University of Wisconsin-River Falls

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

While UWRF isn't a Land Grant institution, it does have two farms as noted below.

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

The Hudson Center serves as a satellite campus for UWRF. It is located about 10 miles to the NW from River Falls proper. It serves as the main home for the campus MBA program as well as the Adult Degree Completion program, both College of Business programs. Four classrooms are in operation averaging about 25-30 students each; used heavily M-H evenings. In addition, the space serves as space for the Hudson School District and other entities during the day. On weekends, the Hudson Center is home to a variety of programs conducted by the College of Education and Professional Studies.

Reason for excluding hospital:

Reason for excluding farm:

The campus has two Laboratory Farms. The Campus Lab Farm is included in the Institutional Boundary and is approximately 130 acres in size and supports primarily our Horse enterprise. Another approximately 40 acres supports our Horticulture as well as Environmental Science and Forestry Projects.

The Mann Valley Farm is located 2.5 miles NW of town is approximately 475 acres and is home to our beef, dairy, sheep, and swine operations.

A Farms Master Plan was began in 2013 and is anticipated to be wrapped up in early 2014. It should guide all future evolution of the farms and their programs with an approximate 20 year horizon. There is a strong sustainability theme weaved into the overall plan, including renewable energy (solar, wind), storing stormwater and land use management.

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Endowment size ($14.3 million) is as of March 31st, 2014.

The "Floor area of residential space" square footage reported is the total square footage for the residence halls, which includes space (eg. lounges, study rooms, etc.) that is not defined as “residential space” as per the US Department of Education's Post-secondary Education Facilities Inventory and Classification Manual. The actual sf is smaller, but we do not have specific data for this.

"Other energy intensive space" square footage is for the campus greenhouse.

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

Endowment size:

14,500,000 *US/Canadian $*

Total campus area:

226 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Urban fringe of large city

Gross floor area of building space:

1,994,632 *Gross Square Feet*

Conditioned floor area:

1,994,632 *Square Feet*

Floor area of laboratory space:

140,399 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

12,262 *Square Feet*

Floor area of residential space:

632,045 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	4.33
Coal	45.10
Geothermal	0
Hydro	0
Natural gas	14.20
Nuclear	27.60
Solar photovoltaic	0.15
Wind	8.52
Other (please specify and explain below)	0.10

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

Petroleum

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	10.77
Electricity	0

Fuel oil	0.04
Geothermal	0
Natural gas	89.19
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

30

Full-time equivalent enrollment:

7,071.11

Full-time equivalent of employees:

756

Full-time equivalent of distance education students:

307.85

Total number of undergraduate students:

7,274

Total number of graduate students:

647

Number of degree-seeking students:

7,194

Number of non-credit students:

729

Number of employees:

887

Number of residential students:

2,152

Number of residential employees:

4

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Mary Wright
Asst. Professor
Teacher Education

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

Submission Note:

The total number of Undergraduate and Graduate courses offered by the institution listed above includes all lectures, seminars, labs, and discussions. These numbers reflect a higher number than the individual, unique course offerings, since many courses offer labs, lectures, discussions, etc. to encompass the single course.
*Conversely, the courses offering sustainability content where counted as one, regardless of the amount of offerings or sections.

Additional Responsible parties:
Mary Wright
Greta Gaard

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,400	265
Number of sustainability courses offered	74	3
Number of courses offered that include sustainability	44	0

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

30

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

32

Number of years covered by the data:

Three

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

Sustainability_Learning_Outcomes_Course_Inventory.docx

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

Please see the uploaded Sustainability Learning Outcomes Project course inventory as well as the list of other course offerings with sustainability content below.

http://www.uwrf.edu/Sustainability/Curriculum/Curriculum.cfm

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

http://www.uwrf.edu/Sustainability/Curriculum/Curriculum.cfm

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

A faculty survey was administered to the Deans and Chairs of all departments in 2008 to assess sustainability-focused and -related courses. The survey is included as an appendix in the Sustainable Campus Community Plan.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Jarod Blades
Professor
Plant and Earth Science

Criteria

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

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

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

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

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

Submission Note:

We obtained this number by taking the 78 courses that are known with sustainability learning outcomes, multiplied by an average number of 18 students
(we have an 18:1 student to faculty ratio) and divided by 4, to reflect graduating students.

However, the Sustainability Faculty Fellows are engaged in a Sustainability Learning Outcomes Project (SLOP). Outcomes and assessments were completed by fall semester 2013. We are currently administering a campus-wide sustainability literacy assessment to understand our student impact.

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

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

351

Total number of graduates from degree programs:

967

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

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

Sustainable Management Major
Sustainability Studies Minor
Sustainable Agriculture Minor
Sustainable Management Science Certificate
Sustainable Enterprise Management Certificate
Conservation
Environmental Science
Community Planning

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

Sustainable Management
This is an online degree program designed for the new economy. Through interdisciplinary inquiry, problem solving, and strong foundations in science and business, you will be equipped to meet the needs of an ever-changing world and business environment. You will develop and build knowledge and skills to help organizations meet triple bottom line requirements, balancing profitability with the needs of the environment and the wider communities in which we live.

Sustainability Studies Minor

http://www.uwrf.edu/Catalog/DegreeRequirements/SUSTMinor.cfm

Program Goals:
1. Provide students with a multi-disciplinary foundation for thinking about sustainability.
2. Discuss the concept of sustainability from a biogeochemical perspective.
3. Address the social and economic facets of sustainability.
4. Discuss the challenges that face humanity in becoming sustainable.

Learning Outcomes:
Students will be able to:
1. Create a personal definition of sustainability.
2. Analyze human impacts on natural systems and processes that affect the ability of humanity to live sustainably.
3. Interpret sustainability issues in the context of element cycles.
4. Compare and contrast the role of public and private entities in creating sustainable societies.

5. Identify facets of social/economic/industrial structures that could be changed to make society more sustainable.

Sustainable Agriculture Minor
Students who select this minor will learn about sustainable agriculture in its broadest sense, including issues related to maintaining and/or improving crop and animal productivity, preserving environmental resources for future generations, ensuring farm profitability, and ensuring rural community vitality and viability. They learn how to build markets and opportunities for producers, and they help consumers make "green" choices on purchased products.
Sustainable agriculturalists work as producers of value added crops, such as organic produce, grains and meats. Some provide technical support for crop and animal production systems, develop soil and nutrient management plans, work with producers to control insects, diseases and other pests with integrated pest management techniques, market locally-grown food products, and research ways to make agriculture more efficient, environmentally sound and sustainable for future generations.

Sustainable Management Science Certificate
Sustainable Enterprise Management Certificate
The two certificates were developed as subsets of the BS in Sustainable Management for working adults seeking specific knowledge.

Conservation Major
Sustainability learning outcome: Students will be able to understand our environment and apply and advance management techniques to maintain sustainable communities for all life on Earth.

Environmental Science Major
Sustainability learning outcome: Students will be able to face increasingly complex environmental challenges in the context of environmental quality management and sustainable development.

Community Planning Major:
Sustainability learning outcome: Students will gain the tools necessary to plan for the protection of the environment and enact more sustainable lifestyles, business practices, and local development.

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

http://www.uwrf.edu/Majors/M-Z/SustainableManagement.cfm

Undergraduate Program

Responsible Party

Katrina Larsen
Director
Outreach and Cont. Ed.

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Sustainable Management

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

This is an online degree program designed for the new economy. Through interdisciplinary inquiry, problem solving, and strong foundations in science and business, students will be equipped to meet the needs of an ever-changing world and business environment. Students will develop and build knowledge and skills to help organizations meet triple bottom line requirements, balancing profitability with the needs of the environment and the wider communities in which they live.

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

http://www.uwrf.edu/Majors/M-Z/SustainableManagement.cfm

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

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

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

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

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

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

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

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

Yes

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

Sustainability Studies Minor

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

Sustainability Studies Minor: 24 Total Credit hours

Program Goals: Provide students with a multi-disciplinary foundation for thinking about sustainability. Discuss the concept of sustainability from a biogeochemical perspective.
Address the social and economic facets of sustainability. Discuss the challenges that face humanity in becoming sustainable. Learning Outcomes: Students will be able to create a personal definition of sustainability. Analyze human impacts on natural systems and processes that affect the ability of humanity to live sustainably. Interpret sustainability issues in the context of element cycles. Compare and contrast the role of public and private entities in creating sustainable societies. Identify facets of social/economic/industrial structures that could be changed to make society more sustainable.

