and fiscal data related to diversity initiatives. The Coordinator is responsible for producing the institutional M/D Annual Reports.

**The website URL where information about the diversity and equity coordinator is available :**

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# Measuring Campus Diversity Culture

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

## Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

## A brief description of the assessment(s) :

During Spring semester 2011, UW-Green Bay, as part of the University of Wisconsin System Assessment of Campus Climate, conducted a comprehensive survey of faculty, staff and students.

The Campus Climate Study is a way to measure the climate of diversity and inclusiveness on the UW-Green Bay campus with regard to race, ethnicity, gender identity and sexual orientation, religious affiliation, veteran status, etc.

A welcoming, or inclusive, campus is important in order to recruit and retain talented faculty and students. Students will succeed in a learning environment that meets their unique and diverse needs.

The study will identify areas that may need to be addressed so that UW-Green Bay can create a welcoming environment for faculty and staff members and students from diverse backgrounds.

## Year the assessment was last administered :

2011

## A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

Survey results will be reported in meetings for all members of the campus community. The conclusions of the Climate Survey will aid each institution in developing tailored action plans for inclusion and diversity that will assist in focusing their efforts to make their campus

inclusive and welcoming for all.

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

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

# Support Programs for Underrepresented Groups

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

### **Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :**

Yes

### **A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :**

All of the organizations that call the American Intercultural Center "home" offer opportunities to affirm and share their own culture, learn about other cultures, gain skills that can be developed through co-curricular activities, and get involved in the campus at-large in the context of a supportive environment. Members typically are represented every year among students who win campus-wide University Leadership Awards. Student organizations include: Black Student Union; Intertribal Student Council; La Organizacion Latino Americana; Sexuality and Gender Alliance - Fair Wisconsin; Southeast Asian Student Union; and, Women of Color.

### **A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :**

All new faculty members have the option of participating in a mentoring program during their first year. The mentor provides guidance and serves as "go-to" resources for issues, concerns and questions about both the University and Green Bay community.

### **A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :**

The search and screen process for hiring staff has numerous built-in "check points" to assure that positions are widely advertised, that screening tools are unbiased, and that applicant and interview pools are diverse. Support for new staff (including diverse staff) is an explicit expectation of managers.

In addition, new non-classified academic staff also have the option to participate in a mentoring program. New classified staff are automatically assigned a mentor through the Campus Connection Program. The goal of the Classified Campus Connection is to foster a cooperative network among classified staff, as well as to cultivate a sense of community on campus. The program benefits new

employees by giving them a friendly resource. In return, existing employees have the opportunity to share their experiences and knowledge.

**The website URL where more information about the programs in each of the three categories is available :**

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# Support Programs for Future Faculty

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## Responsible Party

**Michael Stearney**

Dean of Enrollment Services

Enrollment Services

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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.
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*"---" indicates that no data was submitted for this field*

## Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty :

UW-Green Bay actively participates in a UW System program through the UWS Institute on Race and Ethnicity (IRE). The IRE funds release time for underrepresented faculty to complete PhD dissertations, do scholarly research in support of tenure aspirations, and do research on effective teaching. Several UW-Green Bay faculty have been supported with IRE funds, and the institution has generously encouraged and supported their participation.

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

<http://www4.uwm.edu/ire/>

# Affordability and Access Programs

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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*"---" 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 the institution's participation in federal TRIO programs :**

TRiO Programs

TRiO programs at UWGB consist of both the Upward Bound program and the Regional Center for Mathematics and Science, an Upward Bound - Math and Science Program. Both programs are sponsored through federal grants from the U.S. Department of Education.

Precollege programs at UWGB are sponsored through a combination of grants from the State of Wisconsin - Department of Public Instruction.

TRiO and Precollege Programs at UWGB are focused on bringing low income and first generation college students to UWGB.

The Upward Bound program at UWGB offers tutoring labs during the academic year to its high school students at East, West, and Preble High Schools in Green Bay, WI. Additionally, the Upward Bound program takes its students on tours to colleges around the Midwest

throughout the year, provide assistance in finding and filling out college financial aid applications, help students find and complete ACT and SAT prep courses if desired, take students on various community service activities throughout the year. During the summer, Upward Bound brings its students to UWGB for a six week residential learning experience where they live in the dorms and take courses from veteran teachers and university professors.

