University of Wisconsin-Green Bay
STARS REPORT

Date Submitted: Nov. 6, 2017

Rating: Silver

Score: 45.04

Online Report: University of Wisconsin-Green Bay

STARS Version: 2.1

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

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Summary of Results

Score 45.04

Rating: Silver

Institutional Characteristics
b	Institutional Characteristics	0.00 / 0.00

Academics
b	Curriculum	19.27 / 40.00
b	Research	16.00 / 18.00

Engagement
b	Campus Engagement	10.35 / 21.00
b	Public Engagement	4.33 / 20.00

Operations
b	Air & Climate	0.50 / 11.00
b	Buildings	1.50 / 8.00
b	Energy	4.43 / 10.00
b	Food & Dining	2.28 / 8.00
b	Grounds	3.00 / 4.00
b	Purchasing	4.01 / 6.00
b	Transportation	1.78 / 7.00
b	Waste	1.83 / 10.00
b	Water	5.83 / 7.00

Planning & Administration
b	Coordination & Planning	4.75 / 8.00
b	Diversity & Affordability	6.81 / 10.00
b	Investment & Finance	0.00 / 7.00
b	Wellbeing & Work	2.30 / 7.00

Innovation & Leadership
b	Exemplary Practice	1.00 / 1.00
b	Innovation	0.00 / 0.00

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

Institutional Characteristics

Institutional Characteristics

Points Claimed   0.00

Points Available   0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

Institutional Boundary

Score	**Responsible Party**
0.00 /	
	Debbie Furlong
Total adjusted for non-applicable credits	Director of Institutional Research
	Institutional Research & Assessment
Close	

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

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

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:

Master

Institutional control (Public, Private for-profit, or Private non-profit):

Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

UWGB is a regional comprehensive university with exceptional facilities, a dynamic atmosphere, and a campus-wide commitment to student learning. Founded in 1965, UWGB enrolls about 7,000 students. We are best known for our commitment to interdisciplinary education, excellence in teaching, innovative academic programs such as Engineering Technology, opportunities for student research and applied learning, co-curricular programming aligned with the campus' mission, and a welcoming, friendly campus community.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No

Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	No
Satellite campus	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

Additional documentation to support the submission :

Operational Characteristics

<table>
<tr><td style="text-align:center">Score</td><td style="text-align:center">Responsible Party</td></tr>
<tr><td style="text-align:center">0.00 /</td><td></td></tr>
</table>

Score	**Responsible Party**
0.00 /	**Paul Pinkston**
Total adjusted for non-applicable credits	Director of Facilities Planning and Management
	Facilities
Close	

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

Endowment size:

28,167,000 *US/Canadian $*

Total campus area (i.e. the total amount of land within the institutional boundary):

680 *Acres*

Locale:

Urban fringe of mid-size city

IECC climate zone:

6 - Cold

Gross floor area of building space:

1,998,656 *Gross Square Feet*

Floor area of laboratory space:

22,000 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space, e.g. data centers, food production space, convenience stores:

0 *Square Feet*

Additional documentation to support the submission :

Academics and Demographics

Score	**Responsible Party**
0.00 /	
	Debbie Furlong
Total adjusted for non-applicable credits	Director of Institutional Research
	Institutional Research & Assessment
Close	

Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate "weighted campus user", a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

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

Number of academic divisions (e.g. colleges, schools):

4

Number of academic departments (or the equivalent):

60

Number of students enrolled for credit:

7,030

Total number of employees (staff + faculty):

675

Full-time equivalent student enrollment (undergraduate and graduate):

4,720

Full-time equivalent of employees (staff + faculty):

584

Full-time equivalent of students enrolled exclusively in distance education:

615

Number of students resident on-site:

2,077

Number of employees resident on-site:

18

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):

0

Weighted campus users, performance year:

4,040.50

Additional documentation to support the submission:

Academics

Curriculum

Points Claimed 19.27

Points Available 40.00

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

Credit	Points
Academic Courses	6.75 / 14.00
Learning Outcomes	0.92 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	0.00 / 2.00
Sustainability Literacy Assessment	2.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	1.60 / 4.00

Academic Courses

	Score		Responsible Party
			Debbie Furlong
	6.75 / 14.00		Director of Institutional Research
			Institutional Research & Assessment

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as "sustainability courses" and "courses that include sustainability" using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a "sustainability course" or a "course that includes sustainability" (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

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

Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	900	116
Number of sustainability courses offered	8	5
Number of courses offered that include sustainability	73	29

Percentage of courses that are sustainability course offerings:

11.32

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

60

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

20

Percentage of academic departments with sustainability course offerings:

33.33

A copy of the institution's inventory of its sustainability course offerings and descriptions:

sustainability-gen-ed.pdf

Do the figures reported above cover one, two, or three academic years?:

One

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing

and/or validating the course inventory :

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

How were courses with multiple offerings or sections counted for the figures reported above?:

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

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

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	Yes
Practicums	No
Independent study	No
Special topics	Yes
Thesis / dissertation	No
Clinical	No
Physical education	No
Performance arts	No

The website URL where information about the programs or initiatives is available:

http://www.uwgb.edu/sustainability/research/sust-elective.asp

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

Learning Outcomes

Score	Responsible Party
0.92 / 8.00	**Debbie Furlong** Director of Institutional Research Institutional Research & Assessment

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Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):

1,274

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:

147

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:

11.54

Do the figures reported above cover one, two, or three academic years?:

One

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:

Yes

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:

No

A list or brief description of the institution level or division level sustainability learning outcomes:

The institution level sustainability learning outcomes are part of the sustainability component of the general education requirements adopted in 2014. The 147 students listed above have completed the sustainability general education requirement for academic year 2016-2017 and it is anticipated that that percentage graduating with the sustainability requirement will rise to nearly 100% as existing students cycle through old general education requirements and new students adopt the new requirements.

The new sustainability learning outcomes are as follows:

• Think critically regarding the array and implications of alternative sustainability definitions.
• Discuss sustainability within the context of ethical decision-making on earth.
• Describe why actions to achieve sustainability are complex and contentious.
• Express how failure to achieve sustainability has implications for human survival and planetary life quality over time.
• Engage in informed judgments about sustainability and problems as socially responsible citizens

http://catalog.uwgb.edu/undergraduate/planning/general-education/#sustainabilityperspectivetext

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:

Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

Although the reported graduates with sustainability learning outcomes is based on the institutional general education requirements, some programs also have their own learning outcomes.

Here is an example from one of our majors (Environmental Policy and Planning)

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

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

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

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

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

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

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

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

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

This is just one example of program level sustainability learning outcomes. The comprehensive list of programs with sustainability learning outcomes include:
Biology
Chemistry
Democracy and Social Justice
Design Arts
Economics
Education
English
Environmental Science
Environmental Science and Policy
First Nation Studies
Geoscience
History
Human Biology
Nutritional Science
Philosophy
Political Science
Psychology

Public & Environmental Affairs
Sustainable Management
Urban & Regional Studies

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:

Yes

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

Certificate of Sustainability's Colloquium in Environmental Sustainability and Business Course (PU EN AF 390) learning outcomes:
1) Understand the major components of systems theory and its relationship to sustainability.
2) Realize how the social, natural, and business systems inter-relate and are all necessary for consideration in organizational decision making.
3) Take learned concepts and demonstrate how to apply to organizations and/or organizational processes to improve sustainability.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:
This is for a one year period: FY15-16.

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**John Arendt** Director of EMBI Environmental Management and Business Institute

Criteria

Institution offers at least one:

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

    And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:
Yes

Name of the sustainability-focused undergraduate degree program:
Environmental Policy & Planning

A brief description of the undergraduate degree program:

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

The website URL for the undergraduate degree program:
http://catalog.uwgb.edu/undergraduate/programs/environmental-policy-planning/

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

Environmental Science

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

This major helps students: 1) understand fundamental physical and biological processes of the natural environment; 2) recognize relationships between humans and ecosystems at local, regional, and global scales; 3) apply knowledge from multiple disciplines to environmental challenges and opportunities; 4) build practical skills for scientific problem-solving, including familiarity with laboratory and field instrumentation, ability to use current computer technologies, and experience in statistical modeling techniques; 5) demonstrate competency in collecting, managing, evaluating, interpreting, and communicating information through hands-on research; and 6) critically evaluate strategies for sustainable management and restoration of environmental systems.

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

http://catalog.uwgb.edu/undergraduate/programs/environmental-science/

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

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

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

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

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

Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:

Certificate in Environmental Sustainability and Business

A brief description of the undergraduate minor, concentration or certificate:

Certificate in Environmental Sustainability and Business

The Certificate in Environmental Sustainability and Business consists of a supporting course structure (at the 100 and 200 level) that is complementary to the campus' existing general education requirements, consistent with current credit-load

requirements and will not delay a student's graduation. Well-advised students will be able to meet the supporting course requirements of the certificate by satisfying the existing campus general education program.

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

The certificate is available to students in all academic programs.

The website URL for the undergraduate minor, concentration or certificate:

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

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

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

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

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

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

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

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

Additional documentation to support the submission:

Graduate Program

Score	Responsible Party
3.00 / 3.00	**John Arendt** Director of EMBI Environmental Management and Business Institute

Criteria

Institution offers at least one:

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

    And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused graduate-level degree program:

Environmental Science and Policy

A brief description of the graduate-level degree program:

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

The website URL for the graduate-level degree program:

http://catalog.uwgb.edu/graduate/graduate-programs/environmental-science-policy-ms/

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

Sustainable Management

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

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

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

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

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

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

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

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

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

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

The name and website URLs of all other sustainability-focused graduate-level degree programs:

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

No

Name of the graduate-level sustainability-focused minor, concentration or certificate:

A brief description of the graduate minor, concentration or certificate:

The website URL for the graduate minor, concentration or certificate:

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

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

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

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

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

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

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

Additional documentation to support the submission:

Immersive Experience

Score	Responsible Party
0.00 / 2.00	

Criteria

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

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

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

    And/or

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

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

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

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

Sustainability Literacy Assessment

Score	**Responsible Party**
	John Arendt
2.00 / 4.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

Does the institution conduct an assessment of the sustainability literacy of its students (i.e. an assessment focused on student knowledge of sustainability topics and challenges)?:
Yes

Which of the following best describes the literacy assessment? The assessment is administered to::
The entire (or predominate) student body, directly or by representative sample

Which of the following best describes the structure of the assessment? The assessment is administered as a::
Standalone evaluation without a follow-up assessment of the same cohort or representative samples

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

A sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

http://www.uwgb.edu/assessment/gened/Benchmark%20Assessment%20Results%20-%20Sustainability%20(2014-16).pdf

A brief description of how the literacy assessment was developed and/or when it was adopted:

As our new General Education program rolled out in fall 2014, it was important to also have an assessment plan in place. The plan will allow us to assess the new Gen Ed program to ensure students are meeting benchmarks for student learning outcomes.

General Education assessment has three main goals:
1.Make the assessment process meaningful and useful.

2.Make the process of assessment as streamlined as possible for those involved.

3.Engage faculty in the process to help support a culture of assessment on our campus.

What is the process by which General Education will be assessed?

Learning outcomes will be assessed on a staggered, rotating schedule. Each outcome will be assessed for two consecutive years, for the first five years of the plan, with two new outcomes rotated in each year.

Assessment tools for each outcome will be developed by faculty working groups. Working groups in the summer of 2014 developed tools for assessment of the Quantitative Literacy and Sustainability outcomes. Working groups will continue to meet each spring and summer until all tools are developed. Assessment tools may take the form of inventories, prompts, or other means deemed appropriate by the working group. Working groups will establish performance benchmarks for each tool as a part of the development process.

Five Year Assessment Schedule

2014-2015:
•Quantitative Literacy
•Sustainability

2015-2016:
•Social Sciences
•First Year Seminar
•Quantitative Literacy
•Sustainability

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

Using the 10 year plan, the Director of Institutional Research will select courses in each of the areas being assessed in a given year. For areas in which students need to fulfill 3 Gen Ed credits we will assess three courses per semester (180 students per year), while in those areas that require 6 Gen Ed credits we will assess five courses per semester (300 students per year). The courses will be selected to include different delivery type and size courses.

A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time:

Since the assessment begun in 2014-2015, we have seen improvement in the categories of "Recognizes the complexity and multi-■faceted nature of sustainability" and "Integrates sustainability and social responsibility."

http://www.uwgb.edu/assessment/gened/BenchmarkResultsSustainabilityPrespec201415.pdf

http://www.uwgb.edu/assessment/gened/Benchmark%20Assessment%20Results%20-%20Sustainability%20(2

014-16).pdf

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	**John Arendt** Director of EMBI Environmental Management and Business Institute

Criteria

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

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

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

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

Does the institution have an ongoing 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?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

2014-15 Sustainability Integration Professional Development Workshop

The purpose of this opportunity is to integrate sustainability concepts within a wide variety of UW-Green Bay courses so that instructors in courses outside of the disciplines most typically connected with sustainability, such as the natural sciences, gain tools and awareness to integrate sustainability concepts or components into at least one of their courses. For example, a psychology professor might want to look at the topic of behavior change in terms of recycling efforts.