(ESM 105, Intro to Environmental Studies is a prerequisite)
Required Courses: 18 Credit Hours
ESM 220 Environmental Sustainability: Theories, Issues, and Management 3 cr.

ESM 251 Community Decision-Making OR ESM 351 Planning for Sustainable Communities OR SOCI 245 Environmental Sociology 3 cr.
SM 377 Business Ecology OR ESM 351 Planning for Sustainable Communities 3 cr.
(Students who choose ESM 351 to meet requirement (2) must take ESM 377 to meet this requirement)
CROP 368 Sustainable Agriculture 3 cr.
GEOL 350 Geological Destinies of Nations 3 cr.
AGEC 450 Introduction to Natural Resource Economics 3 cr.

Directed Electives: 6 Credit Hours
ESM 109, ESM 251*, ESM 300, ESM 303, ESM 305, ESM 343, ESM 351*, ESM 377* 2-3 cr.
GEOG 366 3 cr.
GEOL 202, GEOL 269, GEOL 330 3 cr.
SOIL 325 3 cr.
AGEN 325 3 cr.
ENGL 228 3 cr.
CHEM 200 3 cr.
SOCI 245* 3 cr.
(*This course counts as EITHER a requirement OR a directed elective.)

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

http://www.uwrf.edu/Catalog/DegreeRequirements/SUSTMinor.cfm

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

Sustainable Agriculture Minor

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

Students who select this minor will learn about sustainable agriculture in its broadest sense, including issues related to maintaining and/or improving crop and animal productivity, preserving environmental resources for future generations, ensuring farm profitability, and ensuring rural community vitality and viability. They learn how to build markets and opportunities for producers, and they help consumers make "green" choices on purchased products.

Sustainable agriculturalists work as producers of value added crops, such as organic produce, grains and meats. Some provide technical support for crop and animal production systems, develop soil and nutrient management plans, work with producers to control insects, diseases and other pests with integrated pest management techniques, market locally-grown food products, and research ways to make agriculture more efficient, environmentally sound and sustainable for future generations.

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

http://www.uwrf.edu/Catalog/DegreeRequirements/SustainableAgricultureMinor.cfm

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

Sustainable Management Science Certificate, Sustainable Enterprise Management Certificate

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

The two certificates were developed as subsets of the BS in Sustainable Management for working adults seeking specific knowledge.

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

https://www.uwrf.edu/Catalog/DegreeRequirements/SMGTCertificate.cfm

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

Graduate Program

Responsible Party

Wesley Chapin
Associate Vice Chancellor for Academic Affairs and Graduate Studies
Political Science/Academic Affairs

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

"---" *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?:

No

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

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

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

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Katrina Larsen
Director
Outreach and Cont. Ed.

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.

Submission Note:

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=16318

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=15896

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

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

Yes

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

The Costa Rica J Term program is built around the theme of Sustainability and Eco-Tourism. Costa Rica is the premier international model of a country focused on the preservation of natural resources for the sake of environmentally-based tourism, both for the study and intimate experience of tropical biodiversity, but also adventure recreation.

This study program is a broad mix of activities and travels. Students experience everything from snorkeling and diving (scuba certification necessary) on both the Caribbean and Pacific, as well as zipping along cables in the canopy of tropical forests, white water rafting, hiking in preserves and national parks and horseback riding. Also included are tours to coffee and banana plantation, visits to world-class birding, butterfly, and hummingbird sites, shopping in traditional arts and crafts markets, visits with traditional families and indigenous representatives and one-day excursions.

The Belize study adventure is unique, for nowhere else this close to home can students immerse themselves in such astonishing biological and cultural diversity. Hike the rainforest, canoe wild rivers, explore caves, climb Mayan temples, sail, snorkel, and scuba. Students will also explore the jungle and sea while experiencing wildlife, environmental, and cultural diversity. The group will be based at a jungle lodge for six days, venturing out to climb classic Mayan temples, float rivers, explore caves, hike jungle trails, and observe tropical wildlife unparalleled in the northern hemisphere. A day trip is planned to Guatemala to witness fabulous Tikal. All activities are led by experienced guides, educators, or researchers who teach students about Belize history, geology, flora and fauna, cultural traditions, and the remarkable conservation-first posture that guides Belize's approach to sustainable development.

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

http://uwrf.studioabroad.com/index.cfm?FuseAction=Programs.ListAll

Sustainability Literacy Assessment

Responsible Party

Mary Wright
Asst. Professor
Teacher Education

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

The Sustainability Faculty Fellows are engaged in a Sustainability Learning Outcomes Project (SLOP). As the project continues to develop, it aims to conduct sustainability literacy assessments. -Mary Wright

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

Incentives for Developing Courses

Responsible Party

Mary Wright
Asst. Professor
Teacher Education

Criteria

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

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

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

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

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

Yes

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

The UW-River Falls Sustainability Faculty Fellows Committee meets regularly to advance sustainability principles in the classroom. In the previous three years, a total of thirty-six Sustainability Faculty Fellows have participated in the annual sustainability across the curriculum project, known as "The Kinnickinnic Project".

The Kinnickinnic Project is unique, in that it cultivates and supports a cross campus initiative and model, which encourages faculty members to modify or redesign existing curriculum so that students are prepared to understand and meet 21st century sustainability issues within all aspects of their lives. All tenure-line faculty are invited to apply and a limited number of spaces are reserved for academic staff as well.

As a result, our university curriculum has been transformed to include courses that integrate sustainability, courses that have been substantially altered to include critical course objectives addressing sustainability, and new courses developed to place sustainability issues at the forefront of the discipline. Since the inception of the 1st Annual Kinnickinnic Project, over forty faculty members across four colleges have either integrated sustainability or have substantively re-designed courses and in some cases have created new courses toward this aim.

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

Faculty who participate receive support in an ongoing series of workshops designed to help sculpt curriculum around sustainability principles.

Faculty receive recognition for their work with a poster (developed and submitted by the participants themselves) at the Research, Scholarly, and Creative Activity Day.

Participants of the Kinnickinnic Project are given financial incentives based on three levels of commitment:
1. Create a new course, in a two-phase process.
Phase 1: $750. Phase 2: $2500.00
2. Substantially revise an existing course, in a two-phase process.
Phase 1: $750. Phase 2: $1000.
3. Integrate a course module into an existing course, $750.

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

http://www.uwrf.edu/Sustainability/Curriculum/Index.cfm

Campus as a Living Laboratory

Responsible Party

Michael Stifter
Director
Facilities Mgmt.

Criteria

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

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

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

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

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

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

	Yes or No

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

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

Multiple classes tour the heating plant to discuss Scope 2 emissions and efficiency.

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

The Ag Engineering, Renewable Energy Class toured the Solar Photovoltaic System at the Regional Development Institute Building on campus to learn about the fixed roof panels, pole-mounted dual-axis tracking array, inverters and controls.

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

Some waste vegetable oil is used each year in an ag-engineering academic project to convert to Biodiesel. AGEN 325 Alternative Energy Systems is a study of agricultural biomass conversion and solar energy systems with special emphasis on alcohol fuels and application of solar energy. Engine and burner modification requirements, raw material sources and licensing procedures are examined.

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

AGEN 325, Alternative Energy Systems:

Students in Ag Engineering Technology are pressing soybeans to produce oil for Biodiesel production. Similarly, students are working to produce Biodiesel from Waste Vegetable Oil produced at the University Center.

Students in Agricultural Engineering Technology are participating in an Undergraduate Research Project (URSCA) to design and test a small scale methane digester using Dairy manure from the Mann Valley Farm.

Students in AGEN 325 Alternate Energy Systems - use data from campus solar panels at RDI for class study. Also, field tours for understanding installation details.

Students in AGEN 240 Structures - tour the University Center and study the energy saving characteristics of the building.

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

Ag Engineering Technology uses the campus land to teach land surveying techniques, and also has assisted with the design and construction of surface water best practices at the Mann Valley Farm in the past for farmyard runoff control.

Horticulture students have also been working on retention basins and rain gardens within the institutional boundary.

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

Purchasing arranged contracts to recycle pallets with student involvement.