The RCMS program at UWGB runs a six week residential program concurrently with Upward Bound. In addition to a collegiant experience and challenging courses during its summer sessions, RCMS provides its students with assistance in applying for financial aid, in applying to colleges, and in bettering ACT and SAT scores through prep courses. As RCMS students come from all over the Midwest, its academic-year interaction with its students takes the form of challenge questions and newsletters.

Both programs run their summer programs from June through August.

#### Precollege Programs

The Precollege Programs at UWGB consist of two-week, residential experiences at UWGB where students live in the dorms on campus and attend classes during the week. Students participate in one of three programs: Young Writers Workshop, Stars of the Future/Estrellas del Futuro, Learning with Legos. All three run concurrently in June and share dorm staffs.

### **A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :**

All students are encouraged to apply for federal and state aid by completing the Free Application for Federal Student Aid (FAFSA). Eligibility for different grant programs is determined by the results of the FAFSA. We do not have specific institutional aid programs geared toward the 'low income' students, however, we do not require new traditional students to live on campus, so a local, low income student (or any new student) could lower costs by commuting from home.

### **A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :**

An all-campus 'retention summit' was conducted in January 2011, and a session on student financial aid was held. It was well received, particularly because most faculty have little knowledge of the daunting financial circumstances facing low income students.

### **A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :**

#### Precollege Programs

The Precollege Programs at UWGB consist of two-week, residential experiences at UWGB where students live in the dorms on campus and attend classes during the week. Students participate in one of three programs: Young Writers Workshop, Stars of the Future/Estrellas del Futuro, Learning with Legos. All three run concurrently in June and share dorm staffs.

In addition, the Phuture Phoenix program encourages local at-risk students, starting at the fifth-grade level, to complete high school and attend college, thus boosting the percentage of NE Wisconsin graduates who continue onto college.

UWGB also participates in the Advancement Via Individual Determination (AVID) program. AVID is designed to give support to students, particularly those in the academic middle, so that they can go to college and reach their fullest potential. It also serves to level the playing field for minority and low-income students, as well as students who may be the first in their families to potentially attend college.

### **A brief description of the institution's scholarships for low-income students :**

There are several University scholarships that are designated for students who show financial need according to their processed FAFSA application. The definition of low income versus financial need may vary and need is one criteria that would be considered in awarding most scholarships.

### **A brief description of the institution's programs to guide parents of low-income students through the higher education experience :**

General information sessions are available twice daily year around on campus. These information sessions include how-to's on navigating through the higher-ed application and student aid processes.

### **A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :**

The Phoenix Start Program is an admissions program which works with students who show promise for success. These largely first generation and low-income students who do decide to come to UW-Green Bay continue to participate in this high-touch program where they receive advising and monitoring to achieve success. In addition, the campus American Intercultural Center works to recruit multi-cultural students from urban and inner city areas.

### **A brief description of the institution's other admissions policies and programs :**

The Inclusive Excellence Project and the Equity Scorecard Projects both seek to share information to promote a broadly inclusive campus community and a focus on equitable outcomes for all learners, with a particular emphasis on low income, first generation and underrepresented students.

The admission programs and processes are very comprehensive, hands-on/high touch, accommodating and sensitive to individual needs.

### **A brief description of the institution's other financial aid policies or programs :**

Students are encouraged to apply for financial aid early each year as some federal and state programs are limited in financial resources so funds do run out. By applying early, students are giving themselves the best opportunity to be considered.

We have a wide variety of policies and specific programs. For example, the Gear UP program is for high need students who have been involved in specific programs in high school and have not transitioned to college. The Talent Incentive Program Grant is a combination state and federal program for high need students as well. Two relatively new programs in Wisconsin are the Fund for Wisconsin Scholars (FFWS) and the Wisconsin Covenant Foundation and/or Scholars Grant. The FFWS is privately funded by a generous donor and provides millions of dollars annually throughout the state to needy (Pell Grant eligible) students. The WI Covenant Foundation is part of the Wisconsin Covenant program that is privately funded and is for the highest need students. The Wisconsin Covenant Scholars (state funded) program is for specific students that signed a WI Covenant pledge and met other criteria. Some Students will show need to get it while others may receive a smaller amount if they do not have need.