By integrating sustainability topics or modules into a wide variety of courses across the curriculum, students will get exposed to concepts in an interdisciplinary way that helps build their critical thinking skills on this important topic.

Twenty faculty members completed a project, and it is hoped that this opportunity can be offered in subsequent semesters to further increase the dissemination and incorporation of sustainability across the curriculum.

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

$200 funding - course development

$50 - faculty development workshop

The website URL where information about the programs or initiatives is available:

http://www.uwgb.edu/sustainability/participate/faculty-development.asp

Additional documentation to support the submission:

Campus as a Living Laboratory

Score	Responsible Party
	John Arendt
1.60 / 4.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

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

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit,credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under "Public Engagement". A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

Green Bay's Student Union, campus and Student Government leaders are looking into composting food waste. The Student Union Director partnered with EMBI to research composting options and provide recommendations. After a semester's internship, one EMBI student intern presented a document as a guide for next year's (2017) data collection and potential action with respect to purchasing a composting unit for the University Union using funds from the Student Sustainability Fund.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

The Cofrin Center for Biodiversity employs advanced undergraduates as part-time technicians to help with curation of specimens in the Richter Museum and the preparation of voucher specimens in the Herbarium. In the summer technicians are hired to help control invasive plants on our natural areas.

The Cofrin Memorial Arboretum forms a natural boundary of 290 acres encircling the UW Green Bay campus and providing ready access for recreation, field trips, and research projects. The purpose of the Arboretum is to restore and preserve some of Wisconsin's native ecological communities and to provide a place where people can enjoy and appreciate nature. Emphasis is placed on the protection, enrichment, and development of native Wisconsin plant communities and areas of special ecological significance. Forests, prairies, ponds, and creeks represent some of the major communities thriving in the Arboretum. The Arboretum also contributes significantly to the University of Wisconsin-Green Bay environment, making it one of the most beautiful college campuses in the United States.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

With new changes on the way for the dining services at the University of Wisconsin – Green Bay's Student Union, campus and Student Government leaders are looking into composting food waste. The Student Union Director partnered with EMBI to research composting options and provide recommendations. After a semester's internship, one EMBI student intern

presented a document as a guide for next year's (2017) data collection and potential action with respect to purchasing a composting unit for the University Union using funds from the Student Sustainability Fund.

Additionally, in 2017 UW - Green Bay student interns with the University Union Marketing and Promotions department developed all new stickers for recycling and waste receptacles (over 60 units on campus). These stickers will both help to educate users on which materials are recyclable versus waste and assist in reducing contamination in the recycling streams.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

The university has a sustainability committee that maintains close contact with the student government association's environmental affairs committee. As a funded university committee, some of it's funds have been used to pay for and install fifteen hydration stations across campus, with promotions to encourage the use of refillable water bottles rather than purchasing bottled water. Well-accepted and used by the campus community, success can be seen in the continuing requests to add additional stations in all buildings.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Research

Points Claimed   16.00

Points Available   18.00

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

Credit	Points
Research and Scholarship	12.00 / 12.00
Support for Research	4.00 / 4.00
Open Access to Research	0.00 / 2.00

Research

Research and Scholarship

Score	Responsible Party
12.00 / 12.00	**Debbie Furlong** Director of Institutional Research Institutional Research & Assessment

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts sustainability research.

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

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

Total number of the institution's faculty and/or staff that are engaged in research (headcount):

155

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):

46

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :

29.68

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

15

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

conducts sustainability research:

14

Percentage of research-producing departments that are engaged in sustainability research:

93.33

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

The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

Faculty with Research Interest in Sustainability Areas (updated 2014)
Greg Aldrete, Humanistic Studies
Scott Ashmann, Education
Andrew Austin, Democracy & Social Justice
Paul Baumgart, Natural & Applied Sciences
Marcelo Cruz, Urban & Regional Studies
Karen Dalke, Urban & Regional Studies
Greg Davis, Natural & Applied Sciences
Mathew Dornbush, Natural & Applied Sciences
Michael Draney, Natural & Applied Sciences
Kevin Fermanich, Natural & Applied Sciences
Patrick Forsythe, Natural & Applied Sciences
Scott Furlong, Public & Environmental Affairs
Alison Gates, Art
David Helpap, Public & Environmental Affairs
Robert Howe, Cofrin Center for Biodiversity
Yunsun Huh, Democracy & Social Justice
E. Ray Hutchison, Urban & Regional Studies
John Katers, Natural & Applied Sciences
Harvey Kaye, Democracy & Social Justice
John Luczaj, Natural & Applied Sciences
Christopher Martin, Humanistic Studies
Michael McIntire, Natural & Applied Sciences
Dan Meinhardt, Human Biology
Steve Meyer, Natural & Applied Sciences
Eric Morgan, Democracy & Social Justice
Thomas Nesslein, Urban & Regional Studies
Debra Pearson, Natural & Applied Sciences
Laurel Phoenix, Public & Environmental Affairs
Sampath Ranganathan, Cofrin School of Business
Kimberley Reilly, Democracy & Social Justice
Jon Shelton, Democracy & Social Justice
Heidi Sherman, Humanistic Studies
Alison Staudinger, Democracy & Social Justice

John Stoll, Public & Environmental Affairs
Patricia Terry, Natural & Applied Sciences
Christine Vandenhouten, Nursing
Lora Warner, Public & Environmental Affairs
Elizabeth Wheat, Public & Environmental Affairs
Georjeanna Wilson-Doenges, Human Development
Amy Wolf, Natural & Applied Sciences
Michael Zorn, Natural & Applied Sciences
Leanne Zhu, Natural & Applied Sciences

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Support for Research

Score	Responsible Party
4.00 / 4.00	**John Arendt**
	Director of EMBI
	Environmental Management and Business Institute

Criteria

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

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

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :

Yes

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

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

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

The certificate is available for students in all academic programs.

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

Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:

Yes

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

2014-15 Sustainability Integration Professional Development Workshop

The purpose of this opportunity is to integrate sustainability concepts within a wide variety of UW-Green Bay courses so that instructors in courses outside of the disciplines most typically connected with sustainability, such as the natural sciences, gain tools and awareness to integrate sustainability concepts or components into at least one of their courses. For example, a psychology professor might want to look at the topic of behavior change in terms of recycling efforts.

By integrating sustainability topics or modules into a wide variety of courses across the curriculum, students will get exposed to concepts in an interdisciplinary way that helps build their critical thinking skills on this important topic.

Twenty faculty members completed a project, and it is hoped that this opportunity can be offered in subsequent semesters to further increase the dissemination and incorporation of sustainability across the curriculum. Faculty were paid $250 to participate and complete a project.

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

Yes

A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

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

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

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

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

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

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

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

Does the institution have ongoing library support for sustainability research and learning?:
Yes

A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:

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

The website URL where information about the programs or initiatives is available:

http://catalog.uwgb.edu/undergraduate/preprofessional-programs-certificates/environmental-sustainability-business/

Additional documentation to support the submission:

Open Access to Research

Score	Responsible Party
0.00 / 2.00	

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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

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

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

Engagement

Campus Engagement

Points Claimed 10.35

Points Available 21.00

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

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

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	1.60 / 2.00
Student Life	1.75 / 2.00
Outreach Materials and Publications	1.50 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.50 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	0.00 / 2.00

Student Educators Program

Score	**Responsible Party**
0.00 / 4.00	**Debbie Furlong** Director of Institutional Research Institutional Research & Assessment

Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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

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

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

Student Orientation

Score	Responsible Party
	Grant Winslow
1.60 / 2.00	Program Coordinator
	Student Life

Criteria

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

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

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

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability? :

	Yes or No
First-year students	Yes
Transfer students	No
Entering graduate students	No

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

80

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

New student orientation consists of multiple contacts with new students during the spring and summer prior to their initial fall semester. Students and parents receive a mailing that includes information on recycling on campus and provides

suggestions on how to be more sustainable when moving into campus housing. They are also provided information on alternative transportation options such as U-Pass, free rides on the Green Bay Metro, to encourage leaving the car at home.

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

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

The website URL where information about the programs or initiatives is available:

http://www.uwgb.edu/focus

Additional documentation to support the submission:

Score	Responsible Party
	John Arendt
1.75 / 2.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

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

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

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

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

Does the institution have one or more active student groups focused on sustainability?:

Yes

A brief description of active student groups focused on sustainability:

Public and Environmental Affairs Council (PEAC): The purpose of The Public and Environmental Affairs Council is to see that the University fulfills the roll of being ECO-U. We stand up for the environment, and hope to create a more 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.

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

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

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

The website URL where information about the student groups is available (optional):

https://sis.uwgb.edu/StudentLife/StudentOrgs/OrgBigList.aspx

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

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

The website URL where information about the gardens, farms or agriculture projects is available (optional):

https://www.facebook.com/slofa

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:

No

A brief description of the student-run enterprises:

The website URL where information about the student-run enterprises is available (optional):

Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:
No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

Does the institution have conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience?:
Yes

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

The iPat film series continues in 2016/2017. UW-Green Bay's environmentally focused iPat Movie Series is back. The environmental movie series iPAT continues this semester on the first Monday's of February, March, April and May all at 7PM. The first and last movies will be in the Brown County Library basement, where they have recently put in a very nice theater, while the middle two will be here at UWGB in the Christie Theater.

First on Monday, February 6th was "The Last Mountain", which follows a group of activists as they try to save a nearby mountain from the environmentally destructive mountaintop removal mining process.

Each iPat showing is followed by a commentary and Q & A session featuring a local expert or faculty member.

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):

http://news.uwgb.edu/tag/ipat-film-series/

Does the institution have cultural arts events, installations or performances related to sustainability that

have students as the intended audience?:

No

A brief description of the cultural arts events, installations or performances related to sustainability:

The website URL where information about the cultural arts events, installations or performances is available (optional):

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:

No

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

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The website URL where information about the wilderness or outdoors programs is available (optional):

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:

Yes

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

The University of Wisconsin-Green Bay's Common Theme for the 2016-2017 school year focused on "Food For Thought."

What's for dinner? The answer to that simple question profoundly influences our individual health and that of our communities, impacts the natural environment locally and globally, and drives many gender and social justice issues. Food is one of the most enduring ways that diverse cultures celebrate their rich traditions. Food, and all that food entails, at its very core is interdisciplinary. From its earliest days, UW-Green Bay was "Eco-U", an interdisciplinary institute and one that to this day embraces sustainability. Today's food issues must be understood from a variety of viewpoints if we are to have any meaningful positive impact on the health and sustainability problems facing our communities and our planet.

We envision numerous activities throughout the academic year to highlight food as it relates to culture and ethnic diversity, public policy, and environmental and human health issues. Activities will explore all dimensions of the food system - production, distribution, consumption, and disposal - to provoke thinking and dialogue on the sustainability and social justice challenges facing us.

The website URL where information about the sustainability-related themes is available (optional):

http://www.uwgb.edu/commontheme/overview/

Does the institution have programs through which students can learn sustainable life skills?:

Yes

A brief description of the programs through which students can learn sustainable life skills:

UW-Green Bay and the Office of Residence Life are committed to sustainability and energy conservation in all facilities, services, and programs.

Housing & Residence Life has worked hard to make living on campus eco-friendly. Each year, the Residence Hall and Apartment Association (RHAA) sponsors a building energy-saving contest.

The website URL where information about the sustainable life skills programs is available (optional):

http://www.uwgb.edu/housing/community/green.asp

Does the institution offer sustainability-focused student employment opportunities?:

Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

The sustainability committee hires a student intern each year to promote the activities of the committee, maintain our social media presence as well as our website. The student also helps educate the university community about the importance of using the hydration stations.

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

http://www.uwgb.edu/sustainability/contact/

Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledges:

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

The UWGB sustainability committee has created the following pledge for individuals to complete as we head into another school year. By thoughtfully considering each of the items in this pledge, we hope that you will lead a more sustainable lifestyle.

Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have, and will continue to have, the water, materials, and resources to protect human health and our environment.

The website URL where information about the graduation pledges is available (optional):

http://uwgreenbay.qualtrics.com/jfe/form/SV_egkzf0aQlCoxtJz

Does the institution have other co-curricular sustainability programs and initiatives?:

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

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

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

Additional documentation to support the submission:

Outreach Materials and Publications

Score	Responsible Party
	John Arendt
1.50 / 2.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

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

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

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

Yes

A brief description of the central sustainability website (optional):

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

The website URL for the central sustainability website:

http://www.uwgb.edu/sustainability

Does the institution have a sustainability newsletter?:

No

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:

Yes

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

Facebook pages for Sustainability and the Environmental Management and Business Institute.