As the Purchasing Agent for UWRF Facilities Management, Roxanne Schneberger has provided information to students for their reports and classroom work:
1. Requests for lists of the vendors that are used in our area of Wisconsin and Minnesota are utilized to show outsourcing to local and area vendors for Building and Construction.
2. The heating fuel delivered, including the costs per delivery, for the Mann Valley Farm annually is provided to students. They use the figures for the energy costs to support their animals.

FY 2014-The central Purchasing office sets an example by administering the office supply contract which offers many green/ecological alternatives to standard products. We have a high usage of re manufactured ink toner cartridges for campus printers and we use recycled paper exclusively. We only purchase energy-star appliances and use green cleaners.

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

Enterprise Car Share program is available to students. The then-current director of the Office of Sustainability gave talks to classrooms highlighting the program.

http://www.uwrf.edu/Facilities/CarShare.cfm

WeBike River Falls
We Bike River Falls promotes bicycle friendly transportation and recreation options through education and awareness programs for a safe, healthy, and sustainable community. We Bike River Falls is a collaborative project through the St. Croix Institute for Sustainable Community Development (SCISCD) and the UWRF Office of Student Life and engaging a broad group of university faculty and staff, students, River Falls citizens, city officials, and others.

https://www.uwrf.edu/WeBikeRiverFalls/Index.cfm

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

UWRF incorporates the topics of refuse and recycling in many aspects of campus operations and culture.
Our considerable waste diversion effort includes a comprehensive recycling program and a surplus property program. Each year, more and more types of items are recycled as we find additional recycling streams. We have also increased our communication to campus regarding our refuse and recycling operations. We have switched from 2 surplus sales each year to a monthly sale. We also do regular online auctions. The switch to monthly sales has also provided us with the opportunity to sell used computers and computer components. We had previously been paying to have these items properly recycled. We have also increased the variety of items we try to sell through the surplus program to divert even small items from landfills. If items do not sell after a few sales, they are given away for free or donated to area nonprofits. We have a student who works closely with the surplus program who has a passion for recycling and she has utilized several marketing avenues to better promote surplus to the students on campus. We are now starting to have regular customers as monthly sales are really becoming a standard on campus and people look forward to the variety of items we come up with.

We also have students that coordinate campus cleanup days. There is also an increasing number of students requesting interviews for papers or other coursework.

Participation in Recycle-mania tournament, 2014.
UWRF participates in the national RecycleMania competition each year. In 2014 we promoted our involvement with student posters. RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over an 8-week period each spring, colleges across the United States and Canada report the amount of recycling and trash collected each week and are in turn ranked in various categories based on who recycles the most on a per capita basis, as well as which schools have the best recycling rate as a percentage of total waste and which schools generate the least amount of combined trash and recycling. With each week's updated ranking, participating schools follow their performance against other colleges and use the results to rally their campus to reduce and recycle more.

Overall Goals for RecycleMania
1. Motivate students and staff to increase recycling efforts and reduce waste generation.
2. Generate attention and support for campus recycling programs.
3. Encourage colleges to measure and benchmark recycling activity in their effort to improve their programs over time.
4. Have a fair and friendly competition.

http://recyclemaniacs.org/about

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

Courses use the South Fork for water monitoring ESM 360 (Hydrology and Water Quality).

Retention ponds behind Hathorn Hall are used to educate students on hydraulic pressure.

Several courses in CAFES use the South Fork of the Kinnickinnic River for lab exercises.

Through MAMAC Systems, the institution provides UWRF student, faculty, and staff with a national pilot demonstration project for 24/7 energy and water use data in a variety of buildings across campus. The first two such buildings are Grimm and McMillan Residence Halls. The Regional Development Institute building will soon join that group. This real-time availability of data allows the campus community to see the impacts of our conscious decisions on the conservation of these resources and the direct costs to students and taxpayers in the form of utility bills.

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

The Student Senate has introduced sustainability-based initiatives like ZipCar and Divestment from oil. This fosters campus consciousness of fossil fuel dependence, climate awareness, and the national divestment campaign.

SCISCD Undergraduate research fellow, Jessica Del Rosario, and GIS Professor, Dr. Rader have worked on an interactive map of campus that will highlight sustainable aspects. Using GIS, their goal is to leave future students and community members with easily accessible information regarding campus sustainability.

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

Multicultural programming is a foundation of UWRF Student Life.

Inclusivity is an underlying value system for UWRF's Strategic Initiatives.

All students take a course in American Cultural Diversity as a requirement of graduation.

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

Each spring students, faculty, and staff focus on health and wellness in the Wellness Challenge

https://www.uwrf.edu/StudentHealthAndCounseling/WellnessChallenge.cfm

Also, all of our Wellness activities including the therapy dog time:

http://www.uwrf.edu/StudentHealthAndCounseling/Wellness/WellnessEvents.cfm

Health Fair activities:

http://www.uwrf.edu/studenthealthandcounseling/healthfair.cfm

CPR training offered each February.

Campus Recreation offers a number of opportunities for students and staff to be physically active and involved with campus. Intramurals, Sport Clubs, Falcon Outdoors Adventures, and Fitness programs provide unique activities for all interest. We promote the use of our Open Recreation, open climbing, and open skating opportunities as a chance for individuals to create active lifelong habits of physical activity.

http://www.uwrf.edu/rsf

Smoke-free campus initiative that went into effect July 2013.

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

Students and faculty adviser of The Environmental Corps of Sustainability (ECOS, formerly known as Fossil Free Falcons) educate peers, collect petition signatures and have had discussions and presentations along with the Assistant Chancellor of University Advancement and President of UW-River Falls Foundation, hoping to persuade the UW-River Falls Foundation to divest from unsustainable investment practices and policy, especially concerning oil and coal.

Student finance group, under CBE faculty supervision, is preparing investment policy and guidelines for investing a portion of Foundation funds as part of the Glenn Potts Trading Room in South Hall.

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

The St. Croix Institute for Sustainable Community Development is a "think and do tank" founded in May of 2007. The Institute is a "go-to" resource for every context of "Sustainability in the St. Croix River Watershed." Besides the "walk the talk" coordination service it provides to the UWRF campus community, it is the primary resource for regional, county, town, and municipal leaders seeking assistance with sustainable community development (SCD) in response to the myriad of environmental, social, and economic challenges.

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

Faculty in the College of Agriculture, Food and Environmental Science (CAFES) received a grant from the National Foliage Foundation to install a living green wall of foliage plants in a classroom. Students and Faculty are testing for evidence that the living green wall benefits students and instructors in an academic setting.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Lissa Schneider-Rebozo
Provost and Vice-Chancellor
Academic Affairs

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

Additional responsible party: Mary Wright

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

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

51

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

236

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

11

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

30

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

Research Curriculum Inventory_1.pdf

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

Gregg Hadley, Ph.D and Brenda Boetel, Ph.D: Economic Assessment of Grazing Systems

William Anderson, Ph.D and Juliet Tomkins, J.D.: USDA Challenge grant to assess feasibility of a sustainable agriculture major

David Trechter, Ph.D: Various survey projects for county, city, village, and town comprehensive land use plans, some of which include sustainability dimensions; survey of green energy demand by public institutions in western Wisconsin

Jackie Brux, Ph.D: Economic Development of Less Developed Countries, and Association for International Development (AID)

Pascal Ngoboka, Ph.D: Comparative Economic Systems, Uganda Study Tour

John Walker, Ph.D: Political Economy of Discrimination - research examining how earnings differences between self-employed women and men in St. Croix County fits into sustainability. Currently, he has two manuscripts listed below:
1. Earnings, Effort, and Work Flexibility of Self-Employed Women and Men: The Case of St. Croix County, Wisconsin (Revise and resubmit to Journal of Economic Research)
2. The Characteristics of Self-Employed Women and Men in St. Croix County, Wisconsin (under review Center for Economic Research - UWRF)

John Wheeler, Ph.D: Floodplain vegetation and soil erosion in the Santa Ana River Valley

Joseph Gathman, Ph.D: Peak oil and effect on natural ecosystems

Ogden Rogers, Ph.D: Social work implication of implementation of International Humanitarian Law

Gary Onan, Ph.D: Use of deep bedding system for finishing hog operations as an alternative to high-density confinement operations

John Heppen, Ph.D: Advising MA projects related to sustainability for four graduate students

Dean Olson, Ph.D:
1. Waste Fryer Oil Conversion to Biodiesel
2. Utilizing an oil press to produce vegetable oil from soybeans to produce biodiesel

Jarod Blades, Ph.D.: Conservation, Environmental Planning, and Ecological Restoration