### **A brief description of the institution's other policies and programs not covered above :**



UW-Green Bay runs a local, award-winning program called Future Phoenix with the following goals and objectives:

- To encourage at-risk students, starting at the 5th grade level, to complete high school and attend college, thus boosting the percentage of NE Wisconsin graduates who continue into college.
- To provide positive role models for at-risk students and allow UW-Green Bay students the opportunity to perform community service.
- To create a relationship between the community, university and area youth.
- To provide fifth graders an opportunity to visit and experience their public university.
- To increase the number of pre-teens and young teens who view education as a path to a brighter future.
- To provide scholarships for Future Phoenix students who graduate from high school and attend UW-Green Bay.

**The website URL where information about programs in each of the areas listed above is available :**

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# Gender Neutral Housing

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**Responsible Party**

**Glenn Gray**  
Director, Residential Life  
Residential Life

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

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :**

Yes

**A brief description of the program, policy, or practice :**

Residential Life, as standard practice, works with individual students on a case-by-case basis to evaluate and accommodate special need requests for transgender and transitioning individuals.

**The website URL where information about the program, policy, or practice is available :**

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# Employee Training Opportunities

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**Responsible Party**

**Sheryl Van Gruensven**  
Director, Human Resources  
Business and Finance

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

**Does the institution make cultural competence trainings and activities available to all employees? :**

Yes

**A brief description of the cultural competence trainings and activities :**

All employees participate in training on the topics of harassment and discrimination. In addition, respectful workplace training has been conducted in some departments. The "Human Mosaic" seminar and activity series is also open to all members of the UW-Green Bay campus.

**The website URL where information about the trainings and activities are available :**

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# Student Training Opportunities

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## Responsible Party

**Deborah Rezac**  
Diversity Director  
American Intercultural

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

## Does the institution make cultural competence trainings and activities available to all students? :

Yes

## A brief description of the cultural competence trainings and activities :

The UW-Green Bay American Intercultural Center offers a fantastic "Human Mosaic" seminar and activity series each semester. In Spring 2011 semester, 27 events were held. Some examples:

Mementi Mori: Large scale photographs by Madison-based photographer, Paul Baker Prindle, documents sites where gays have been murdered across the U.S. Come and see this powerful and through provoking exhibit.

Culture Shock Camp: As an all-Native hip-hop crew from Oklahoma City, the Culture Shock Camp's sound and vibe are defined by its unique and powerful blend of hip-hop and Native music. Its message promotes wellness, unity and Native pride. Everyone is invited to share in this unique musical experience.

Conversations with Simon Estes: In honor of Black History Month, Simon Estes, world-renowned operatic bass-baritone African-American singer is coming to UWGB. He is notably part of the first generation of black opera singers to achieve worldwide success and is part of an instrumental group of performers who helped break down the barriers of racial prejudice in the world of opera. Mr. Estes will be talking with UWGB students in the American Intercultural Center about his life's journey in the afternoon and will be performing alongside the students and music discipline voice faculty in the evening.

## The website URL where information about the trainings and activities are available :

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

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

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## Responsible Party

**Sheryl Van Gruensven**

Director, Human Resources

Business and Finance

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## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

### **Total number of employees working on campus (including contractors) :**

803

### **Number of employees (including contractors) that the institution ensures earn sustainable compensation :**

803

### **A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :**

UW-Green Bay adheres to all federal and state laws on minimum wage. In addition, on the UW-Green Bay campus, the lowest paid workers are ensured equity in compensation through annual comparisons of prevailing wages against the Green Bay Area Chamber of Commerce wage survey. Comparisons are also drawn between the UW-Green Bay campus and other campuses in the University of Wisconsin system, both those in closer proximity to Green Bay for a regional snapshot, as well as to those of a similar size (students/faculty/staff) from across the state. For part-time positions, comparisons are pulled to full-time workers in the same position to monitor pay equity.