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

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

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 the regular coverage of sustainability in the main student newspaper:

The website URL for regular coverage of sustainability in the main student newspaper:

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

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

http://www.uwgb.edu/research/rotunda/

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

No

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

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

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

No

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

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

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:

No

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

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

Does the institution produce a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

A new walking map tour is being developed (2017).

The website URL of the sustainability walking map or tour:

http://www.uwgb.edu/sustainability/at-uwgb/green-tour.asp

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:

No

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

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

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :

No

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

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

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:

Yes

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

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

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

http://www.uwgb.edu/housing/community/green.asp

Does the institution produce other sustainability outreach materials or publications not covered above?:

Yes

A brief description of these materials or publications:

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

http://news.uwgb.edu/log-news/news/04/06/monitoring-fish-in-restored-wetlands-of-green-bay/

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

Website:

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

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

Website:

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

The website URL for these materials or publications:

http://www.uwgb.edu/

Additional documentation to support the submission:

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**John Arendt**
	Director of EMBI
	Environmental Management and Business Institute

Criteria

Part 1

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

Part 2

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

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

Yes

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

Yes

Name of the campaign:

RecycleMania

A brief description of the campaign, including how students and/or employees were engaged:

RecycleMania: University of Wisconsin – Green Bay campus has participated in RecycleMania since 2010, in the benchmark category and waste minimization. Starting in 2012, UWGB moved into the competitive category. This national program encourages campuses to actively promote the reduction of solid waste and improvement of recycling and is a campus wide effort for students, faculty and staff. Working with Waste Management, Inc., our waste hauler, volume measurements were recorded from all dumpsters as they were emptied. These volumes were converted to weights based on standardized weights for the specific waste streams. In 2015, Waste Management provided a 'direct haul' twice during the competition. This allowed us to get actual weights on our trash and recycling which helped us to evaluate our conversion factors.

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

Recyclemania raised awareness and increased compliance with goals. In RecycleMania 2015, on average over a four week period, we achieved a 35.9% recycling rate. 22.3 pounds per capita was the largest amount of recyclables per person. 142,272 pounds was the highest gross tonnage of recyclables regardless of population and 65.8 pounds per capita was the least amount of recyclables & food organics per person.

The website URL where information about the campaign is available:

http://www.uwgb.edu/sustainability/participate/recyclemania.asp

Name of the campaign (2nd campaign):

Campus Conservation Nationals

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

Campus Conservation Nationals (CCN) is the largest electricity and water reduction competition program for colleges and universities in the world. In its fifth year (2015), CCN gives a common voice and motivation to hundreds of thousands of students across North America, all working together to reduce consumption of water and electricity, and thus mitigate the impacts of climate change. CCN is an opportunity to organize students and staff, host educational events, and challenge students and staff to participate in fun events that can have an immediate and lasting impact on our school's carbon emissions and campus culture. CCN is jointly organized by the U.S. Green Building Council, Lucid, National Wildlife Federation, and Alliance to Save Energy.

10 resident life buildings were involved in this campaign. As a result of the competition, five buildings had energy reductions ranging from 5.7-30.3%.

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

As a result of the competition, five buildings had energy reductions ranging from 5.7-30.3%.

http://www.uwgb.edu/sustainability/participate/ccn.asp

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

http://www.uwgb.edu/sustainability/participate/ccn.asp

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	**Responsible Party**
	John Arendt
0.50 / 1.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum*.*

Participation by U.S, and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:

Yes

Which of the following best describes the cultural assessment? The assessment is administered to::

The entire campus community (students, staff and faculty), directly or by representative sample

Which of the following best describes the structure of the cultural assessment? The assessment is administered::

Without a follow-up assessment of the same cohort or representative samples of the same population

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

The sustainability pledge form was developed by one of our Sustainability Committee faculty members after researching potential formats and questions used by other institutions. It was administered in Spring of 2016

A copy or sample of the questions related to sustainability culture:

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

http://uwgreenbay.qualtrics.com/SE/?SID=SV_dbOceypvTe41kyx

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

Web linked surveys were sent out campus-wide to all students, faculty, and staff via email.

A brief summary of results from the cultural assessment, including a description of any measurable changes over time:

635 responses were gathered.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

2016-02-29 Sustainability Pledge Report.pdf

Employee Educators Program

Score	Responsible Party
0.00 / 3.00	

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

Employee Orientation

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>1.00 / 1.00</td><td>John Arendt
Director of EMBI
Environmental Management and Business Institute</td></tr>
</table>

Criteria

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

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

Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100):

100

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

Access to UW-Green Bay's environmental and sustainability history is available on the onboarding page.

The website URL where information about the programs or initiatives is available:

http://www.uwgb.edu/onboarding/about-uw-green-bay/uw-green-bay-history/

Additional documentation to support the submission:

Staff Professional Development

Score	Responsible Party
0.00 / 2.00	

Criteria

Part 1

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

Part 2

Institution's regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

Public Engagement

Points Claimed 4.33

Points Available 20.00

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

Credit	Points
Community Partnerships	0.00 / 3.00
Inter-Campus Collaboration	1.00 / 3.00
Continuing Education	2.00 / 5.00
Community Service	0.00 / 5.00
Participation in Public Policy	1.33 / 2.00
Trademark Licensing	0.00 / 2.00

Community Partnerships

Score	Responsible Party
0.00 / 3.00	

Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

• The partnership is multi-year or ongoing, rather than a short-term project or event;
• The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
• The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be "transformative", "collaborative", or "supportive" based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

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

Inter-Campus Collaboration

Score	Responsible Party
	John Arendt
1.00 / 3.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
- Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

Is the institution an active member of a national or international sustainability network?:

Yes

The name of the national or international sustainability network(s):

AASHE - Association for the Advancement of Sustainability in Higher Education

Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

UW-System Sustainability

Has the institution presented at a sustainability conference during the previous year? :

No

A list or brief description of the conference(s) and presentation(s):

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :

No

A list or brief description of the awards program(s) and submission(s):

Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :

No

A list or brief description of the board or committee appointment(s):

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:

No

A brief description of the mentoring relationship and activities:

Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

Has the institution participated in other collaborative efforts around sustainability during the previous

year, e.g. joint planning or resource sharing with other institutions? :

No

A brief description of other collaborative efforts around sustainability during the previous year:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Score	**Responsible Party**
	John Arendt
2.00 / 5.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

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

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

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

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

No

Total number of continuing education courses offered:

Number of continuing education courses offered that address sustainability:

Percentage of continuing education courses that address sustainability:

0

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

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

Do the figures reported above cover one, two, or three academic years?:

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

Yes

A brief description of the certificate program(s), including the year the program was created:

Regardless of what area of emphasis a student's degree program may be, it is important to develop an awareness of the importance of sustainable practices in business activities and community affairs. Our global future rests on creating a citizenry that is aware of the need for economic, environmental and social responsibility. This is critical for our world economy.

The Certificate in Environmental Sustainability and Business consists of 16 credits at the upper level (300 and 400 numbered courses), including an intensive business internship or co-op experience. Interns work in a business, nonprofit, or government setting that involves interdisciplinary problem solving within an environmental sustainability context. Internships will be set up and coordinated by EMBI. 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 website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Community Service

Score	Responsible Party
0.00 / 5.00	

Criteria

Part 1

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

Part 2

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

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

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

Participation in Public Policy

Score	Responsible Party
	John Arendt
1.33 / 2.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

Yes

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

Green Bay Metro, UW-Green Bay sign revised U-Pass agreement

The University of Wisconsin-Green Bay and Green Bay Metro recently signed a revised busing agreement that will continue their mutually beneficial partnership while more directly tying the cost of service to the number of rides taken.

Under the new arrangement, the chargeback becomes 25 cents per ride, billed quarterly, which still will allow University ID-holders to ride at no additional charge — and also offer a more precise way for UW-Green Bay to pay for the service, said Tom Wittig, general manager for Green Bay Metro. The change, approved at the July meeting of the Green Bay Transit Commission, is a key element of what Wittig says is an ongoing and important relationship between the campus and transit.

"It's very important because public transportation is a vital ingredient for college students," Wittig said. "It gives them the independence to travel throughout the Green Bay area, whether they have a car or not."

The agreement is part of an ongoing effort to encourage bus ridership among students, faculty and staff, emphasizing the convenience and cost and environmental benefits of taking the bus. Since its inception in 2008, U-Pass has continued thanks to a cooperative effort of University officials, the UWGB Student Government Association and Green Bay Metro.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

Yes

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

Brown County Zero Waste/Phosphorus Committee

Brown County Lead Abatement Coalition

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

No

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

No

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

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

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Trademark Licensing

Score	Responsible Party
0.00 / 2.00	

Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

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

Operations

Air & Climate

Points Claimed 0.50

Points Available 11.00

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

Credit	Points
Greenhouse Gas Emissions	0.00 / 10.00
Outdoor Air Quality	0.50 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
	Paul Pinkston
0.00 / 10.00	Director of Facilities Planning and Management
	Facilities

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.215 MtCO2e per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);

- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

Outdoor Air Quality

Score	Responsible Party
0.50 / 1.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

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

Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:

No

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

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

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Buildings

Points Claimed   1.50

Points Available   8.00

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

Credit	Points
Building Operations and Maintenance	1.50 / 5.00
Building Design and Construction	0.00 / 3.00

Building Operations and Maintenance

Score	Responsible Party
1.50 / 5.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

Criteria

Institution owns and operates buildings that are:

1)   Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

And/or

2)   Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example ENERGY STAR Guidelines for Energy Management and U.S. EPA Portfolio Manager.

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

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

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

Total floor area of building space:

1,998,656 *Square Feet*

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

	Certified Floor Area

LEED O+M Platinum or the highest achievable level under another GBC rating system	0 *Square Feet*
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 *Square Feet*
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 *Square Feet*
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 *Square Feet*
LEED O+M Certified or certified at minimum level under another GBC rating system	0 *Square Feet*

Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:

0 *Square Feet*

Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:

0

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

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):

100

A copy of the IAQ management policy or protocol:

The website URL where the IAQ policy/protocol may be found:

https://doa.wi.gov/DFDM_Documents/Building%20Tenant%20Manual%20August%202017_Final.pdf

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):

100

A copy or the green cleaning policy:

A brief description of how green cleaning is incorporated into cleaning contracts:

All campuses in the UW-System, are obligated to purchase cleaning products via DOA policy.

Cleaning Chemical categories include: Hand/Hair/Body, Hard Surface Cleaners, Floor Care, Laundry and Ware Washing. In addition, awarded vendors will provide janitorial supplies such as scrubber pads, spray bottles, waste baskets and janitorial carts.

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

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

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):

100

A brief description of the energy management or benchmarking program:

Energy Management System: The campus' building energy management system is used to monitor, control, and trend utility use across many mechanical and electrical systems such as, motors, lighting, steam, chilled water, and pumps. We actively manage the systems in order to reduce energy costs like electrical demand loads. In this instance, electrical demand loads will account for nearly 50% of the total annual electrical cost. We can optimize building system set points in order to provide an energy-efficient climate for the building occupants.

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):

0

A brief description of the water management or benchmarking program:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Building Design and Construction

Score	Responsible Party
	Paul Pinkston
0.00 / 3.00	Director of Facilities Planning and Management
	Facilities

Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

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

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

Energy

Points Claimed 4.43

Points Available 10.00

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

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

Credit	Points
Building Energy Consumption	4.43 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

	Score		Responsible Party
			Paul Pinkston
	4.43 / 6.00		Director of Facilities Planning and Management
			Facilities

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

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

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	37,372 *MMBtu*	40,203 *MMBtu*
Electricity from on-site renewables	64 *MMBtu*	0 *MMBtu*
District steam/hot water (sourced from offsite)	86,172 *MMBtu*	84,661 *MMBtu*
Energy from all other sources (excluding transportation fuels)	0 *MMBtu*	0 *MMBtu*
Total	123,608 *MMBtu*	124,864 *MMBtu*

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2013	June 30, 2014

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

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

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	1,998,656 *Gross Square Feet*	1,538,915 *Gross Square Feet*

Source-site ratio for grid-purchased electricity:

3.41

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.06 *MMBtu / GSF*	0.08 *MMBtu / GSF*
Source energy	0.12 *MMBtu / GSF*	0.16 *MMBtu / GSF*

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline (0-100):

25.51

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

	Degree days (see help icon above)
Heating degree days	6,608 *Degree-Days (°F)*
Cooling degree days	537 *Degree-Days (°F)*

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	20,000 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

EUI-adjusted floor area, performance year:

2,038,656 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:

8.49 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

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

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

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

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Clean and Renewable Energy

Score	**Responsible Party**
0.00 / 4.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

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 on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

• Concentrated solar thermal

• Geothermal systems that generate electricity

- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

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

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

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

Data source(s) and notes about the submission:

Energy consumption is from FY11-12.