Greta Gaard, Ph.D: Literature of Environmental Justice

Charles Rader, Ph.D: Development of GIS databases for sustainable development

Neil Kraus, Ph.D: Research Not Specified

Dennis Cosgrove, Ph.D: Research on pasture management and rotational grazing

Brian Smith, Ph.D: Fruit Breeding Research

Brenda Wright and Mary Wright: Studying our teaching and learning through the lens of sustainability

36 faculty members have gone through the sustainability across the curriculum project, now known as "The Kinnickinnic Project"

Cohort 1
Spring 2011

Dean Olson CAFESs
Joel Peterson CAS
Debra Allyn CEPS (retired)
Joy Benson CBE
Teri Crotty CEPS (retired)
Greta Gaard CAS
Molly Gerrish CEPS
Dawn Hukai CBE
Logan Kelly CBE
Florence Monsour CEPS
Robin Murray CAS
Dan Paulus CAS
Paul Shirilla CEPS
Gay Ward CEPS
Charles Rader CAS

Cohort 2
Spring, 2012

Tracy O' Connell CAS
Lissa Schneider- Rebozo CAS
Jennifer Willis-Rivera CAS
Stacey Stoffregen CAS
Erik Johnson CAS
Arpan Jani CBE
Teresa Eberhard CAS
Loretta Ortiz-Ribbing CAFES
Jorge Bonilla CAS
Lisa Kroutil CAS
Michael Kahlow CAS

Cohort 3, Spring 2013

Lori Swanson CEPS
Hilary Pollack CEPS
Tim Holleran CEPS
Grace Coggio CAS
Holly Dolliver CAFES
Doug Margolis CAS

Veronica Justen CAFES
Juliet Tomkins CAFES
Chris Butler
Ruth Baker CAS

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

The methodology is based on the URSCA definition of research, scholarly or creative activity (RSCA). The term RSCA is designed to be inclusive of all fields of study and their respective professional activities, therefore the program is open to students from all disciplines and fields. This means that the program is open to traditional scientific research as well authors, artists and performers engaged in scholarly or creative activities outside the normal classroom environment.

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

Over the past few years, 41 Faculty members have participated in the Sustainability Across the Curriculum workshop. These members have been included in the total number of faculty members engaged in sustainability research. Their sustainability research has resulted in significant course modules, course redesign, new courses, and student related service learning and undergraduate research activities.

It is also important to note that in 2013
, as part of the campus Strategic Planning process, three student-initiated, sustainability themed projects were conducted on the UWRF campus under an initiative called the Sustainability Incubator. Each had a faculty liaison who assisted with the project. One project focused on local soil carbon (Dr. Holly Dolliver/Jabez Meulemans), one on local food marketing (Dr. Dan Paulus/Pakou Mua), and one on green energy management for data centers (Dr. Arpan Jani /Benjamin Hosch). In addition to the research, each student then conducted a campus presentation to faculty, staff, and students.

The website URL where information about sustainability research is available:

http://www.uwrf.edu/Sustainability/Curriculum/Research.cfm

Support for Research

Responsible Party

Mary Wright
Asst. Professor
Teacher Education

Criteria

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

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

Submission Note:

Additional Responsible Parties:
Lissa Schneider-Rebozo -URSCA
Valerie Malzacher - Library Director

Although the Sustainable Community Development Masters Degree Program is currently undergoing redevelopment and not accepting new students (2014), 8 graduate students were enrolled for the 2013 performance year.

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

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

Yes

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

The Sustainable Community Development Masters Degree Program requires all graduating students to complete an original published thesis, and original unpublished research paper, or comprehensive, applied community project including research aspects.

The St. Croix Institute for Sustainable Community Development (SCISCD) utilizes graduate and undergraduate research fellows to perform a variety of research.
The SCISCD has initiated a Sustainability Incubator and research program funded as a Strategic Plan Initiative that examines potential impacts of sustainability projects on the local community. The program pairs students with faculty researchers and provides stipends and logistical support.

The URSCA Course Redesign grant is to support tenure line faculty and IAS who are interested in developing an undergraduate research component in an existing course. It is not related to sustainability per se, although sustainability research would be appropriate. What is required is that the infused research project is itself sustainable—I.e. That the research component will be ongoing—sustainable through future iterations of the revised course.

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

http://www.uwrf.edu/Sustainability/Curriculum/Index.cfm

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

Yes

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

Sustainability is an underpinning theme in the University's Strategic Plan. A number of faculty are engaged in research projects. The annual Curriculum Workshop has done a great deal to foster research individually as well as between faculty.

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

http://www.uwrf.edu/Sustainability/Curriculum/Curriculum.cfm

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

Yes

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

From the UWRF Faculty and Academic Staff Handbook, 2011 Version, Chapter 4:
4.3.2.1c2 Core Criteria for Recommendation; Professional involvement and accomplishments:
Professional involvement and accomplishments in research/scholarly/creative activity may include, but are not limited to, student-faculty or faculty research/scholarly/creative activity involving traditional discipline-related activity or the scholarship of teaching and learning, publications, presentations to professional organizations,grants applied for, grants received, exhibitions of works of art, performances, video productions, software production, participation in scholarly/scientific meetings and related activities.
4.4.4.5.3b Qualifications for Promotion;Contribution to the University:
Research/Scholarly/Creative Activity: may include, but is not limited to, student-faculty or faculty research/scholarly/creative activity involving traditional discipline-related activity or the scholarship of teaching and learning, publications, presentations to professional organizations, grants applied for, grants received, exhibitions of works of art, performances, participation in scholarly/scientific meetings, and related activities. [FS 02/03 #11]

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

http://www.uwrf.edu/FacultySenate/Handbook/Index.cfmcfm

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

Yes

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

The library purchases a wide variety of print and electronic materials to support sustainability research. The journals and databases that the library purchases to support this area are described in detail on two research guides that library staff maintain:
Sustainable Management Resources

http://libguides.uwrf.edu/sustainablemanagement2

Use the tab labeled "Sustainable Management Journals Overview" to access the many databases that the library subscribes to that support sustainability research. These databases provide access to thousands of journals relevant for sustainability research.

Environmental and Pollution Science

http://libguides.uwrf.edu/environment

Use the tab labeled "Journal Article Databases" to view the many databases the library provides related to environmental and pollution science.

Library Discovery Tool
The library provides access to a discovery tool called Search@UW. This tool searches millions of journal articles; the UW-River Falls Library Catalog and the catalogs of all of the doctoral, 4-year, and 2-year campuses in the UW-System; and the digital materials available in the University of Wisconsin Digital Collections Center and the MINDS@UW institutional repository. This search tool offers comprehensive access to a large number of books, journals, audiovisual materials, and digital content dealing with sustainability via an intuitive single search box. More information about Search@UW is available at

http://libguides.uwrf.edu/newsearchtool

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Print and Electronic Books:
The library purchases many print and electronic books dealing with sustainability research, since sustainability is a curricular and research focus at UWRF. The library is also a federal and state government documents depository, selecting a number of materials from government agencies to support our sustainability curriculum. Follow the links below to execute searches in Search@UW in the Books and Media@UWRF scope for books on various aspects of sustainability. Please note that you may view search results from off-campus, but you must be logged on as a registered UWRF user to view online full-text books and articles.

Sustainable development

http://uw-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?fn=search&ct=sea

rch&initialSearch=true&mode=Basic&tab=default_tab&indx=1&dum=true&srt=rank&vid=RF&frbg=&vl%28fr

eeText0%29=%22sustainable+development%22&scp.scps=scope%3A%28RF_VOY%29

Sustainability

http://uw-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?fn=search&ct=sea

rch&initialSearch=true&mode=Basic&tab=default_tab&indx=1&dum=true&srt=rank&vid=RF&frbg=&vl%28fr

eeText0%29=sustainability&scp.scps=scope%3A%28RF_VOY%29

Conservation

http://uw-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?fn=search&ct=sea

rch&initialSearch=true&mode=Basic&tab=default_tab&indx=1&dum=true&srt=rank&vid=RF&frbg=&vl%28fr

eeText0%29=conservation&scp.scps=scope%3A%28RF_VOY%29

Environmentalism

http://uw-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?fn=search&ct=sea

rch&initialSearch=true&mode=Basic&tab=default_tab&indx=1&dum=true&srt=rank&vid=RF&frbg=&vl%28fr

eeText0%29=conservation&scp.scps=scope%3A%28RF_VOY%29

Environmental Policy

http://uw-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?fn=search&ct=sea

rch&initialSearch=true&mode=Basic&tab=default_tab&indx=1&dum=true&srt=rank&vid=RF&frbg=&vl%28fr

eeText0%29=%22environmental+policy%22&scp.scps=scope%3A%28RF_VOY%29

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

http://libguides.uwrf.edu/sustainablemanagement2

Access to Research

Responsible Party

Valerie Malzacher
Library Director
Library

Criteria

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

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

Submission Note:

All colleges produce research. The following colleges and departments are currently funded; College of Arts and Sciences, College of Agriculture, Food and Environmental Sciences, College of Education and Professional Services, and the Graduate School.