Sustainable and competitive compensation in the UW System is an increasing challenge as further state budget cuts and a significant increase in employee contributions to benefit plans, following now pay increase for multiple years, erodes take-home pay.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

2010

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

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# Employee Satisfaction Evaluation

## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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



# Staff Professional Development in Sustainability

## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

# Sustainability in New Employee Orientation

## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

## Employee Sustainability Educators Program

### Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

# Childcare

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

# Employee Wellness Program

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :**

Yes

**A brief description of the employee wellness program, policy, or practice :**

All UW-Green Bay faculty and staff have access to an Employee Assistance Program at no charge to the employee. The EAP is a confidential, work place based Employee Assistance Program. The program is designed to assist in the prevention, early identification and resolution of personal matters which may affect both an employee's sense of well being and their ability to effectively carry out their work responsibilities. Examples of issues which the EAP might be helpful with are health, marital, family, financial, alcohol and other drugs, emotional, stress and other personal concerns.

**The website URL where information about the program, policy, or practice is available :**

[http://www.uwgb.edu/counselinghealth/for\\_employees/eap.asp](http://www.uwgb.edu/counselinghealth/for_employees/eap.asp)

# Socially Responsible Retirement Plan

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

### Does the institution offer a socially responsible investment option for retirement plans? :

Yes

### A brief description of the socially responsible investment option for retirement plans :

The Wisconsin Retirement System provides the option of participating in a 403(b) savings program. Companies participating in this offering include Dreyfus, Fidelity, T. Rowe Price, TIAA-CREF, Lincoln National Life, and Ameriprise/RiverSource.

Among the options available for investing are:

Dreyfus Global Sustainability Fund (Dreyfus)

Gabelli SRI CL AAA (Fidelity)

CREF Social Choice Account

TIAA-CREF Social Choice Equity Account

### The website URL where information about the program, policy, or practice is available :

<http://www.uwgb.edu/hr/benefits/retirement.html>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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



# Shareholder Advocacy

## Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

# Positive Sustainability Investments

## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

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

## Student-Managed Sustainable Investment Fund

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

# Sustainable Investment Policy

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

## **Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :**

Yes

## **A brief description of the sustainable investment policy :**

The State of Wisconsin Investment Board (SWIB) states as their policy on socially responsible investment (2011): SWIB recognizes that good corporate citizenship can enhance shareholder value and thus reviews and votes all shareholder resolutions that address social, environmental or political issues. As with other corporate governance issues, the focus of SWIB's response to these issues is to protect and enhance long-term investment return.

SWIB's philosophy is that companies with socially unacceptable products, by-products or practices will feel the economic effect of public disapproval. This, in turn, will result in a weakened performance for the company. The economic and financial analysis that SWIB staff conducts on investments includes an assessment of the potential effect of social issues on the company's long-term financial success. Voting proxies or taking other measures for the sole purpose of promoting social or political goals is unacceptable to SWIB and would be inconsistent with its responsibilities under the law. For these reasons, the Board of Trustees, however, has taken the position that SWIB has a legitimate reason to express its concerns about issues that could have a significant financial impact on shareholder return and the company's long-term sustainability. SWIB staff monitors these issues and receives information from independent services to assist in evaluating the financial impact of individual socially relevant resolutions on a company.

Based on these principles, SWIB normally supports management on resolutions concerning the "ordinary business of the company," issues that are best handled by the company's management, and votes against these resolutions. The Board, however, has recognized certain social issues that have the potential for financial ramifications. In these instances, SWIB will vote for the resolution if management's position: 1) would have an adverse effect on the basic human rights of its employees and goodwill both in the United States and other countries in which the company operates; 2) would disadvantage the corporation relative to other corporations; 3) may place the company in violation of federal or international law; and 4) would not support equal and fair employment practices for all employees. In addition, SWIB will support requests for additional disclosure if the requested information is relevant to the company's business, is of value to a majority of its shareholders, can be produced at a reasonable cost and will not disadvantage the company either competitively or economically.