Food & Dining

Points Claimed   2.28

Points Available   8.00

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

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

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.53 / 6.00
Sustainable Dining	1.75 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
	Rick Warpinski
0.53 / 6.00	Director, University Union
	University Union

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

Third Party Verified. The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

Local & Community Based. The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the Real Food Standards, a product must meet the following criteria to qualify as Local & Community Based:

Single-Ingredient Products	A single-ingredient product must meet ALL of the following criteria: Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats. Size. Produce: Gross annual sales for individual farms must not exceed $5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed $50 million (US/Canadian). Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).
Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.

Multi-Ingredient Products (e.g., baked goods)	Producing company must meet ALL of the following criteria: Ownership. Company must be a privately or cooperatively owned enterprise. Size. Company's gross annual sales must be less than or equal to $50 million (US/Canadian). Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. AND At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the Real Food Calculator.

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

Product description/type.

Label, brand or producer.

The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the Real Food Calculator may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified… or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the STARS Food and Beverage Purchasing Inventory template to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appe■tit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

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

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based (0-100):
10

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):
No

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):
90

A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):

Sustainable Practices- Chartwells Dining UWGB
IDP (Imperfectly Delicious Produce)
- IDP is a program used to rescue food that is perfect to use but underutilized. These products are typically thrown in the compost by most farmers because they are not "acceptable". They are usually some sort of imperfection like lettuce that is too small or carrots that are different shapes, and different shaped potatoes. When you go to the grocery store all the produce looks the same. This program utilizes the produce that does not fit the retail specifications. This program lowers waste and increases sustainable practices.

Waste Not
- Waste not is a web based tracking tool. This program allows us to track waste at the station level. It brings accountability to waste to everyone. We are able to track waste and put a dollar amount on it. Recycling is good but we can also reduce waste at the source. Stations receive a bin that is then weighed. All food scrap goes into the bins and then composted instead of thrown in the trash. This makes employees accountable to how they trim products and waste.

Sustainable Purchases
We are committed to sustainable purchasing. We are able to track and pull reports on what we are buying sustainable and how much. So far this school year:
o 2,521 cage free eggs
o 4,548 gallons rbgh-free milk
o 16,164 pounds reduced antibiotic chicken
o 6,096 pounds reduced antibiotic turkey
o 1,469 pounds sustainable produce.
o 351 pounds Fair Trade Coffee
o 2,079 pounds Sustainable Seafood
o We also purchase all FAD free tuna

Compost
- We utilize a compost program. All compostable trimming are utilized. We also compost our food scrap in the dish room utilizing the pulper unit. This practices helps lower the amount of stuff thrown in a land fill. The compost is then taken to a facility and used to create energy to heat a building.

Tray less cafeteria
- We practice a tray less cafeteria. This helps lower the amount of waste in the cafeteria
Packaging.
- We do not use any packaging in our residential dinning service. All packaging we purchase for retail is eco friendly and compostable products.
Menus of Change
- Menus of change is an initiative that promotes sustainable practices by the way that you menu. Chartwells is committed to this. Menus of change focuses on a lot of plant based cooking. There is a strong focus on grains. You will see protein but the proteins used are ones that are lean, and produced sustainably. A result of this is much more nutritious meals for our customers. This initiative can change the way people eat. We believe that teaching students how to dine at this time in their life will affect how people dine and purchase food for years to come.
Food Recovery Initiatives
- All Chartwells accounts are to work with a food recovery program. We are lucky enough to have one right on campus. We

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are currently in the process of collaborating with Campus Kitchen and figuring out the logistics of donating usable left overs to their program.

An inventory of the institution's sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):

Sustainable Food Purchases - updated 1-26-18 DM (003) (002).XLSX

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

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

Percentage of total dining services expenditures on Real Food A (0-100):

0

Percentage of total dining services expenditures on Real Food B (0-100):

0

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

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g. national or global brands)	No	No
Convenience stores	Yes	No
Vending services	Yes	No

Concessions	Yes	Yes

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :

The website URL where information about the programs or initiatives is available:

https://new.dineoncampus.com/UWGB

Additional documentation to support the submission:

Sustainable Dining

Score	Responsible Party
	Rick Warpinski
1.75 / 2.00	Director, University Union
	University Union

Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);

- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in "to-go" food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

Does the institution or its primary dining services contractor have a published sustainable dining policy?:

Yes

A brief description of the sustainable dining policy:

In addition to saving energy, YOUR University Union promotes dining programs that are environmentally friendly. For example, our 'Naturally' program endorses locally bought, organic foods through our dining service provider, Chartwells. In addition to sponsoring organic food options, Chartwells practices ocean-friendly seafood choices. Not only will you be able to eat nutritiously, you will also be supporting sustainable practices. Practicing conservation in YOUR University Union goes beyond food options; we also provide a composting program right here on campus!

Does the institution or its primary dining services contractor source food from a campus garden or farm?:

Yes

A brief description of the program to source food from a campus garden or farm:

The mission of the UWGB Sustainable, Local Organic Food Alliance (SLO FA) is to cultivate, advocate and educate.

Dedicated to advocating for "SLO" food (SLO = Sustainable, Local, Organic), this student org maintains a garden on the Union deck, educates about the importance of local, sustainable food, and advocates for SLO food on campus and throughout the community.

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:

Yes

A brief description of the farmers market, CSA or urban agriculture project:

The Campus Kitchen at UWGB turns food waste into delicious meals that we serve to our local community. We are volunteer run by UWGB students

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

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

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:

No

A brief description of the low impact dining events:

Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:

Yes

A brief description of the sustainability-themed meals:

Earth Day Picnic
Friday, April 21, 2017
11:00 AM - 2:00 PM

UWGB Outside Student Services Rooftop Plaza

ENTERTAINMENT - CAMPUSWIDE
Department - Public and Environmental Affairs Council - PEAC

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

No

A brief description of the sustainability-themed food outlet:

Does the institution or its primary dining services contractor inform customers about low impact food

choices and sustainability practices through labeling and signage in dining halls?:
No

A brief description of the sustainability labeling and signage in dining halls:

Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:
No

A brief description of the outreach efforts to support learning and research about sustainable food systems:

Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:
Yes

A brief description of the other sustainability-related dining initiatives:

https://www.uwgb.edu/counseling-health/wellness/healthy-u.asp

https://www.uwgb.edu/dining/nutrition/

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:
Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

We participate in Recyclemania

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

We have just implemented trayless dining in our Commons.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

The Campus Kitchen at UWGB turns food waste into delicious meals that we serve to our local community. We are volunteer run by UWGB students

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:

Yes

A brief description of the food materials diversion program:

Food waste transported via Sanimax to an anaerobic digester.

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

Yes

A brief description of the pre-consumer composting program:

The University began diverting pre-consumer food waste in Fall 2013. It is now collected and sent about 50 miles to the south to the University of Wisconsin - Oshkosh were it is used as a feedstock for their anaerobic biodigester, producing electricity and heat for their campus.

Does the institution or its primary dining services contractor have a post-consumer composting program?:

Yes

A brief description of the post-consumer composting program:

The University began diverting pre-consumer food waste in Fall 2013. It is now collected and sent about 50 miles to the south to the University of Wisconsin - Oshkosh were it is used as a feedstock for their anaerobic biodigester, producing electricity and heat for their campus.

Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:

Yes

A brief description of the reusable service ware program:

All silverware, plates, and glasses, and are returned to the dish room for cleaning and reuse.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:

Yes

A brief description of the compostable containers and service ware:

Eco-clamshells and mugs are available in the main food service areas. The customer can bring the dirty container back in for washing, and exchange it with a clean reusable to-go container.No muss, no fuss, no single use plastic in the wastestream.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in "to-go" food service operations?:

Yes

A brief description of the reusable container discount or incentives program:

Reusable mugs are available for purchase at food vending locations. A discount is given to individuals using these mugs to purchase refills at our coffee house.

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:

Yes

A brief description of other dining services materials management initiatives:

We recycle cardboard, plastic film, cans, aerosol containers, cooking oil in the dining area.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Grounds

Points Claimed 3.00

Points Available 4.00

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 resources.

Credit	Points
Landscape Management	1.00 / 2.00
Biodiversity	2.00 / 2.00 This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following: • Legally protected areas (e.g. IUCN Category I-VI) • Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) • Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) • Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study. Close

Landscape Management

Score	**Responsible Party**
	Paul Pinkston
1.00 / 2.00	Director of Facilities Planning and Management
	Facilities

Criteria

Institution's grounds include areas that are managed in accordance with:

1)   An Integrated Pest Management (IPM) program;

Or

2)   An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Total campus area (i.e. the total amount of land within the institutional boundary):

680 *Acres*

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	250 *Acres*
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	0 *Acres*

Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	0 *Acres*
Total area of managed grounds	250 *Acres*

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

Excluded acreage includes building footprints and area not regularly maintained.

Percentage of grounds managed in accordance with an IPM program:

100

A copy of the IPM plan or program:

A brief description of the IPM program:

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

Percentage of grounds managed in accordance with an organic program:

0

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

A brief description of the institution's approach to plant stewardship:

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

A brief description of the institution's approach to hydrology and water use:

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

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

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

A brief description of the institution's approach to energy-efficient landscape design:

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

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 containted salt storage shed which is inpsected 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 conscourse system between the majority of academic buildings, the campus closes most sidewalks and stairways that lead into people pockets located on the lower levels of campus buildings. This saves snow removal costs and reduces the amounts of ice melt needed on campus.

At winter's end, all streets and parking lot curbs and surfaces are swept, removing any solids or contaminates 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 programs or initiatives is available:

Additional documentation to support the submission:

Biodiversity

<table>
<tr><td align="center">**Score**</td><td align="center">**Responsible Party**</td></tr>
</table>

2.00 / 2.00

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)

- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)

- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)

- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.

Close

John Arendt
Director of EMBI
Environmental Management and Business Institute

Criteria

Institution conducts one or both of the following:

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

    And/or

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

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

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

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

Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

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

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

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

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

- See more at:

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

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

Yes

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

Yes

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

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

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

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

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

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

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

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

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Purchasing

Points Claimed   4.01

Points Available   6.00

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

Credit	Points
Sustainable Procurement	1.50 / 3.00
Electronics Purchasing	1.00 / 1.00
Cleaning and Janitorial Purchasing	1.00 / 1.00
Office Paper Purchasing	0.51 / 1.00

Sustainable Procurement

Score	Responsible Party
1.50 / 3.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

Part 2

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems and building components (e.g. HVAC systems). Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	• A stated preference for materials that meet LEED requirements.

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR or EPEAT registered products.
4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	• Including sustainability objectives in contracts with on-site franchises. • Requiring that franchises pay a living wage to employees.
5) Garments and linens	• Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	• A stated preference for disadvantaged or community-based service providers. • A stated preference for B Corporations.
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport. • A stated preference for clean and renewable technologies.
8) Wood and paper	• A stated preference for post-consumer recycled, agricultural residue or third party certified content. • A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	• Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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

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

Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:
No

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

Yes

Which of the following best describes the institution's use of LCCA?:

Institution employs LCCA less comprehensively, e.g. for certain types of systems or projects and not others

A brief description of the LCCA policy and/or practices:

http://vendornet.state.wi.us/vendornet/procman/proe19.pdf

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

Mandatory contract to purchase cleaning supplies for state-owned buildings. Awarded vendors must provide competitive pricing for the state's most commonly used cleaning chemical products and janitorial supplies, this solicitation will provide Equivalent products and Green Certified (Green Seal, Ecologo or EPA DfE) cleaning chemical products. Awarded vendors of the contract resulting from this RFB are expected to work with authorized end-users to replace non-Green certified cleaning chemicals with Green certified (Green Seal, Ecologo or EPA DfE certified) cleaning chemicals through product testing processes. Contractors are also expected to provide end-users with current cleaning methods and techniques for using Green Certified cleaning chemicals.

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:

Yes

A brief description of the published sustainability criteria for construction and renovation products:

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

The Sustainable Facilities Checklist (Excel-spreadsheet form) (Checklist) identifies, records and tracks the applicable standards for a project from Pre-design through Post Construction. At the start of a project, it is critical that the project budget includes the cost of designing and constructing the desired sustainable Requirements. The Agency submits the first Checklist with the Program Statement, the Capitol Budget Request or Building Commission Agency Request. Successive versions of the Checklist record the evolution of the project's sustainable intent, strategies and design. Final applicability for all Requirements should be determined by the completion of the Preliminary Design phase.