5 colleges include the 4 major divisions and 1 graduate school.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

5

Number of divisions covered by a policy assuring open access to research:

5

A brief description of the open access policy, including the date adopted and repository(ies) used:

The library maintains an open access repository called MINDS@UW-River Falls. It is part of a larger repository hosted by UW-Madison called MINDS@UW. The repository is available at

http://minds.wisconsin.edu/handle/1793/209

. MINDS@UW-River Falls is designed to capture, store, index, distribute and preserve the intellectual output of the University of Wisconsin-River Falls. Content can include research articles, datasets, photographs, learning objects, theses, student projects, posters, conference papers, or other scholarly works produced by the students, staff and faculty of the University.

The University does not have an open access policy mandating the submission of research to this repository, but the library actively promotes the concept of open access to faculty, staff, and students. The library provides the following information to the campus community to promote open access and scholarly communication:

http://www.uwrf.edu/Library/MindsOverview.cfm

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The library and the Office of Graduate Studies have a policy mandating that all master's theses and master's plan B papers be submitted to the repository. This policy has been in effect since 2011. More information about the submission of theses and plan B papers is available at

http://www.uwrf.edu/Library/MindsSubmissionInformation.cfm

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All of the materials from the MINDS@UW repository are harvested and indexed in the library's Search@UW discovery tool available on the library's web page at

http://www.uwrf.edu/library/

to provide greater access to open access materials made available by all the UW campuses.

The library actively promotes the use of a wide variety of open access resources for research. For example, a list of open access materials related to sustainable management are itemized on the library's sustainable management research guide available at

http://libguides.uwrf.edu/content.php?pid=313120&sid=2562645

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A copy of the open access policy:

The open access policy:

The campus has not endorsed an open access policy but the library promotes open access to scholarly research through its work with developing, maintaining and promoting our MINDS@UW-River Falls open access repository.

The website URL where the open access repository is available:

http://minds.wisconsin.edu/handle/1793/209

A brief description of how the institution’s library(ies) support open access to research:

The campus' open access repository is managed by the library staff and is an option for students, staff, and faculty. The library actively promotes this repository to faculty and students and encourages submission of a wide variety of research materials.

The website URL where information about open access to the institution's research is available:

http://www.uwrf.edu/Library/Minds.cfm

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Paul Shepherd
Director
Student Life

Criteria

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

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

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

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

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

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

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

No

Number of degree-seeking students enrolled at the institution:

6,249

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Sarah Egerstrom
Director
New Student and Family Programs

Criteria

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

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

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

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

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

100

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

During new student orientation, all new students and their families are provided with a Handbook that highlights campus resources, important dates, policy information, and student success tips. Additionally, the Handbook has an entire section devoted to Sustainability that provides information on more nearly a dozen programs and opportunities for students to engage in more sustainable behaviors.

All new students to the university are required to participate in New Student Orientation activities. In 2014, there were more than 1000 first-year and 400 transfer students that participated in orientation programs prior to their enrollment at the University.

A one page document was also provided to the New Student Orientation staff that described campus activities and involvement opportunities related to sustainability. These students leaders were encouraged to share the information and promote sustainability with new members of the campus community.

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

http://www.uwrf.edu/NewStudentAndFamilyPrograms/

Student Life

Responsible Party

Paul Shepherd
Director
Student Life

Criteria

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

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

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

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

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

	Yes or No

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

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

The Student Alliance for Local and Sustainable Agriculture (SALSA) is a student group passionate about organic, sustainable, and local agriculture. We maintain the UWRF Student Garden, and are an educational outreach to the campus and community through providing guest speakers, opportunities for our members to attend conferences, interactive lecture series, and educational film showings. SALSA's activities are described further in the sustainable agriculture section below.

Resource Management Club (RMC) provides training and volunteer opportunities in conservation work. Past events have included Leave No Trace trainings, river and pond cleanups, assisting in local prairie remnant restoration and maintenance, and volunteering with the US Fish and Wildlife Service's education days.

The Environmental Corps of Sustainability (ECOS) club was founded in early 2013, originally called Fossil Free Falcons. The organization initially formed to educate, advocate, and lobby for divestment of UWRF endowment funds from fossil fuel-based investments. The club has expanded to broader environmental activism, both on campus and nationally. Members organized to educate other and protest the Keystone Pipeline. ECOS supports the work of SALSA and RMC.

The Sociology, Anthropology and Criminal Justice (SACJ) Club is a UWRF student organization made up of students who have an interest in affecting social, gender, and cultural equality, social justice, and criminal justice through a better understanding of society as a whole.

The Student Social Work Association (SSWA) is a UWRF student-lead group for that encourages anyone interested in social justice to become involved in their community through resume-building volunteerism and awareness. We create and participate in many different and varied projects, big and small. This group encourages networking and relationship-building between people of all backgrounds and identities.

The UWRF student chapter of the St. Croix Valley Habitat for Humanity is a club focused on housing justice in Pierce and St. Croix counties. The club is dedicated to helping our community to partner with people in need of affordable home ownership, by enabling them to acquire simple, decent, homes and improving their lives.

The website URL where information about student groups is available:

http://uwrf.orgsync.com/Student_Organizations_Home

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

The Student Alliance for Local and Sustainable Agriculture (SALSA) has had a 40 ft X 60 ft Student Garden in the campus outdoor teaching plots since 2013. This spring will be the third growing season. The garden contains crops such as tomatoes, onions, peppers, garlic, and a herbs. The students grow produce to process and sell "salsa" as an organization fundraiser. Surplus produce is given to students and the local community food shelf. The students are maintaining a non-certified organic and sustainably grown garden. The Garden does not use synthetic chemicals, nor transgenic seeds.

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

https://orgsync.com/46142/chapter

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

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

A brief description of the sustainable investment or finance initiatives:

Our Student Investment Team, in consultation with the CFA Society of Minnesota, has been researching renewable energy companies in the region as possible investments for our foundation. The Glenn Potts Financial Trading Room has been the nexus of our research (provided by Dr. Charlie Corcoran).

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

http://www.uwrf.edu/CBE/

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

UWRF holds a vast array of events aimed at staff, faculty, and students.

Examples include Campus Sustainability Day, the Just Local events, WE Bike River Falls, Earth Day Activities, Organic Valley Generation Organic Bus Tour, as well as others.

Examples also include the 2010 UMACS Conference, Campus Sustainability Day, Focus the Nation, Synergy Conference, and Earth Partnership Luncheon. Also on Earth Day of 2012 UWRF hosted an event titled "Go Local" which included a group bike ride as well as a display of information regarding the importance of Local Living.

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

http://www.uwrf.edu/StudentLife/ActivitiesAndEvents/WymanSeries.cfm

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

Undergraduate Research, Scholarly, and Creative Activity (URSCA):

The University of Wisconsin-River Falls is dedicated to providing opportunities and resources that foster student-faculty collaborative projects, enhance student development and promote a culture of Undergraduate Research, Scholarly and Creative Activity across campus. It is our goal to both continue and increase support to students, both during the academic year and summer sessions. We will enhance support for faculty and the infusion of URSCA in the curriculum.

Fall Gala 2014
A fall showcase event to celebrate the research, scholarly, and creative

activity of UWRF students. All disciplines are invited to present their work through posters, art and science displays, short films, and PowerPoint or Prezi presentations.

Posters on the Hill 2014
Nationally, students are selected on a competitive basis to present their research posters at an event that hosts invited guests, including Senators, Congressional Representatives, Congressional Staff, federal agency program officers and the science press corps.