## **The website URL where information about the policy is available :**

[http://www.swib.state.wi.us/Proxy\\_Philosophy.pdf](http://www.swib.state.wi.us/Proxy_Philosophy.pdf)

## Investment Disclosure

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

# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

## A brief description of the institution's sustainability partnerships with the local community :

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

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

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

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

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

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# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

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

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

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

Yes

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

UW-Green Bay Experts Guide

Environmental Management & Business Institute Green Innovations symposium

UWGB.edu website posts many student and faculty presentations, articles and papers on sustainability

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

AASHE

ACUPCC

Upper Midwest Association for Campus Sustainability

Northeast Wisconsin Educational Resource Alliance, Sustainability Task Force

University of Wisconsin System Sustainability Consortia

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

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

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





# Sustainability in Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

---

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

# Community Service Participation

## Criteria

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

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

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

# Community Service Hours

## Criteria

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

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

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

# Sustainability Policy Advocacy

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution advocates for federal, state, 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.

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

## **Has the institution advocated for federal, state, and/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, bills, and ordinances for or against which the institution has advocated :**

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

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

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# Trademark Licensing

## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

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

# Graduation Pledge

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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

**Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :**

Yes

**A brief description of the graduation pledge program :**

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

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

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# Community Service on Transcripts

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



## Farmers' Market

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

*Institution is located in an area that is served by an existing farmers' market.*

# 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

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## Responsible Party

**Kevin Fermanich**

Associate Professor

Natural and Applied Science

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## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) 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.
  - 6) 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.
  - 7) 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.
  - 8) 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.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

## A brief description of the innovative policy, practice, program, or outcome :

The Lower Fox River Watershed Monitoring Program (LFRWMP) is a collaborative watershed education and stream monitoring program focused on identifying nonpoint source pollution within the Fox River watershed.

The LFRWMP has two major components:

\*school-based monitoring program

\*watershed research program

In the school monitoring program, teams of high school students and teachers gain hands-on experience in assessing the health of aquatic ecosystems by performing a variety of monitoring activities in selected watersheds in the Lower Fox Basin. The use of standardized methods and teacher training allows the teams to collect quality assured data. Data from the student monitoring is shared on this website and at the annual Student Watershed Symposium.

Components of the school-based monitoring program:

- \*monitoring events
- \*student symposiums
- \*teacher workshops

Funded by a grant from Arjo Wiggins Appleton, the program involves coordination between area high school students and teachers, university students and researchers from the University of Wisconsin - Green Bay and the University of Wisconsin - Milwaukee, the Cofrin Center for Biodiversity, the Green Bay Metropolitan Sewerage District, and the US Geological Survey.

The school-based program improves student, teacher and community understanding and stewardship of watersheds and land use impacts on water quality and stream ecosystems. Specific objectives are to:

- \*Strengthen student and teacher knowledge and understanding of land use impacts on water quality and stream ecosystems;
- \*Enhance teacher capacity to teach watershed science by providing hands-on training in water quality and biological indicator monitoring techniques and data interpretation;
- \*Develop a long-term watershed integrity database that helps users understand changes over time and contributes to improved watershed management strategies;
- \*Provide ongoing opportunities for high school students and teachers to engage in hands-on science and to interact with other students, university scientists, resource managers and community professionals.

**A letter of affirmation from an individual with relevant expertise :**

[watershed\\_stars\\_letter.doc](#)

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

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

### Responsible Party

**Amy Wolf**  
Associate Professor  
Natural & Applied Sciences

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) 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.
  - 6) 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.
  - 7) 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.
  - 8) 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.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

The Wabikon Forest Dynamics Plot is part of a new international network of research sites coordinated by the Smithsonian Institution's Global Earth Observatory program, involving faculty, staff and students from more than 75 academic institutions and resource management agencies worldwide.

The network is designed to coordinate long-term, large-scale research on forests around the world in order to increase scientific understanding of forest ecosystems, guide sustainable forest management and natural resource policy, monitor the impacts of climate

change, and build capacity in forest science.

The Wabikon plot was established by UW-Green Bay professors Amy Wolf and Robert Howe for the Department of Natural and Applied Sciences and Cofrin Center for Biodiversity and Gary Fewless, Curator of the UW-Green Bay Herbarium.