Agencies may request to pursue LEED Certification and note that intention on the Checklist. All applicable requirements of the DSF Sustainable Facilities Standards must be met even if LEED Certification is pursued. The project budget must include all costs associated with the LEED Certification process. Conserve Wisconsin and Executive Order 145 requires state owned and leased properties to be operated in a sustainable manner so if LEED Certification is sought, LEED EB Certification should be pursued by the Agency for measuring and reporting energy usage and conserving resources.

ftp://doaftp1380.wi.gov/master_spec/Sustainable%20Facilities%20Standards/Sustainable%20Facilities%20Standards.pdf

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:

No

A brief description of the published sustainability criteria for IT products and services:

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:

No

A brief description of the published sustainability criteria for food services:

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

No

A brief description of the published sustainability criteria for garments and linens:

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:

Yes

A brief description of the published sustainability criteria for professional services:

DOA policy regarding professional services and sustainable facilities

Operation and Maintenance Requirement

Intent-Sustainable design and construction is successful only if the building systems and sitescape are proper maintained and operated in accordance with the designed performance. Both operation and maintenan depend on ready access to equipment and systems requiring maintenance and having reliable, easy-to use records of the building systems at the time of occupancy and keeping those records updated and accessible. Staff training also needs to be addressed, particularly for stormwater treatment features, lo water, no-mow landscapes and building mechanical/electrical/plumbing/fire suppression systems.

Requirements-Building management, operations staff and tenants shall reference the DSF Energy Use Policy for guidance in building operations, temperature setpoints and maintenance activities recommended for reducing building energy consumption.
Prepare operation procedures and maintenance checklists for the major energy consuming building systems.

http://www.doa.wi.gov/Documents/DFD/Forms/DOA-4518P-AE-PPM.pdf

ftp://doaftp1380.wi.gov/master_spec/Sustainable%20Facilities%20Standards/Sustainable%20Facilities%20Standards.pdf

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:
No

A brief description of the published sustainability criteria for transportation and fuels:

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:
Yes

A brief description of the published sustainability criteria for wood and paper products:

Paper must contain 40% recycled content.

In the case of paper, specifications will use the Environmental Protection Agency (EPA) definitions of the terms recovered material and postconsumer recovered material.
Based on the following general recycled content criteria, paper specifications will achieve the maximum postconsumer content that is reasonable available from at least two manufacturers and that satisfies performance standards.

The criteria for determining realistic recycled content specifications are:

1. Adequate supply;

2. Competitive market with at least two manufacturers producing the specified content; and

3. Reasonable price.

Specifications should not contain unnecessary prohibitions to products made from recycled materials or recovered materials.

Bidding procedures for recycled products

Agencies will determine the suitability of recycled products for their use by determining appropriate performance and/or quality requirements.

Price and availability of recycled products will influence an agency's choice of one of the following bid structures.

1. The recycled product is specified and bid independently.

2. The recycled product and its non-recycled counterpart are combined into a single low bid category only when both products are definitely comparable in price.

3. The recycled product and non-recycled counterpart are included on one bid but are in different lots for which separate awards can be made.

4. Bidding the recycled product is encouraged as an option or an alternative.

5. Information on recycled products is requested but does not form an integral part of the specification.

Recycled paper purchase requirement for each agency

The average recycled content of all paper purchased, measured as a proportion by weight of the fiber content, must be at least 40% of all purchased paper.

Definitions

1."Paper purchases" include procurement of paper and paper products, as well as paper purchased through services where paper is a substantial portion of the overall cost of the service, such as printing, quick-copy, and computer print-out.

2."Calculating the recycled fiber content by weight" means multiplying the percentage recycled by the weight of the paper purchased.

Revision Code 3."Mill certification" is a letter from a paper mill that confirms the recycled content of contracted paper using the EPA definitions of the words recovered material and postconsumer recovered material.

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

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:

No

A brief description of the published sustainability criteria for other commodity categories:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Electronics Purchasing

Score	Responsible Party
	Josh Goldman
1.00 / 1.00	Manager
	Campus IT

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

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

275,055 *US/Canadian $*

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

	Expenditure Per Level
EPEAT Gold	275,055 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Bronze	0 *US/Canadian $*

Percentage of expenditures on electronic products that are EPEAT Gold registered:

100

Do the figures reported above include leased equipment?:

Yes

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

During the last fiscal year, July 1st 2016 – June 30th 2017

Leased equipment (EPEAT Gold) purchases totaled $57,328

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Cleaning and Janitorial Purchasing

Score	Responsible Party
1.00 / 1.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total expenditures on cleaning products:

4,337 *US/Canadian $*

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):

4,337 *US/Canadian $*

Total expenditures on janitorial paper products:

11,000 *US/Canadian $*

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):

11,000 *US/Canadian $*

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

100

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

One-year time period

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Office Paper Purchasing

Score	Responsible Party
0.51 / 1.00	**Colleen Cowling** Receiving Area Coordinator Purchasing

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total expenditures on office paper :

20,615.06 *US/Canadian $*

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

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	16,911.86 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	3,703.20 *US/Canadian $*

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:

17.96

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

One year time period for both the 30% and the 100% FSC recycled content paper.

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UW System campuses purchase goods and services through State Procurement.

Transportation

Points Claimed   1.78

Points Available   7.00

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

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

Credit	Points
Campus Fleet	0.04 / 1.00
Student Commute Modal Split	1.00 / 2.00
Employee Commute Modal Split	0.14 / 2.00
Support for Sustainable Transportation	0.60 / 2.00

Campus Fleet

Score	Responsible Party
	Paul Pinkston
0.04 / 1.00	Director of Facilities Planning and Management
	Facilities

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric (including electric assist utility bicycles and tricycles)

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses, electric assist cycles, and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:

55

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
Fueled with compressed natural gas (CNG)	1
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

Do the figures reported above include leased vehicles?:

Yes

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

Every time a fleet vehicle is due for replacement, alternatives such as hybrids, all electric , and other fuels are considered. Cost differentials in purchase costs and break-even analysis are also considered.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Student Commute Modal Split

Score	**Responsible Party**
1.00 / 2.00	**Jill Fermanich** University Safety Manager Business & Finance

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation (0-100):

50

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

An all-student survey was conducted to request information on transportation habits.

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	50
Walk, bicycle, or use other non-motorized means	35
Vanpool or carpool	10
Take a campus shuttle or public transportation	5

Use a motorcycle, scooter or moped	---

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This survey was conducted in Fall 2014.

Employee Commute Modal Split

Score	Responsible Party
0.14 / 2.00	**Jill Fermanich** University Safety Manager Business & Finance

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:

7

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

A survey of faculty/staff was conducted requesting information on transportation usage. Motorcycle, scooter/moped was omitted - it's Wisconsin, limited usage.

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	93
Walk, bicycle, or use other non-motorized means	0
Vanpool or carpool	5

Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Support for Sustainable Transportation

Score	Responsible Party
	John Arendt
0.60 / 2.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a "complete streets" or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option, for employees,either as a matter of policy or as standard practice, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

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

No

A brief description of the facilities for bicycle commuters:

Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

The campus has multiple bike racks located near access doors to the academic buildings, including a covered bike shelter near the center of campus. Residence Life also has multiple bike racks located outside the buildings. Bikes are not allowed to be stored over the summer months.

Bicycles may be stored in resident rooms and apartments, provided all roommates agree.

https://www.uwgb.edu/housing/on-campus/terms/policies.asp

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:

No

A brief description of the bicycle and pedestrian plan or policy:

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

No

A brief description of the bicycle sharing program:

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

Yes

A brief description of the mass transit programs:

UW - Green Bay and Green Bay Metro partner together to provide students with the U-Pass program. This program allows students to ride city buses for free with a valid University ID card.

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:

No

A brief description of the guaranteed return trip program:

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

No

A brief description of the carpool/vanpool program:

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

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

Yes

A brief description of the telecommuting program:

Telecommuting is a cooperative arrangement between the employee and the employer. It is a flexible, voluntary work option that allows employees to work a portion of a normal work week/pay period at an laternative work site on a regular basis as

agreed upon in wrriting 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 employeed. It is not a basic right of all employees. A telecommuting arrangement is based on the needs of the University and on the employee's past and present levels of performance. It does not change the basic terms and conditions (including compensation and benefits) of employment.

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:
No

A brief description of the condensed work week option:

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

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

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:
No

A brief description of other strategies to reduce the impact of commuting:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Waste

Points Claimed   1.83

Points Available   10.00

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

Credit	Points
Waste Minimization and Diversion	0.00 / 8.00
Construction and Demolition Waste Diversion	0.83 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
0.00 / 8.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits*.*

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Data source(s) and notes about the submission:

We do actively reuse and donate materials to various charitable agencies across the area, but have no mechanism in place to track weights of this type of action.

Construction and Demolition Waste Diversion

Score	Responsible Party
0.83 / 1.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered during the most recent year for which data is available within the previous three years:

50 *Tons*

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:

10 *Tons*

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

83.33

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

Through a State of Wisconin/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 .

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Score	Responsible Party
1.00 / 1.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards®and/or Responsible Recycling (R2) standards.

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

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

Yes

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

Basic waste minimization options include:

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

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

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

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

None.

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

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

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

Yes

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

Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

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

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

The website URL where information about the programs or initiatives is available:

http://www.uwgb.edu/busfin/safetyrisk/Policy/hazardous_waste

Additional documentation to support the submission:

Water

Points Claimed 5.83

Points Available 7.00

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

Credit	Points
Water Use	4.83 / 5.00 This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:
Rainwater Management	1.00 / 2.00

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1■	4
Medium to High Risk	1■	5
High and Extremely High Risk	2	6

Close

Water Use

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
</table>

4.83 / 5.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:

Paul Pinkston
Director of Facilities Planning and Management
Facilities

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1■	4
Medium to High Risk	1■	5
High and Extremely High Risk	2	6

Close

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:

Medium to High

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	28,590,918 *Gallons*	41,996,651 *Gallons*

Potable water use:

	Performance Year	Baseline Year
Potable water use	28,590,918 *Gallons*	41,996,651 *Gallons*

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

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2009	June 30, 2010

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

2009 is the first year of complete water use data for the campus after the last residence hall was constructed.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	2,077	1,939
Number of employees resident on-site	18	0

Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	4,720	5,453
Full-time equivalent of employees (staff + faculty)	584	720
Full-time equivalent of students enrolled exclusively in distance education	615	1,032
Weighted campus users	4,040.50	4,340.50

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	7,076.08 *Gallons*	9,675.53 *Gallons*

Percentage reduction in potable water use per weighted campus user from baseline (0-100):

26.87

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	1,998,656 *Gross Square Feet*	1,713,195 *Gross Square Feet*

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	14.31 *Gallons / GSF*	24.51 *Gallons / GSF*

Percentage reduction in potable water use per unit of floor area from baseline (0-100):

41.64

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):

Yes

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	283 *Acres*	290 *Acres*

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	101,027.98 *Gallons / Acre*	144,816.04 *Gallons / Acre*

Percentage reduction in total water use per unit of vegetated grounds from baseline (0-100):

30.24

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

Since 2012, the campus has added over 16 water bottle hydration stations in an attempt to shift water purchasing away from plastic bottles and towards tap water. While this does increase water consumption on campus and has the potential to negate water savings from low-flow installed equipment, we feel the benefit of plastics reduction outweighs the modest increase in tap water usage.

A brief description of the institution's water recovery and reuse initiatives:

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

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

In the residential areas of campus, all showers, toilets and faucets have been retrofitted with low-flow fixtures.

In the academic buildings, as buildings are renovated and as financial considerations and infrastructure allow, low flow or automated measured flow faucets are included in bathroom remodels, low-flow toilets are installed. Improving water efficiency is always considered.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Rainwater Management

Score	Responsible Party
1.00 / 2.00	**Paul Pinkston** Director of Facilities Planning and Management Facilities

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g. state/provincial 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*

Which of the following best describes the institution's approach to rainwater management?:
Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution's green infrastructure and LID practices:

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

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

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, guidelines and/or practices that supports the responses above:

http://www.uwgb.edu/facilities/stormwater/index.html

This site provides a detailed description of the stormwater management policy and actions taken to implement the plan.

The website URL where information about the programs or initiatives is available:

http://www.uwsa.edu/capbud/documents/stormwater/gby/UWGB_SWMP_DRAFT.pdf

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 4.75

Points Available 8.00

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

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	2.25 / 4.00
Participatory Governance	1.50 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**John Arendt** Director of EMBI Environmental Management and Business Institute

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Criteria

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

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:

Yes

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

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

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

Members of Academic Year 2016 - 2017 committee include:
Georjeanna Wilson-Doenges, Professor of Psychology, Chairperson of Sustainability Committee
Scott Ashmann, Associate Professor, Education
Gail Sims-Aubert, Director, Resident Life
John Arendt, Associate Director, Enivornmental Managment and Business Institute
Paul Pinkston, Director, Facilities Management & Operations
Rick Warpinski, Director, University Union
Josh Goldman, Manager, Computing and Informational Technology

Joe Schoenebeck, Academic Staff, Laboratory Manager
Patricia Albers, Lecturer of Accounting
Lisa Grubisha, Assistant Professor, Biology and Environmental Science
David Helpap, Assistant Professor, Public and Environmental Affairs
David Voelker, Associate Professor, History
Julie Green, Account Executive, Wisconsin Public Service
Jill Fermanich, University Safety Manager
Megan Olson Hunt, Assistant Professor, Natural and Applied Sciences
Kayla Billett, SGA Student, Environmental Affairs Chair
Dominic Nonhof, Intern for Sustainability Committee

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

No

A brief description of each sustainability office:

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

0

Does the institution have at least one sustainability officer?:

No

Name and title of each sustainability officer:

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Sustainability strategic plan in place; greenhouse gas inventories completed, with recurring evaluations planned; Climate Action Plan in place and updated periodically; STARS assessment completed with updates underway; multiple programs for students developed and undergoing implementation.