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

https://www.uwrf.edu/URSCA/Index.cfm

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

The University is an Educational Partner with the Leave No Trace Center for Outdoor Ethics. UWRF Outdoor Education students enrolled in PED301 - Foundations of Outdoor Leadership will become Certified Leave No Trace Trainers.

The University has outlets to connect students with nature, thereby heightening their appreciation for the natural world, including the services and spiritual connections it can provide. Falcon Outdoor Adventures provides free of charge rental items such as camping gear, cross country skis, rock climbing gear, snow shoes, golf clubs, and fishing poles and leads trips and excursions that range from afternoon and day-long kayaking, hiking, to skiing outings.

The Outdoor Education Minor provides a series of outdoor experiences to develop personal skills to prepare students to teach outdoor activities. Leave No Trace principles are emphasized in this training.

A new student organization called the UWRF Outdoor Adventure Collective was formed in Fall 2011 focusing on student-led wilderness trips that use LNT principles and have a focus on sustainable use of the outdoors. The faculty advisor is advised by Paul Shirilla. Student leaders are Outdoor Education minors and Falcon Outdoor Adventures employees.

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

http://www.uwrf.edu/RecreationAndSportFacilities/FalconOutdoorAdventures/Index.cfm

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

In 2014, a CONNECTIONS Community was formed in one of the Residence Halls. Learning Communities have varied each year based on need and interests. This year's focuses on:

Connections is a living and learning community for first-year students living in the residence halls. Participants are not limited by major so anyone is eligible to join, regardless of area of study. Connections offers increased support during the transition from high school to college. The community helps students connect with academic, cultural, and social resources, while providing opportunities to interact with some of the best faculty at UWRF.

The website URL where information about the theme is available:

http://www.uwrf.edu/NewStudentAndFamilyPrograms/LearningCommunities/ConnectionsLearningCommunity.cfm

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

Permaculture Design Certificate Course:

http://www.uwrf.edu/SCISCD/loader.cfm?csModule=security/getfile&PageID=333321

We do not have a specific model room dedicated to sustainability, but the model room we do have in Hathorn Hall for prospective students and parents to visit does have information on creating a green living space displayed (update for 2015 given Residence Life office remodel and change in use of this space).

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

http://www.uwrf.edu/CampusLife/HousingAndDining.cfm

A brief description of sustainability-focused student employment opportunities:

-Kelly Cain, Director of St. Croix Institute for Sustainable Community Development: 4 Undergraduate Research Fellows. 2 devoted primarily on STARS data collection and communications. 1 assigned to developing a digital sustainable campus map. 1 tasked to create a dynamic interface for students and staff to understand real-time energy use on campus.
-Bethany Gapinski, Sustainability Coordinator: 1 intern for engaging and revamping the residence hall Eco-Rep program. 1 intern to collect data for the Greenhouse Gas Emissions Project.
-Amy Lloyd, Service Coordinator: 2 Destination Interns to develop service-learning opportunities for students within environmental and social justice.
-Karyn Wells, Featured Events Coordinator: 2 interns to implement the Wyman Series, a presentation series featuring multicultural performers and speakers covering social and environmental justice as well as wellness topics.
-Ashley Olson, Sociocultural Coordinator: 2 PEACE interns (20hr/wk $8.50/hr) and 13 PEACE workshop co-facilitators ($700/yr stipend). Peer Empowerment and Community Education (PEACE) offers empowering experiences to create inclusive, sustainable, peaceful, nonviolent, just, democratic communities for all.
-Mark Klapatch, Custodial Services: Student custodial employment assists with campus surplus sales and green cleaning.

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

http://www.uwrf.edu/CareerServices/HireAFalconLogin.cfm

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

The graduation pledge is a voluntary commitment made by graduating seniors to seek socially and environmentally responsible employment and/or to help positively change the ethical practices at their current employer (last done in Spring 2014).

Students receive a wallet-sized card with pledge and resources, a green wrist band imprinted with "Graduation Pledge Signer", and access to additional resources.

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

http://www.graduationpledge.org/

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

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

Outreach Materials and Publications

Responsible Party

Michael Stifter
Director
Facilities Mgmt.

Criteria

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

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

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

Submission Note:

http://www.uwrf.edu/Sustainability/

http://www.uwrf.edu/SCISCD/

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

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

and knowledge? :

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

A brief description of the central sustainability website:

The St. Croix Institute for Sustainable Community Development (SCISCD) at UWRF attempts to house and track all information regarding sustainability efforts and progress on its website.

As of Fall 2013, the Office of Sustainability also has a new website. The biographies of interns/fellows and staff members involved with Sustainability is listed here.

The website URL for the central sustainability website:

http://www.uwrf.edu/sustainability/

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

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

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

The St. Croix Institute for Sustainability (SCISCD) website publishes and distributes information about student sustainability research, publishes information about SCISCD Fellows and their research, and publishes research posters that are presented at the Undergraduate Research, Scholarly, and Creative Activity Day that pertain to sustainability.

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

http://www.uwrf.edu/Sustainability/Curriculum/Index.cfm

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

The sustainability kiosk in the University Center has signage highlighting the green building features of the building; Educational Posters in the University Centers bathrooms highlight the waterless urinals, recycled rainwater collection, and the high-velocity hand dryer technology; Bathrooms across campus display plaques highlighting green cleaning products used in cleaning.

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

http://www.uwrf.edu/UniversityCenter/Sustainability/Index.cfm

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

systems:

On the UWRF Website under the sodexo section there is a list of resources regarding sustainable food systems. There is also a section titled "Local Food" that informs us that the ice cream, some brats and cheeses all come from Falcon Foods on campus. Sodexo just hired a marketing manager, Amy Aschenbrener, who conveyed that Sodexo has a program called "A Better Tomorrow" which focuses on local foods and reducing energy. On the screens in the dining area there are images and quotes from the "A Better Tomorrow" program. On the napkin holders in the dining area there is also information about how Sodexo does source local food. The ice cream area does have a sign saying that the ice cream is made on campus through Falcon foods.

We primarily use point of sale signage and TV screen messaging in Riverside Commons to communicate information about such things as specific food items grown locally (like Falcon Foods products, lettuce from Future Farms, etc.), and general information about how to eat lower on food chain, promoting trayless dining, etc. We have also done food displays trying to steer students toward healthier and less processed food. We feature special menus for Global Wasteless Day and had a sign up table where students could make a personal commitment.

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

http://www.uwrf.edu/Dining/Sustainability/Index.cfm

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

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

A brief description of the sustainability walking map or tour:

As of Spring 2015, we do not have a sustainability walking map or tour.

The website URL of the sustainability walking map or tour:

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

The Sustainability Coordinator conducted classroom presentations to educate students how to use the CarShare program. The SCISCD website and table tents were used in the University center to further share with commuters of campus car-sharing.
An online guide to CarShare by Enterprise is available via the UWRF website.

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

http://www.uwrf.edu/Facilities/CarShare.cfm

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

Dr. Charles Rader of the geography department creates maps with GIS for navigation of the WeBike River Falls community bike rides.

For add'l info:

http://www.uwrf.edu/GEOG/News.cfm

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

http://www.uwrf.edu/AboutUs/Maps/Index.cfm

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

Residence life has created a Pinterest page with Green living tips for residence hall students to use and pin to.

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

http://pinterest.com/uwrfreslife/

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

Molly Breitmun, a junior majoring in Conservation currently writes the bi-weekly sustainability column in the Student Voice (Spring Semester 2014). Molly writes articles aligning with activities happening with the St. Croix Institute for Sustainable Community Development, Student Organizations such as SALSA (Student Alliance for Local and Sustainable Agriculture), as well as other campus wide events. Recent stories have ranged from bicycle commuting safety and maintenance to student-led environmental and social justice service trips over spring break. (Fall 2012 to current Spring 2014).

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

http://uwrfvoice.com/?s=sustainability

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Amy Lloyd
Student Services Coordinator
Student Affairs

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

"Just Local" Responsible Party: Karyn Wells, UWRF Student Life event coordinator

Review an energy conservation contest amongst the Residence Halls again in 2015, using the MAMAC monitoring system currently being used in McMillan and Grimm Halls. An alternative system is also being explored that reports out from our Johnson Controls system. A pilot for it is being explored for the Green Kiosk in the University Center.