The first census was conducted in October 2009, producing a database of 58,658 records representing 48,849 live trees in the 25.2 ha (62 acre) plot. Although in very early stages of the long-term study, at least six publications and student theses have been produced from this field data. In addition the plot has provided field research experience for at least 33 UW - Green Bay students and part-time employment for 22 of these students. Science courses at UW-Green Bay have used data from the plot for laboratory exercises and classroom projects.

**A letter of affirmation from an individual with relevant expertise :**

[AASHE Letter Wolf.doc](#)

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

<http://www.ctfs.si.edu/>

### Responsible Party

**Linda DuPuis**

Director, Institutional Support  
Purchasing

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
  - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
  - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
  - 5) 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.
  - 6) 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.
  - 7) 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.
  - 8) 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.
  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

#### Reduced Redundancy

The Campus Information Technology (CIT) department, Purchasing Department, Sustainability Committee and printer/copier vendor undertook a multi-pronged effort to reduce the number of printers and copiers in use on campus and introduce campus print consumers to green printing options.

### Print Reduction

GreenPrint is a program that targets the waste pages that too often result when employees print out web pages, e-mail, spread sheets and other documents. On e-mails, typical culprits are lengthy address headers or multiple replies. On web printouts, it can be banners, footnote info, or image-intensive pages that consume extra reams of paper and costly toner. The software's insistent "Print Preview" prompts users to delete unnecessary pages, images, or text. Pages with less than five lines of text are automatically deselected. The program displays a running tally of how many pages have been saved, in dollars and cents. Statistics on total pages, trees saved and greenhouse gases NOT emitted are also displayed.

### Transition to 100% Recycled Paper and Remanufactured Toner

Pilot tests were conducted in a number of printers typically found across campus for potential conversion to 100% recycled content paper and remanufactured/recycled toner cartridges. While campus is already using 30% recycled paper and some users were using recycled cartridges, there was a misperception that there were quality issues with both of these products. While true at one point in the past, quality issues have been largely eliminated. Tests were conducted to see if the 100% recycled paper resulted in clogging up printers with excess paper dust as well as to examine potential impacts on print quality. Test results showed that while there was a bit more paper dust generated, it could easily be managed with a preventive maintenance cleaning program. Print quality was acceptable with the exception of heavy ink covered sheets which showed some bleed through. Both of these were determined to be within acceptable parameters.

### Expanding Use of Multifunction Devices

The second initiative focused on replacing existing printers, copiers, scanners and faxes that are present in varying numbers and combination in individual offices with a multi-function device (MFD) that could perform all of these services in a single machine while serving multiple users simultaneously from a central location. An in-depth pilot program involved mapping an entire administrative floor, determining existing machines, getting Kill-a-Watt readings on a sample of those existing machines, determining the carbon footprint for those machines, talking with staff on needs, determining current workloads on the existing machines, conducting cost/benefit analysis, determining the location and type of MFD appropriate for existing workflows, determining a per copy price for the new machine, and finally, presenting results and recommendations of the analysis to employees in the area. An analysis format was developed by Purchasing and CIT where a team will go into a particular office/departmental area and conduct a needs assessment to assure campus departments have updated, sustainable office technology.

### **A letter of affirmation from an individual with relevant expertise :**

[Innovation Credit Letter\\_Ricoh.pdf](#)

### **The website URL where information about the innovation is available :**

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### Responsible Party

**Robert Howe**

Professor

Natural and Applied Sciences

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### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
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  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

Starting about 10 years ago and continuing today, UW-Green Bay faculty and students have been working on an innovative approach for monitoring the health of the Great Lakes ecosystem. A massive and complex ecosystem such as the Great Lakes is difficult to evaluate in totality, so the developing framework of utilizing biotic indicators in a "probabilistic framework to derive an index that best 'fits' an observed assemblage of species, based on preliminary information about species' responses to human environmental disturbance" allows for increasing accuracy in resource management practices.

Graduate students have benefited from the research with multiple publications and these projects. In addition, their method of monitoring ecosystem health is now being applied to other types of environments such as forests. New funding to work in collaboration with other US and Canadian institutions has been received from the Great Lakes Restoration Initiative to develop a permanent monitoring program for coastal wetlands of the Great Lakes. The work provides a basis to inform policymakers at local, regional and even international levels about sustainable management of natural resources.