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Sustainability Planning

Score	Responsible Party
	John Arendt
2.25 / 4.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

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

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

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability is included as one of the key guiding themes of the University and is part of the University's mission statement:

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource. (Approved by the UW System Board of Regents, September 2007.)

A copy of the strategic plan:

The website URL where the strategic plan is publicly available:

http://www.uwgb.edu/chancellor/mission/index.asp

Does the institution have a published sustainability plan (apart from what is reported above)? :

No

A copy of the sustainability plan:

The website URL where the sustainability plan is publicly available:

Does the institution have a published climate action plan (apart from what is reported above)? :

Yes

A copy of the climate action plan:

climate action plan.pdf

The website URL where the climate action plan is publicly available:

http://www.uwgb.edu/sustainability/pdf/UWGB_CAP.pdf

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :

Yes

A list of other published plans that address sustainability, including public website URLs (if available):

https://www.uwgb.edu/embi/about-embi/overview/

https://www.uwgb.edu/sustainability/pdf/sustainability-gen-ed.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:

Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

As of Fall 2014, all entering students will be required to have successfully completed a sustainability general education course.

http://www.uwgb.edu/assessment/gened/index.asp

We have set an overall benchmark goal of 85% of or each learning outcome. A student who receives an accomplished, or competent, mark for assessment 75% of the time is considered to meet that learning outcome. This means that our goal is for 85% of our students to meet the standard benchmark 75% or more of the time.

http://www.uwgb.edu/assessment/gened/Benchmark%20Assessment%20Results%20-%20Sustainability%20(2

014-16).pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:

No

A list or sample of the measurable sustainability objectives that address Research and the published

plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:

No

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:

No

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:

Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

Using a baseline year of FY2010, the UW - Green Bay has set a goal of reducing GHG emissions by 15 percent by 2030 and becoming climate neutral by 2050.

https://www.uwgb.edu/sustainability/pdf/UWGB_CAP.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

Targeted Area:
Green/LEED Buildings Timeline: 2017 – 2025

• Seek LEED EB O&M certification for appropriate campus building upgrades as funding allows
• Per state guidelines, any new building construction on campus will be built to a minimum of LEED Silver standards
•Accreditation under LEED will be built into building construction budgets

https://www.uwgb.edu/sustainability/pdf/UWGB_CAP.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:

Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

Targeted Area:
On-Campus Stationary Sources: Heating/Cooling

Timeline: 2017 – 2025

• Behavior Change Programs
• Yearly updating of educational materials and conservation programs to refresh content
• Conservation & Efficiency
• Update HVAC and control systems on campus buildings during remodels
• Replacement to more thermally efficient windows where needed and on all remodels
• Replace chiller system with new technology to improve efficiency and performance
• Install energy efficient water preheat system for makeup water at heating plant
• Maintain rainwater catchment system for cooling tower
• Sub-meter buildings to track and manage water usage
• Continue to evaluate potential renewable energy technologies for application with existing facilities.

https://www.uwgb.edu/sustainability/pdf/UWGB_CAP.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:

No

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:

Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

Targeted Area:
Agriculture/Grounds Timeline: 2017 – 2025

• Complete transition away from synthetic to natural/organic fertilizers
• As less chemically intensive natural turf grass management evolves, consider moving Shorewood Golf Course and athletic fields to a natural management system
• Incorporate best practice, low impact management systems for any newly established natural turf athletic fields

https://www.uwgb.edu/sustainability/pdf/UWGB_CAP.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:

Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

Targeted Area:
Paper (Purchasing) Timeline: 2011 – 2016

• Replace current 30% recycled content office paper with 100% recycled content paper
• Provide training to build awareness and increase participation in electronic record storage to replace hard-copy paper storage

https://www.uwgb.edu/sustainability/pdf/UWGB_CAP.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:

Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

Targeted Area:
Direct Transportation
Timeline: 2017 – 2025

• As fleet vehicles come up for replacement, choose vehicles from the State's Department of Administration approved list with the least environmental impact that can meet required functional needs
• Depending on status of plug-in electric vehicles in both fleet and general population usage, install charging station(s).

https://www.uwgb.edu/sustainability/pdf/UWGB_CAP.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

The current Climate Action Plan for the university outlines a 20 percent reduction in Scope 3 emissions by 2030. Solid waste is included in this goal.

The Climate Action Plan can be viewed at the

ACUPCC.org

website or on the UWGB sustainability website.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

Yes

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

Targeted Area:
Wastewater Timeline: 2017 – 2025

• For any newly constructed housing units, include grey water recycling system
• Monitor and determine applicability of evolving water conserving technologies to campus environment

https://www.uwgb.edu/sustainability/pdf/UWGB_CAP.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

No

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

No

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

No

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

No

A list or sample of the measurable sustainability objectives that address other areas and the published

plans in which each objective is included:

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :

The formal statement in support of sustainability:

The institution's definition of sustainability (e.g. as included in a published statement or plan):

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	---
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	---
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	---
The Talloires Declaration (TD)	---
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	---

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Participatory Governance

Score	**Responsible Party**
	John Arendt
1.50 / 3.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

  And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

   And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
  - Local government and/or educational organizations;
  - Private sector organizations; and/or
  - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

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

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

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :

Yes

Do the institution's students have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

Students have the opportunity to participate in Student Governmental Affairs (SGA), an elected body of student representatives. SGA elections are held during the spring semester.

https://www.uwgb.edu/student-government/files/election-material/2017%20Emergency%20Election/Ele

ction%20Rules%20-%20Emergency%20SGA%20Election.pdf

Students from this body participate in other committees across campus. For example, the SGA Environmental Affairs chairperson also is a member of the University's Sustainability Committee.

The SGA President is also an ex-officio, non-voting member of the Faculty Senate and the University Committee. The Faculty Senate is the highest governance body on campus whose primary responsibility of advisement to the Chancellor is bestowed by the Board of Regents.

The Faculty of the University of Wisconsin-Green Bay as part of the University of Wisconsin System, participates in the governance of the University by code and by tradition. Chapter 36.09 (4) of the State of Wisconsin Statutes authorizes our role in governance.

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:

Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

Academic staff and non-academic staff have the opportunity to participate in Faculty Senate) as well as on various area/discipline governance committees.

Academic/University staff representatives are elected by their peers under the following guidelines:

Membership of the Academic Staff Committee
Representatives The Committee comprises six eligible Academic Staff members two elected each year for three-year terms. Members of the Committee should broadly represent the campus community.

Election of Committee Members
1) Eligible Voters and Committee Members
a) All members of the Academic Staff with fixed-term appointments of 50 percent time or more, and limited appointments under the terms of 2.03 shall be eligible to vote for and represent the academic staff at-large as Committee members.
b) If an Academic Staff member has an appointment in which there is an apparent conflict of interest, as determined by the Academic Staff Committee, he or she will not be eligible for election to the Committee.
2) Election Process
a) Names of all persons eligible to serve on the Academic Staff Committee shall be distributed to all voters by the Leadership and Involvement Committee. Persons willing to serve shall reply to the Leadership and Involvement Committee and have their names added to the election ballot.
b) The election ballot, including all eligible and willing Academic Staff members, shall be distributed by the Leadership and Involvement Committee. The ballot shall include two nominees when possible for each open Committee seat. Voters may vote for as many candidates as there are open Committee seats.
c) When a vacancy occurs, the person receiving the next highest vote in the last election assumes full membership until the expiration of the term. If there are no available candidates, the Academic Staff Committee shall determine, in consultation

with the Leadership and Involvement Committee, whether to appoint a replacement or to authorize a special election.
3) Term of Office Each Committee member shall have a term of office of three years. Terms correspond to the University's fiscal year. A representative shall not serve more than two consecutive terms.

Academic staff, non-academic staff, and students are appointed to the Faculty Senate as elected representatives of their various constituencies (e.g. Academic Staff Committee, University Staff Committee, and Student Government Association).

The Faculty Senate is the highest governance body on campus whose primary responsibility of advisement to the Chancellor is bestowed by the Board of Regents.

The Faculty of the University of Wisconsin-Green Bay as part of the University of Wisconsin System, participates in the governance of the University by code and by tradition. Chapter 36.09 (4) of the State of Wisconsin Statutes authorizes our role in governance.

https://www.wisconsin.edu/regents/governance/

Chapter 36.09
The board of regents.
(a) The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promote the widest degree of institutional autonomy within the controlling limits of system-wide policies and priorities established by the board.
(b) The board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted.
(c) The board shall determine the educational programs to be offered in the system and may discontinue educational programs as it deems necessary.
(d) The board shall establish policies to guide program activities to ensure that they will be compatible with the missions of the institutions of the system. To this end, the board shall make all reasonable effort to provide night courses.
(e) Subject to par. (em), the board shall appoint a president of the system; a chancellor for each institution; a dean for each college campus; the state geologist; the director of the laboratory of hygiene; the director of the psychiatric institute; the state cartographer; and the requisite number of officers, other than the vice presidents, associate vice presidents, and assistant vice presidents of the system; faculty; academic staff; and other employees and fix the salaries, subject to the limitations under par. (j) and s. 230.12 (3) (e), the duties and the term of office for each. The board shall fix the salaries, subject to the limitations under par. (j) and s. 230.12 (3) (e), and the duties for each chancellor, vice president, associate vice president, and assistant vice president of the system. No sectarian or partisan tests or any tests based upon race, religion, national origin, or sex shall ever be allowed or exercised in the appointment of the employees of the system.
(f) The board shall delegate to each chancellor the necessary authority for the administration and operation of the institution within the policies and guidelines established by the board. The board may also delegate or rescind other authority to chancellors, committees of the board, administrative officers, members of the faculty and students or such other groups as it deems appropriate.
(gm) The board shall not create, except as specifically authorized by the legislature in each instance, any new college, school or its functional equivalent if such college, school or functional equivalent has academic programs at the graduate or professional, post-baccalaureate level.
(h) The board shall allocate funds and adopt budgets for the respective institutions giving consideration to the principles of

comparable budgetary support for similar programs and equitable compensation for faculty and academic staff with comparable training, experience and responsibilities and recognizing competitive ability to recruit and retain qualified faculty and academic staff. If the board ceases or suspends operation of any institution or college campus, the appropriations to the board for operation of the institution or college campus may be utilized by the board for any other purpose authorized by the appropriations within the period for which the appropriations are made.

(L) The board shall possess all powers necessary or convenient for the operation of the system except as limited in this chapter and ss. 13.48 (14) (am) and 16.848 (1).

(2) The president.

(a) The president shall be president of all the faculties and shall be vested with the responsibility of administering the system under board policies and shall direct a central administration which shall assist the board and the president in establishing system-wide policies in monitoring, reviewing and evaluating these policies, in coordinating program development and operation among institutions, in planning the programmatic, financial and physical development of the system, in maintaining fiscal control and compiling and recommending educational programs, operating budgets and building programs for the board. Subject to par. (b), the president shall appoint each senior vice president, vice president, associate vice president and assistant vice president of the system. The president shall fix the term of office for each senior vice president, vice president, associate vice president and assistant vice president of the system.

(3) The chancellors.

(a) The chancellors shall be the executive heads of their respective faculties and institutions and shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and administration of their institutions. Subject to board policy the chancellors of the institutions in consultation with their faculties shall be responsible for designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and administering all funds, from whatever source, allocated, generated or intended for use of their institutions.

(b) The chancellor may designate a person as provost, to act as chief executive officer of the institution in the chancellor's absence, if the person currently holds a limited appointment as vice chancellor, associate chancellor, assistant chancellor, associate vice chancellor or assistant vice chancellor. The chancellor may not create an additional administrative position for the purpose of this paragraph.

(3m) Meaning of "subject to" in certain provisions. In subs. (4) to (5), "subject to the responsibilities and powers" means subordinate to the responsibilities and powers.

(4) Faculty. The faculty of each institution, subject to the responsibilities and powers of the board, the president, and the chancellor of such institution, shall have the primary responsibility for advising the chancellor regarding academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance, except that the faculty of each institution shall ensure that faculty in academic disciplines related to science, technology, engineering, and mathematics are adequately represented in the faculty organizational structure.