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Just Local (Fall 2014)

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

"Just Local," A UWRF sponsored, community event, focuses on bringing people together to learn about the importance of being an engaged community member and supporting the local economy. Participants in the "Just Local" event on campus can sample local foods and learn how local businesses, organizations, and student clubs meet everyday needs. Learn how to reduce your carbon footprint through eating local, buying local and utilizing alternative modes of transportation. Churn and Burn and local fashion show highlighting thrift stores utilizing re-purposed goods in the area, The events are free and open to the public.

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

31 non profits/clubs and orgs/local businesses were at the event to engage students, staff, and the wider community. 450 t-shirts were given away that day and to get a t-shirt an individual must have visited 10 of the 31 tables.

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

http://www.uwrf.edu/UniversityCommunications/Just-Local-Event-at-UWRF-Focuses-on-Community.cfm

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Responsible Party

Mary Wright
Asst. Professor
Teacher Education

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

887

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

Sustainability Faculty Fellows

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

41

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

The previous year's cohort of Sustainability Faculty Fellows mentor the incoming year's cohort with guidance from the St. Croix Institute for Sustainable Community Development. The program has been in place for the past 3 years. A Coordinator is expected to be named in early 2015 on a 1/4 time release to oversee the program's further development.

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

Incoming fellows attend a workshop based on the AASHE "Sustainability Across the Curriculum" workshop
(

http://www.aashe.org/events/workshops/curriculum

).

In addition, the Sustainability Learning Outcomes Project committee runs a faculty workshop to engage faculty in reflecting upon their changed curriculum, framing coursework with essential questions, articulate activities and assessments, and naming sustainability learning objectives that gets to the heart of the central goal for student learning. This information is being compiled within a curriculum chart, tracking the growth and progress of integrating sustainability within a myriad of disciplines on campus. The Committee seeks to initiate further dialogue regarding stimulating innovative sustainability curriculum and practice, and motivation or incentives for faculty to integrate sustainability issues and concepts in coursework.

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

The campus provides funding for the workshop, travel to attend the AASHE workshop at Emory University, and stipends for completing course designs to infuse sustainability into the curriculum. In 2013, 11 faculty and the Provost and Vice-Chancellor For Academic Affairs attended the AASHE workshop. Funded Professor Mary Wright’s half of the UWRF presentation at AASHE concerning the Sustainability Learning Outcomes Project (SLOP).

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

http://www.aashe.org/events/workshops/curriculum

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

Sustainability Working Group (SWG)

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

8

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

The SWG is a Faculty Senate committee consisting of 11 voting members (2 of which are students) chaired by a qualifying member as appointed by Faculty Senate. There is one ex officio, non-voting member from the River Falls community. The SWG has no standing sub-committees, however, it will augment non-voting members as needed to address the scope of sustainability goals and initiatives. Starting 2014, the SWG divided into three task teams to target three major areas of need: Team STARS, Team Sustainable Campus Community Plan (SCCP), and Team Climate Action Plan (CAP). The primary goal of Teams CAP and SCCP is to familiarize themselves with, then review and prioritize, action steps in those planning documents.

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

The Sustainability Working Group (SWG) is the primary shared-governance group for promoting and coordinating sustainability values, principles, and practices at UW-River Falls. The SWG addresses the planning, design, implementation, and assessment of sustainable campus community programs and policies as well as documentation, such as the Sustainability Tracking and Rating System (STARS®), the Climate Action Plan (CAPlan), and the Sustainable Campus Community Plan (SCCPlan).

The SWG is a conduit through which the campus community can recommend curricular, co-curricular, operational, financial, and other sustainable campus initiatives and policies to the appropriate faculty, student, and/or administrative governance or operational units.

The duties of the SWG are to 1.) facilitate the continual refinement of a holistic vision for UWRF as a premier sustainable campus community model that fully and systemically integrates inclusivity, global literacy, leadership, and sustainability, as a culture of learning and living, and 2.) recommend campus sustainability projects, monitor their progress, and submit budget requests on behalf of the entire campus for sustainability related projects and programs.

Recommendations of the SWG will be forwarded to the appropriate governance group and the chair will consult with these groups as necessary.

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

Because SWG is a standing committee of faculty senate, there is no institutional financial support, with the exception of Faculty Senate budget covering the cost of reserving meeting space and technology.

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

http://www.uwrf.edu/Sustainability/WorkGroup.cfm

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

Peer Empowerment and Community Education (PEACE)

Number of employees served by all other programs:

15

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

Participants were trained through the Office of Student Life in multiple areas throughout the academic year.

Please refer to the website for more information on the workshops, the training team, and other general info:

http://www.uwrf.edu/StudentLife/SocioculturalProgramming/PEACE.cfm

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

Three unique Workshop series were offered during the academic year through the Office of Student Life. See the website for more information on the workshops:

http://www.uwrf.edu/StudentLife/SocioculturalProgramming/PEACE.cfm

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

One staff member in Student Life served as the main organizer. Generally all other trainers/facilitators were student staff who assisted in the faculty/staff/student training workshops.

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

http://www.uwrf.edu/StudentLife/SocioculturalProgramming/PEACE.cfm

Employee Orientation

Responsible Party

Kathy Young
Human Resources Assistant
Human Resources

Criteria

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

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

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

100

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

Human Resources provides orientation and outreach to all new employees, highlighting shredding and recycling locations as part of the overview. New employee checklist:

http://www.uwrf.edu/HumanResources/upload/New-Faculty-Staff-Orientation-Checklist.pdf

(link updated - ky)

Each fall UWRF hosts "Opening Week," which has events that cater to both new and current faculty and academic staff. The meetings, orientation, and workshops change every year.

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

http://www.uwrf.edu/HumanResources/NewEmployeeOnboarding.cfm

Staff Professional Development

Responsible Party

Jarod Blades
Professor
Plant and Earth Science

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

Percentage of staff: This percent was derived from the net number of Sustainability Faculty Fellows, members of the Sustainability Working Group, and faculty engaged in the Sustainability Incubator (44) over the total number of employees at UWRF (882).

As noted above, there are numerous formal and informal opportunities throughout the year (periodic brown bags, Earth Day activities centered around speakers, etc). The University Master Calendar link is listed as it is general repository for all campus events/activities. The Falcon Daily which goes to all Faculty/Staff also further updates the campus to events and activities. That information can be found here:
http://www.uwrf.edu/UniversityCommunications/FalconDaily.cfm

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

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

Yes

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

For the past four Summers, faculty have been invited to participate in a Curriculum Workshop. Faculty have been formally trained through the Emory Workshop to facilitate the workshop for their peers. Approximately 40 faculty have now attended the Summer

workshop. It has led to a number of course redesigns and/or course developments as noted in the AC-1 section of STARS.

In the spring of 2014, multiple "Brown Bag Lunch Workshops" were conducted to showcase the curriculum development of those faculty members that have incorporated sustainability into their classrooms. The fellows program also developed and implemented several earth day activities to engage university staff and students.

It is important to note that there are many more opportunities for faculty and staff on campus to engage in sustainability through collaborative research, student life activities that cater to the wider campus community, as well as all the diverse ways campus is used as a living laboratory.

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

4.99

The website URL where information about staff training opportunities in sustainability is available:

http://events.uwrf.edu/MasterCalendar.aspx

Public Engagement

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

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

Community Partnerships

Responsible Party

Michael Noreen
Conservation and Efficiency Coordinator
City of River Falls Municipal Utilities

Criteria

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

Each partnership conforms to one of the following types:

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

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

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

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

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

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

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

Yes

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

Powerful Choices! advisory committee: Develop conservation, efficiency, and renewable energy solutions for the City of River Falls, including but not limited to, educational programming in the public schools, scholarships for conservation minors entering the UW-RF, development of a solar garden and solar rooftops, community behavior change and overall programming to meet our sustainability goals.

St. Croix Valley Habitat for Humanity: Formal partnering and integration of students and faculty for planning, design, and construction of the Eco-Village, providing 18 LEED Platinum, net zero energy homes and a community commons building, integrated with community gardens, edible landscape, rainwater harvest, shared electric transportation, and walkable community, among other attributes.

Assisting the River Falls School District and its Sustainability Team (consisting of teachers, administrators, and parents) in design and implementation of their strategic planning objectives including behavior change games such as Cool Choices!

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

Yes

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

Sustainable Community Proclamation, in effect since it was signed jointly by the River Falls Mayor, UWRF Chancellor, and River Falls School Superintendent.