**A letter of affirmation from an individual with relevant expertise :**

[AASHE Letter Howe.doc](#)

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

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# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

# New Student Orientation

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## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :**

Yes

**Provide a brief description of the presentations, speakers or skits :**

All incoming student attend a FOCUS event. The Sustainability Office staffs a presentation booth (posters, flyers, etc.) that highlights the sustainability initiatives on campus.

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

---

**Provide a brief description of the presentations :**

---

**Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :**

Yes

**Provide a brief description of the activities :**

In the past, students have participated in an 'amazing race' type event during FOCUS, which included the bus stop and information on the U-Pass bus system. This year, with a sustainability office in place, we will be upgrading the presentation and opportunities for learning more actively about sustainability efforts on campus.

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon**

**offsets? :**

No

**Provide a brief description of the efforts :**

---

**Does the institution incorporate sustainability into new student orientation in other ways? :**

---

**Provide a brief description :**

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# Food Education

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

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## Criteria

Institution provides education about eco-positive food and gardening techniques.

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

### Are students educated in an academic class about how to make eco-positive food choices? :

Yes

#### Provide a brief description :

Eco-positive food choices are discussed in a number of our nutritional sciences courses. These include World Food and Population Issues (curriculum and discussions include the topic of solutions to world food problems, which include eco-positive and sustainable food systems), and Ethnic Influences in Nutrition (curriculum discusses local foods, heirloom foods, organic food production, and grass feeding, while looking at cultural examples of these practices). Some of these topics are also touched upon on other nutrition courses (Food and Nutritional Health).

### Are students educated in dining facilities about how to make eco-positive food choices? :

No

#### Provide a brief description :

---

### Are students educated during orientation about how to make eco-positive food choices? :

No

#### Provide a brief description :

---

### Are students educated in other venues about how to make eco-positive food choices? :

Yes

#### Provide a brief description :

We have a variety of food –related organizations on campus. One is the Center for Food in Community and Culture (see more at

<http://www.uwgb.edu/cfcc/Aboutus/Index.html>

), which promotes a variety of sustainable food type events both on campus and in the community. We also have a number of student groups who are active in sustainable and eco-positive food issues. The first is the SLO (Sustainable, Local, and Organic) Food Alliance (see more at

<http://www.facebook.com/slofa>

), who are active with campus gardening initiatives, campus film festivals, etc. The second is the Dietetics Club, which has participated in the serving of a local meal for the campus celebration of Food Day in fall, served local food samples at the Farmer’s Market, and has participated in some of the activities related to Dr. Pearson’s campus Hoop House.

**Is there a program by which students are encouraged to and/or taught how to grow their own food? :**

Yes

**Provide a brief description of the program :**

The Sustainable, Local, and Organic (SLO) student organization on campus is open to all students. This organization manages and operates an organic garden on campus and assists with the annual heirloom plant sale fundraiser to the public. A faculty advisor provides guidance as needed.

# Food and Beverage Purchases

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## Responsible Party

Patrick Niles  
Food Services Director  
Food Services

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## Criteria

Institution provides details of its food and beverage purchases.

---

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

**The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :**

5

**The percentage of food and beverage expenditures that were grown within 100 miles of the institution :**

---

**List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :**

---

**List items procured for dining services from on-campus organic garden(s) :**

Produce - tomatoes, peppers, eggplant, etc.

**The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :**

1

**List all Fair Trade certified items purchased :**

Alterra Coffee, Starbucks Coffee



# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product purchases.

---

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

## Vegetarian-Fed Food Purchases

### Criteria

Institution provides details of its vegetarian-fed animal product purchases.

---

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

# Hormone-Free Food Purchases

---

## Responsible Party

**Patrick Niles**  
Food Services Director  
Food Services

---

## Criteria

Institution provides details of its hormone-free animal product purchases.