(4m) Academic staff. The academic staff members of each institution, subject to the responsibilities and powers of the board, the president, the chancellor, and the faculty of the institution, shall have the primary responsibility for advising the chancellor regarding the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters. The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.

(5) Students. The students of each institution or campus subject to the responsibilities and powers of the board, the president, the chancellor, and the faculty shall have primary responsibility for advising the chancellor regarding the formulation and review of policies concerning student life, services, and interests. Students in consultation with the chancellor and subject to the final confirmation of the board shall have the responsibility for the disposition of those student fees which constitute substantial support for campus student activities. The students of each institution or campus shall have the right to

organize themselves in a manner they determine and to select their representatives to participate in institutional governance.

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:
Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :
Yes

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

Faculty representatives to faculty senate are elected by their peers under the following guidelines:

1) Each academic budgetary unit shall comprise a Faculty Senate voting district.
2) One senator shall be elected for each ten voting faculty, or fraction thereof, for each voting district. Faculty on full-time administrative appointments shall not be counted in determining the size of a Senate voting district. The size of the Senate voting district will be determined by the records of the Secretary of the Faculty and Staff at the time of the election.
3)Names of all persons in a district eligible to serve in the Faculty Senate shall be distributed to the district faculty by the Secretary of the Faculty and Staff.
4)The academic budgetary unit chairperson shall call a meeting to elect senate representatives, and alternates, for vacant positions in November of each academic year.
5)The results of the election shall be announced at the meeting. The results of the election shall be transmitted to the Secretary of the Faculty and Staff by December 15 for recording.
6)The district may elect an alternate for any of its senators and the alternate may attend and vote at Senate meetings that the regular senator is unable to attend.
7)Each district senator shall have a term of office of two years.

http://www.uwgb.edu/sofas/rules/facultyhandbook.pdf

Academic staff, non-academic staff, and students are appointed to the committee as elected representatives of their various constituencies (e.g. Academic Staff Committee, University Staff Committee, and Student Government Association).

The Faculty Senate is the highest governance body on campus whose primary responsibility of advisement to the Chancellor is bestowed by the Board of Regents.

The Faculty of the University of Wisconsin-Green Bay as part of the University of Wisconsin System, participates in the governance of the University by code and by tradition. Chapter 36.09 (4) of the State of Wisconsin Statutes authorizes our role in governance.

Chapter 36.09

The board of regents.

(a) The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promote the widest degree of institutional autonomy within the controlling limits of system-wide policies and priorities established by the board.

(b) The board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted.

(c) The board shall determine the educational programs to be offered in the system and may discontinue educational programs as it deems necessary.

(d) The board shall establish policies to guide program activities to ensure that they will be compatible with the missions of the institutions of the system. To this end, the board shall make all reasonable effort to provide night courses.

(e) Subject to par. (em), the board shall appoint a president of the system; a chancellor for each institution; a dean for each college campus; the state geologist; the director of the laboratory of hygiene; the director of the psychiatric institute; the state cartographer; and the requisite number of officers, other than the vice presidents, associate vice presidents, and assistant vice presidents of the system; faculty; academic staff; and other employees and fix the salaries, subject to the limitations under par. (j) and s. 230.12 (3) (e), the duties and the term of office for each. The board shall fix the salaries, subject to the limitations under par. (j) and s. 230.12 (3) (e), and the duties for each chancellor, vice president, associate vice president, and assistant vice president of the system. No sectarian or partisan tests or any tests based upon race, religion, national origin, or sex shall ever be allowed or exercised in the appointment of the employees of the system.

(f) The board shall delegate to each chancellor the necessary authority for the administration and operation of the institution within the policies and guidelines established by the board. The board may also delegate or rescind other authority to chancellors, committees of the board, administrative officers, members of the faculty and students or such other groups as it deems appropriate.

(gm) The board shall not create, except as specifically authorized by the legislature in each instance, any new college, school or its functional equivalent if such college, school or functional equivalent has academic programs at the graduate or professional, post-baccalaureate level.

(h) The board shall allocate funds and adopt budgets for the respective institutions giving consideration to the principles of comparable budgetary support for similar programs and equitable compensation for faculty and academic staff with comparable training, experience and responsibilities and recognizing competitive ability to recruit and retain qualified faculty and academic staff. If the board ceases or suspends operation of any institution or college campus, the appropriations to the board for operation of the institution or college campus may be utilized by the board for any other purpose authorized by the appropriations within the period for which the appropriations are made.

(L) The board shall possess all powers necessary or convenient for the operation of the system except as limited in this chapter and ss. 13.48 (14) (am) and 16.848 (1).

(2) The president.

(a) The president shall be president of all the faculties and shall be vested with the responsibility of administering the system under board policies and shall direct a central administration which shall assist the board and the president in establishing system-wide policies in monitoring, reviewing and evaluating these policies, in coordinating program development and operation among institutions, in planning the programmatic, financial and physical development of the system, in maintaining fiscal control and compiling and recommending educational programs, operating budgets and building programs for the board. Subject to par. (b), the president shall appoint each senior vice president, vice president, associate vice president and assistant vice president of the system. The president shall fix the term of office for each senior vice president, vice president, associate vice president and assistant vice president of the system.

(3) The chancellors.

(a) The chancellors shall be the executive heads of their respective faculties and institutions and shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and administration of their institutions. Subject to board policy the chancellors of the institutions in consultation with their faculties shall be responsible for designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and administering all funds, from whatever source, allocated, generated or intended for use of their institutions.

(b) The chancellor may designate a person as provost, to act as chief executive officer of the institution in the chancellor's absence, if the person currently holds a limited appointment as vice chancellor, associate chancellor, assistant chancellor, associate vice chancellor or assistant vice chancellor. The chancellor may not create an additional administrative position for the purpose of this paragraph.

(3m) Meaning of "subject to" in certain provisions. In subs. (4) to (5), "subject to the responsibilities and powers" means subordinate to the responsibilities and powers.

(4) Faculty. The faculty of each institution, subject to the responsibilities and powers of the board, the president, and the chancellor of such institution, shall have the primary responsibility for advising the chancellor regarding academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance, except that the faculty of each institution shall ensure that faculty in academic disciplines related to science, technology, engineering, and mathematics are adequately represented in the faculty organizational structure.

(4m) Academic staff. The academic staff members of each institution, subject to the responsibilities and powers of the board, the president, the chancellor, and the faculty of the institution, shall have the primary responsibility for advising the chancellor regarding the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters. The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.

(5) Students. The students of each institution or campus subject to the responsibilities and powers of the board, the president, the chancellor, and the faculty shall have primary responsibility for advising the chancellor regarding the formulation and review of policies concerning student life, services, and interests. Students in consultation with the chancellor and subject to the final confirmation of the board shall have the responsibility for the disposition of those student fees which constitute substantial support for campus student activities. The students of each institution or campus shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:

No

A copy of the written policies and procedures:

The policies and procedures:

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	No
Private sector organizations	No
Civil society (e.g. NGOs, NPOs)	No

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The website URL where information about the programs or initiatives is available:

http://www.uwgb.edu/sofas/

Additional documentation to support the submission:

Diversity & Affordability

Points Claimed   6.81

Points Available   10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.44 / 2.00
Assessing Diversity and Equity	0.75 / 1.00
Support for Underrepresented Groups	1.83 / 3.00
Affordability and Access	2.79 / 4.00

Score	Responsible Party
	John Arendt
1.44 / 2.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:
Yes

Does the committee, office and/or officer focus on students, employees, or both?:
Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

In the spirit of the University's guiding principle "to support a community devoted to diversity/inclusivity in thought and experience," the Chancellor's Council on Inclusive Excellence will provide the Chancellor with advice and recommendations that will promote a learning community that pursues and embraces equity, diversity, and inclusion.

The Chancellor's Council on Inclusive Excellence also advises the Chancellor on affirmative action matters in compliance with the University of Wisconsin System Equal Opportunity Policy.

The Chancellor's Council on Inclusive Excellence provides advice to the Chancellor by:

• Actively engaging in the implementation of campus inclusivity initiatives where appropriate.

• Reviewing and evaluating campus compliance with Federal, State, System, and campus policies regarding diversity, equity, and inclusion.

• Reviewing, as requested, all diversity, equity, and inclusivity -related activities including, but not limited to:

Affirmative Action Plan

Campus Inclusive Excellence Plan

Affirmative Action Programs -

Faculty/Staff: Recruitment and Retention of Racial/Ethnic

Minorities, and Women and Employment Matters

Students: Access, Recruitment and Retention, and Employment

Matters

• Reviewing proposed policy and procedural statements and advising the Chancellor on the need for policy changes as necessary.

• Producing discussion papers on timely diversity topics.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Most

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

All employees participate in training on the topics of harassment and discrimination. In addition, respectful workplace training has been conducted in some departments. The "Human Mosaic" seminar and activity series is also open to all members of the UW - Green Bay campus.

http://www.uwgb.edu/aic/

The website URL where information about the programs or initiatives is available:

http://www.uwgb.edu/aic/

Additional documentation to support the submission:

Assessing Diversity and Equity

Score	Responsible Party
	John Arendt
0.75 / 1.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;

2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or

3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

The University of Wisconsin-Green Bay announced today that it has been informed of its selection as a 2015 Campus Pride Top 25 LGBTQ-Friendly College and University.

The Top 25 listing was awarded based on the final responses to the Campus Pride Index, a national benchmarking tool in which schools self-assesses LGBTQ-friendly policies, programs and practices

www.campusprideindex.org

. The Campus Pride Index is grounded in research on policy, program and practice and is conducted for and by LGBTQ experts in the field of higher education. Each campus updates its index annually and uses the Campus Pride benchmarking tool to make improvements for LGBTQ life on campus. UWGB received a 4.5 rating on a 5.0 scale

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:

Yes

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:

No

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

University of Wisconsin - Green Bay LGBTQ-friendly break-down by inclusion factors:

Sexual Orientation Score 5 of 5
Gender Identity/Expression Score 5 of 5
LGBTQ Policy Inclusion 5 of 5
LGBTQ Support & Institutional Commitment 5 of 5
LGBTQ Academic Life 4.5 of 5
LGBTQ Student Life 5 of 5
LGBTQ Housing & Residence Life 5 of 5
LGBTQ Campus Safety 5 of 5
LGBTQ Counseling & Health 4 of 5
LGBTQ Recruitment & Retention Efforts 5 of 5

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

Shared via our campus news site.

Aug 24, 2015 ... UW-Green Bay named Top 25 LGBTQ-Friendly University ... Coordinator of the Pride Center and Inclusive Excellence at UW-Green Bay, for her ...

https://news.uwgb.edu/.../uwgb-named-top-25-lgbtq-friendly-university-

1579/

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

Yes

The diversity and equity assessment report or summary:

Campus Pride.pdf

The website URL where the report or summary is publicly posted:

The website URL where information about the programs or initiatives is available:

http://www.uwgb.edu/inclusive-excellence/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://www.campusprideindex.org/campuses/details/323?campus=university-of-wisconsin---green-bay

Support for Underrepresented Groups

Score	**Responsible Party**
	John Arendt
1.83 / 3.00	Director of EMBI
	Environmental Management and Business Institute

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1)   A publicly posted non-discrimination statement.

2)   A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

3)   Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.

4)   Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.

5)   Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
- Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Affirmative Action/Equal Employment Opportunity

The University of Wisconsin-Green Bay is an Affirmative Action Equal Employment Opportunity employer committed to equal opportunity to all individuals regardless of race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, genetic information, national origin, ethnicity, citizenship status, veteran or military status (including disabled veteran, recently separated veteran, other protected veteran, or Armed Forces service medal veteran status), age, disability, use or nonuse of lawful products off the employer's premises during nonworking hours, declining to attend a meeting or participate in any communication about religious matters or political matters, or any other

category protected by law. Harassment or discrimination based upon protected status is illegal and will not be tolerated. This policy is applicable to employment practices and all programs within the University. This commitment to all employment and educational practices includes, but is not limited to, recruitment and hiring, training, compensation, benefits, promotions, transfers, terminations, layoffs, access to facilities, as well as social and recreational programs.

UW-Green Bay's affirmative action hiring practices aim to recruit a diverse pool of applicants for every job vacancy and to remove all forms of bias (intentional and unintentional) from the evaluation of applicants to ensure that no individual receives advantage or disadvantage based upon a protected status.