---

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

### Type of hormone-free product purchased (1st product) :

milk

### Percentage purchased (1st product) :

100

### Comments (1st product) :

---

### Type of hormone-free product purchased (2nd product) :

---

### Percentage purchased (2nd product) :

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### Comments (2nd product) :

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### Type of hormone-free product purchased (3rd product) :

---

### Percentage purchased (3rd product) :

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### Comments (3rd product) :

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**Type of hormone-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

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**Comments (4th product) :**

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**Type of hormone-free product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

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**Comments (5th product) :**

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## Seafood Purchases

### Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

---

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

# Dishware

---

## Responsible Party

**Patrick Niles**  
Food Services Director  
Food Services

---

## Criteria

Institution provides details of the dishware its provides at its dining services locations.

---

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

**Does the institution offer reusable dishware at its dining services locations? :**

Yes

**Does the institution offer plastic dishware at its dining services locations? :**

Yes

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

Yes

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

Yes

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

No

**Does the institution offer other types of dishware at its dining services locations? :**

No

**Provide a brief description. :**

---

## Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

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## Criteria

Institution provides details about its energy initiatives.

---

### Submission Note:

The retrofits/renovation were just completed in 2010 and we do not have a full year's of data recorded as yet.

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

**The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :**

4

**The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

---

**The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :**

---

**The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

---

**The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

0

**The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

---

**The combined gross square footage of all buildings that are ENERGY STAR labeled :**

0

**The names of all buildings that are ENERGY STAR labeled :**

---



# Energy Use by Type

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## Responsible Party

Laurie Case

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

---

## Criteria

Institution reports its energy use by type.

---

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

**The percentage of total electricity use from coal. :**

72.73

**The percentage of total electricity use from wind. :**

1.46

**The percentage of total electricity use from biomass. :**

0.08

**The percentage of total electricity use from natural gas. :**

1.19

**The percentage of total electricity use from solar PV. :**

0

**The percentage of total electricity use from geothermal. :**

0

**The percentage of total electricity use from nuclear. :**

19.50

**The percentage of total electricity use from hydro. :**

4.32

**The percentage of total electricity use from other. :**

0.72

**Provide a brief description. :**

WPS does not specify what type of renewable (solar or wind), so % entry was put in wind. The also use .06% distillate oil and .66% from waste to energy (entered in other).

**The percentage of total energy used for heating buildings from coal. :**

0

**The percentage of total energy used for heating buildings from biomass. :**

0

**The percentage of total energy used for heating buildings from electricity. :**

0

**The percentage of total energy used for heating buildings from natural gas. :**

100

**The percentage of total energy used for heating buildings from geothermal. :**

0

**The percentage of total energy used for heating buildings from fuel oil. :**

0

**The percentage of total energy used for heating buildings from other. :**

0

**Provide a brief description. :**

University heating plant uses 100% natural gas fired boilers.

**If cogeneration, please explain. :**

---

## Responsible Party

**Linda DuPuis**

Director, Institutional Support  
Purchasing

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## Criteria

Institution provides details about its procurement efforts.

---

### Submission Note:

The current purchasing policy in place specifies Energy Star compliant. However, we cannot provide an accurate estimate on past purchases beyond when this policy went into effect.

100% of paper used in campus printers is 30% recyclable and certified by Sustainable Forestry Institute, but not FSC.

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

**The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :**

---

**Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :**

Yes

**The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :**

---

**Does the institution's vendor code or policy require vendors to use less packaging? :**

No

## Bike Sharing

### Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

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

## Water Initiatives

---

### Responsible Party

**Paul Pinkston**

Director of Facilities Planning and Management  
Facilities

---

### Criteria

Institution provides details about its water initiatives.

---

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

**Is there is a ban or restriction on selling or distributing bottled water on campus? :**

No

**Provide a brief description of any bottled water ban or restriction :**

---

**Does the institution meter any of its non-potable water usage? :**

Yes

**The percentage of urinals on campus that are waterless :**

0

# Endowment

## Criteria

Institution provides details about its endowment.

---

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

# Sustainability Staffing

---

## Responsible Party

**Laurie Case**

Sustainability & Strategic Planning Coordinator  
Chancellor's Office

---

## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

---

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

## The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

40

## FTE staff on payroll :

1

## FTE student intern/fellow :

0