Implicit to our equal employment opportunity efforts is a work environment free of harassment based upon any protected class noted above. UW-Green Bay is committed to prompt, impartial examination and resolution of complaints and grievances to maintain a workplace free of harassment and discrimination. This commitment to all employment and educational practices includes, but is not limited to, recruitment and hiring, training, compensation, benefits, promotions, transfers, terminations, layoffs, access to facilities, as well as social and recreational programs. Please see the Policy and Procedures Prohibiting Harassment and Discrimination for further information.

https://www.uwgb.edu/human-resources/workforce-diversity/aa-eeo/

UW-Green Bay is an Equal Opportunity, Affirmative Action, Title IX public institution. UW-Green Bay does not discriminate on the basis of race, religion, national origin, sex, sexual orientation, age, disability, or other factors prohibited by law in any of its educational programs, activities, admissions or employment policies.

https://www.uwgb.edu/student-employment/atuwgb/

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

The purpose of the Bias Motivated Incident Form is to track the nature of bias motivated incidents on and off the UW-Green Bay campus in an effort to prevent future behaviors and to help maintain a positive learning, living and working environment within our community.

Examples may include but are not limited to the use of degrading language or slurs, spoken or written directed at women, men, gays, lesbian, racist, anti-semitic, etc.

Incidents that rise to the level of a crime should also be reported to University Police. This form does not substitute for reporting violations pursuant to existing policies regarding sexual harassment, or discrimination.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

No

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:

No

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

Phuture Phoenix Program

Phuture Phoenix provides an opportunity for students from underrepresented and disadvantaged backgrounds to believe post-secondary education is important, attainable, and available.

Goals and Objectives
•To encourage disadvantaged and underrepresented students, starting at the fifth-grade level, to complete high school and attend college, thus boosting the percentage of Northeast Wisconsin graduates who continue onto college
•To provide positive role models for disadvantaged and underrepresented 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/li>
•To increase the number of pre-teens and young teens who view education as a path to a brighter future
•To provide scholarships for Phuture Phoenix students who graduate from high school and attend UW-Green Bay

http://www.uwgb.edu/phuture-phoenix/about-us/program-history/

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

Yes

A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:

Underrepresented Students

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 organzations include: Black Student Union; Intertribal Student Council; La Organizacion Latino Amercana; Sexuality and Gender Alliance - Fair Wisconsin; Southeast Asian Student Union; and, Women of Color.

Underrepresented Faculty and Staff

Ethnically Diverse Group of Employees (EDGE)

EDGE is open to all UW-Green Bay employees. Many of the members have ancestry that includes Asian, Latino, African, First Nations and Middle Eastern heritage along with many other nationalities.
Mission: This group works to ensure that UW-Green Bay's ethnic minorities achieve their full potential as valued employees with its commitment to creating an environment that recognizes, values and respects the differences we all bring to the workplace, allowing everyone to do their best work.
Focus: EDGE helps to promote the heritage of each ethnicity of their members by sharing their culture and through their offerings of educational opportunities, networking, cultural events, and social gatherings.

For more information contact:
Mai J. Lo Lee, Interim Director, MultiEthnic Student Affairs (MESA) Office,

lom@uwgb.edu

– 920-465-2522

Pride Center Employee Resource Group

Mission: to provide social/support to employees who support the mission of the UWGB Pride Center
Focus: employees gather one time per month during academic year for one to two hours, in employee homes, for social activity and support as needed. Typically employees gather for a potluck, conversation and to perhaps play board games.

For more information contact:
1. Stacie Christian, Director of Inclusive Excellence and Pride Center; lecturer for Human Development/Psychology and Adult Program at

christis@uwgb.edu

or at 920-465-2167

2. Joanie Dovekas, Assistant Director, Residence Life at

dovekasj@uwgb.edu

or 920-465-2844

Veterans Employee Resource Group
Mission: to provide social/support to employees who support the mission of Veterans on campus
Focus: employees gather one time per month during academic year for one to two hours, in employee homes, for social activity and support as needed. This group provides support for employees who are Veterans and for support of students who are Veterans.

For more information contact:
1. Elaina Koltz, Senior Advisor, Financial Aid, at

koltze@uwgb.edu

or at 920-465-2065
2. Ronald Kottnitz, IS Supervisor, Academic Technology Services at

kottnitr@uwgb.edu

or 920-465-2792

http://www.uwgb.edu/inclusive-excellence/employee-resource-groups/

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
No

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

The website URL where information about the programs or initiatives is available:

https://www.uwgb.edu/pride-center/inclusive/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://www.uwgb.edu/housing/sail/

Affordability and Access

Score	Responsible Party
2.79 / 4.00	**Debbie Furlong** Director of Institutional Research Institutional Research & Assessment

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
2. The graduation/success rate for low-income students
3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)

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

Does the institution have policies and programs to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

All students are encouraged to apply for federal and state aid by completing the Free Application for Federal Student Aid (FAFSA). Eligibility for different grant programs is determined by the results of the FAFSA. We do not have specific institutional aid programs geared toward the "low income" however, we do not require new traditional students to live on campus, so a local, low income student (or any new student) could lower costs by commuting from home.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

https://www.uwgb.edu/assessment/cocurricular/Enrollment/Plan201516.pdf

The University of Wisconsin-Green Bay is one of 32 colleges (one of four UW System schools) in the United States to receive funding to help low-income students who encounter financial emergencies while attending college.

The grant comes from the Great Lakes Higher Education Corporation & Affiliates, which awarded $7.2 million in "Dash Emergency Grants" to colleges that will integrate emergency grant programs into their overall student success strategy with the goal of increasing retention and completion rates. The program has been in existence since 2012. It is the first time UW-Green Bay has been awarded the grant.

Low-income students (defined as those students with estimated family contribution of less than $7,000 on the Free Application for Federal Student Aid or FAFSA) will be eligible to apply for the funds. Through the grant, UW-Green Bay can provide students with up to $1,000 for unanticipated expenses that are not college-related.

http://news.uwgb.edu/tag/retention/

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

TRiO Programs
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, Wisconsin. 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 collegiate experience and challenging courses during its summer session, 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 July through August, July 2 through August 12 for 2017.

Precollege Programs
The Precollege Programs at UWGB consist of two-week, residential experiences at UWGB where students live in the dorms on campus and attend classes during the week. Students participate in one of three programs: Young Writers Workshop, Stars of the Future/ Estrellas del Futuro, Learning with Legos. All three run concurrently, from June 18 through June 30 for 2017, and share dorm staffs.

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 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 the 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 policies or programs to make the institution accessible and affordable to low-income students:

UW-Green Bay runs a local, award-winning program called Phuture Phoenix with the following goals and objectives:

To encourage at-risk students, starting at the fifth-grade level, to complete high school and attend college, thus boosting the percentage of NE Wisconsin graduates who continue onto college

To provide positive role models for at-risk students and allow UW-Green Bay students the opportunity to perform community service

To create a relationship between the community, university and area youth.

To provide fifth graders an opportunity to visit and experience their public university

To increase the number of pre-teens and young teens who view education as a path to a brighter future

To provide scholarships for Phuture Phoenix students who graduate from high school and attend UW-Green Bay

Does the institution have policies and programs to support non-traditional students?:

Yes

A brief description of the institution's scholarships provided specifically for part-time students:

In addition to general scholarship information available through the Financial Aid Office, privately-funded scholarships are available specifically for Adult Degree Program students who exhibit the maturity, ability, and desire to meet the challenges inherent in our academic program.

Southeastern Wisconsin's Educational Consortium (SEWEC) Scholarships

The goal of SEWEC is to help adult students realize their options for higher education in Southeast Wisconsin. We understand that cost may be holding some applicants back from being able to achieve their educational goals, which is why we have created three $1,200 SEWEC scholarships to be awarded to one associate, one undergraduate and one graduate student entering a new degree program.

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

No on-site facility

A brief description of the institution's other policies and programs to support non-traditional students:

The UW-Green Bay Adult Degree Program will join in observing "National Nontraditional Student Week" Nov. 2-6, 2015. Among the activities will be soliciting non-trads to nominate faculty or staff members who have made a difference in their lives, to tweet selfies of themselves doing schoolwork at work or home, an honor society induction ceremony, and prize drawings. Meanwhile, ADP shares these facts:

• 29% (1,782) of current students at UWGB are non-traditional
• The average GPA of non-traditional students is 3.52 • Average credit load is 9.5 credits per semester • The average age of non-traditional students at UWGB is 34
• 635 non-traditional students at UWGB are from Brown County

Faculty members can nominate a non-traditional student to highlight. Also part of Nontraditional Student Week, faculty members can nominate a favorite non-traditional student for recognition.

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

33

The graduation/success rate for low-income students (0-100):

47

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

74

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

25

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Investment & Finance

Points Claimed   0.00

Points Available   7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

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.

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

Sustainable Investment

Score	Responsible Party
0.00 / 4.00	

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)

- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Wellbeing & Work

Points Claimed 2.30

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.01 / 3.00
Assessing Employee Satisfaction	0.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.29 / 2.00

Employee Compensation

Score	Responsible Party
0.01 / 3.00	**Christine Olson** Director of HR Human Resources

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use Living Wage Canada's standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

The local living wage (based on a family of four and expressed as an hourly wage):

16.75 *US/Canadian $*

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):

75.30

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:

Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):

0

The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the basic living wage for one adult)

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :

The lowest paid regular employee earns $11.54 per hour.

Has the institution made a formal commitment to pay a living wage?:

No

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:

No

A brief description of the institution's commitment to a student living wage:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

For the purposes of this submission, we are categorizing 'contractors' as vendors providing services to campus such as a repaving company repairing our parking lots or working in our food service. Currently, those contractors are not included in this summary. All contracts awarded to vendors follow state-mandated guidlines regarding bid pricing and award processes.

Included in our employee number are "LTEs" - limited-term employees that encompass people on short-term contracts, lecturers and other non-permanent jobs.

Assessing Employee Satisfaction

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

• Job satisfaction
• Learning and advancement opportunities
• Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>1.00 / 1.00</td><td>Christine Olson
Director of HR
Human Resources</td></tr>
</table>

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

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 effecitviely 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 programs or initiatives is available:

http://www.uwgb.edu/counselinghealth/for_Employees/eap.asp

Additional documentation to support the submission:

Workplace Health and Safety

Score	Responsible Party
	Jill Fermanich
1.29 / 2.00	University Safety Manager
	Business & Finance

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	12	40
Full-time equivalent of employees	584	720
Number of injuries and cases per FTE employee	0.02	0.06

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

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2009	June 30, 2010

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline (0-100):

63.01

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:

2.05

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Innovation & Leadership

Exemplary Practice

Points Claimed   1.00

Points Available   1.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is available on the STARS website.

Credit	Points
Green Laboratories	0.50 / 0.50
Campus Pride Index	0.50 / 0.50

Green Laboratories

Score	Responsible Party
0.50 / 0.50	**Paul Pinkston** Director of Facilities Planning and Management Facilities

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Criteria

Institution has or participates in a green laboratory benchmarking or certification program that covers at least three of the following:

Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs

Water conservation and efficiency

Chemical use and disposal

Materials management, e.g. green purchasing guidelines and recycling and reuse programs

- Training for lab users on sustainable practices

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

Does the institution's green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g. green purchasing guidelines and recycling and reuse programs	No
Training for lab users on sustainable practices	Yes

A brief description of the green laboratory program, including the specific initiatives selected above:

-Fume hoods beep at us if the sash is open and the lights are off.

-We have retrofit valves on most sinks in the bathrooms as well as reverse osmosis water that does not have the ability to be left on because it is only on while your hand is on the lever.

-We recently moved to ordering only what will be used in the upcoming years. We also have a system in place where chemicals checked by either myself or Mark to see if the chemical is present in the building before we order more. We also dispose of waste properly through waste disposal companies, or by working with NEW water when we put them down the drain. Some of this information is published on page 39 of our Chemical Hygiene Plan.

-Organic Chemistry II (Chem 305) teaches the following "Green Chemistry: Oxidation of Alcohols and Aldehydes.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Campus Pride Index

Score	Responsible Party
0.50 / 0.50	**John Arendt** Director of EMBI Environmental Management and Business Institute

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Criteria

Institution is rated at four stars or higher by the Campus Pride Index or an equivalent program approved
by AASHE (email stars@aashe.org to enquire about program equivalnce).

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

Institution's current Campus Pride Index rating (3 Stars, 3.5 Stars, 4 Stars, 4.5 Stars, 5 Stars):

5 Stars

A brief description of the institution's LGBTQ-inclusive policies, programs and practices:

University of Wisconsin - Green Bay LGBTQ-friendly break-down by inclusion factors:

Sexual Orientation Score 5 of 5
Gender Identity/Expression Score 5 of 5
LGBTQ Policy Inclusion 5 of 5
LGBTQ Support & Institutional Commitment 5 of 5
LGBTQ Academic Life 4.5 of 5
LGBTQ Student Life 5 of 5
LGBTQ Housing & Residence Life 5 of 5
LGBTQ Campus Safety 5 of 5
LGBTQ Counseling & Health 4 of 5
LGBTQ Recruitment & Retention Efforts 5 of 5

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Campus Pride.url

Data source(s) and notes about the submission:

https://www.uwgb.edu/pride-center/

https://www.uwgb.edu/inclusive-excellence/

Innovation

Points Claimed   0.00

Points Available   0.00

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	Points