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

Yes

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

Construction is underway on the new St. Croix River Crossing between Oak Park Height, MN and St. Joseph, WI. UW-River Falls serves on the Growth Mitigation Advisory Team charged with mitigating the environmental impact of the project and the population and economic growth expected to result from the project. UW-River Falls is the lead organization in facilitating inter-governmental collaboration among the communities where the majority of economic and population growth is expected. To date, UW-River Falls has sponsored an economic impact study and sponsored attendance at events focusing on the water quality of the St. Croix River. UW-River Falls has begun work on a program to assist communities with planning and zoning to ensure that economic and population growth takes place in an environmentally friendly manner.

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

The University of Wisconsin-River Falls recently established a goal of enrolling 147 international students by the fall 2017 semester. This goal has already been surpassed as over 400 international students, representing 19 countries, are enrolled at UW-River Falls for the fall 2014 semester, the highest number in the university's history.

"Meaningful engagement with people from different cultures and experiences better prepares our students for an increasingly global and diverse world, and enhances our campus and broader community," said UW-River Falls Chancellor Dean Van Galen.

Three cohorts of students, from Brazil, Saudi Arabia and China, are responsible for much of the increase.

Approximately 400 students from Brazil are attending UW-River Falls as part of that country's Scientific Mobility Program. The scholarship program funds a year of overseas study for Brazilian undergraduates, primarily in STEM (science, technology, engineering and mathematics) fields.

Roughly 20 elementary education majors from Zhejiang International Studies University (ZISU) in Hangzhou, China, are taking courses at UW-River Falls and will be in elementary school classrooms in River Falls on Fridays, learning and being mentored by River Falls elementary school teachers.

"The partnership between ZISU, the School District of River Falls, and UWRF is a great example of what is possible when institutions work together for the good of our students and community," said Van Galen.

-Blake Fry, UWRF special assistant to the chancellor

http://www.uwrf.edu/UniversityCommunications/UWRF-Enrolls-Record-Number-of-International-Studen

ts.cfm

The website URL where information about sustainability partnerships is available:

http://www.uwrf.edu/Sustain/PartnersAffil.cfm

Inter-Campus Collaboration

Responsible Party

Blake Fry
Special Assistant to the Chancellor
Chancellor's Office

Criteria

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

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

Submission Note:

Previous work (previous to current 3 years):
Cain, K. & B Fry. “The Arts as a Driver of Sustainable Community Development”. AASCU Communications Conference. Washington, DC., March 21-22, 2011.
Cain, K.. “An Ideal Sustainable Campus.” Northeastern State University, Tahlequah, OK. September 20, 2010.
Cain, K.. “Gateway Communities: Making Place Matter.” Northeastern State University, Tahlequah, OK. September 20, 2010.
Cain, K.. “Sustainability, Sustainable Community Development, & Ecotourism: One U.S. Perspective on the Complexity of Context.” Swedish University of Agricultural Sciences. Uppsala, Sweden. June 14, 2010.
Cain, K.. “Population / Growth, & the Pursuit of Sustainable Communities.” Infusing Sustainability into the Curriculum Workshop. University of Wisconsin - Stout, Menomonie, WI. May 25-26, 2010.
Cain, K., & D. Braun. “Creating a Sustainable Campus Community Through Integrated Planning.” Society for College & University Planning National Conference - Pre-Conference Workshop on Sustainability. Portland, OR. July 18, 2009.
Cain, K., & D. Braun. “Creating a Sustainable Campus Community Through Integrated Planning.” Society for College & University Planning National Conference - Pre-Conference Workshop on Sustainability. Montreal,
Ontario, Canada. July 19, 2008.
Cain, K. “Sustainable Campus Communities: The Future Is Here & Now.” Association of College Unions International, University of Wisconsin-River Falls, River Falls, WI, November 8, 2008.
Fitzgerald, M. “Becoming a Sustainable Campus: AASHE’s National Sustainability Tracking & Rating System (STARS).” Association of College Unions International, University of Wisconsin-River Falls, River Falls, WI, November 8, 2008.

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

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

Yes

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

Cain, K. & Johnson, I. " Habitat for Humanity Eco-Village: A Living-Learning Laboratory for Sustainable Cmapus-Community Development." AASHE Conference, Los Angeles, CA. Oct. 15, 2012.

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

Upper Midwest Association for Campus Sustainability (UMACS)
Association for the Advancement of Sustainability in Higher Education (AASHE)
University of Wisconsin-System Sustainability Coordinators Consortium
American Colleges and Universities Presidents Climate Commitment (ACUPCC)
University of Wisconsin Extension Sustainability Team
St. Croix River Crossing Growth Mitigation Advisory Team

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

1) The University of Wisconsin-River Falls campus hosted the biennial UMACS Conference on April 9–10, 2010. The conference featured the latest in sustainability values, principles, and practices with presentations covering a spectrum of hot topics, reinforced by case studies, stories, and posters from a wide range of campuses and organizations throughout the region.
2) UWRF was selected to host the AASHE – UMACS Faculty Leadership for Sustainability workshop which was the first regional workshop of the national program sponsored by AASHE twice per year (at Emory University and San Diego State University).
3) 3 teams of campus staff, most recently Greta Gaard and Jarod Blades, have attended the AASHE sponsored curriculum workshop at Emory University. This serves as a training and eventual sprinboard for our annual campus workshop in developing add'l sustainability courses on-campus.

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

http://www.uwrf.edu/SCISCD/

Continuing Education

Responsible Party

Pam Bowen
Director of Continuing Education and Outreach
Continuing Education and Outreach

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

21

Total number of continuing education courses offered:

147

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

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

Degree Requirements: 63 total credits
The Bachelor of Science in Sustainable Management consists of 21 courses. Each student is required to successfully complete all 21 courses to graduate. There are no electives in the program. The Capstone course is usually taken in the last semester. Each course is worth three credits.
SMGT 115 Environmental Science and Sustainability
SMGT 220 Systems Thinking
SMGT 230 Triple Bottom Line Accounting for Managers
SMGT 235 Economics in Society and Sustainability
SMGT 240 Technical Writing for Sustainable Management
SMGT 310 Ecology for Sustainable Management
SMGT 315 Global Environmental Chemistry
SMGT 320 Energy for Sustainable Management
SMGT 325 Natural Resource Management
SMGT 330 Marketing for a Sustainable World
SMGT 331 Sustainable Organizational Finance
SMGT 332 Economics of Environmental Sustainability
SMGT 335 Management and Environmental Information Systems
SMGT 340 Organizational Behavior and Sustainability
SMGT 350 Operations Management and Sustainability
SMGT 360 Environmental and Sustainability Policy
SMGT 370 Logistics, Supply Chain Management, and Sustainability
SMGT 430 International Management for a Sustainable World
SMGT 435 International Development and Sustainability
SMGT 460 Environment and Society
SMGT 495 Sustainable Management Capstone

Sustainable Management
Details: This course presents an overview of the interrelationships between humans and the environment. The material presented in the first one-third of the course focuses on important ecological concepts. The remainder of the course deals with human influence on the environment and sustainable practices to avoid or ameliorate the negative impacts. Ecological concepts are used throughout to identify, understand, and provide a basis for proposing possible solutions to contemporary environmental problems. Overall, this course will provide the student with a better understanding of how humans can more positively affect the environment in which they live. Must be admitted SMGT major or have Program Director consent on space available basis. (F, Sp, SS)

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:

Two undergraduate certificates in sustainability are offered through continuing education. The Sustainable Management Science Certificate and Sustainable Enterprise Management Certificate can be found at

http://sustain.wisconsin.edu/certificates/

Year the certificate program was created:

2,011

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

http://sustain.wisconsin.edu/certificates/

Community Service

Responsible Party

Amy Lloyd
Student Services Coordinator
Student Affairs

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Our campus does not have a centralized office that supports service/service-learning. Through the Office of Student Life we offer service programs and promote community service events, but we do not formally track the service participants/hours.
Destination Program: 70 participants
Other Service Programs Sponsored by Student Life (Fall Food Drive, Donate it, Don't Throw it!, Relay for Life, etc.): 500 participants
Greek Community (philanthropy): 230 participants
Student Support Services: 100 participants
Clubs/Orgs on campus: 100 participants
Residence Life: 50 participants
Athletic Teams/Student Athletic Advisory Committee: 150

Office of Student Life Destination Program Website:

http://www.uwrf.edu/StudentLife/ServicePrograms/Destination.cfm

River Falls Community Volunteer Connections:

http://www.uwrf.edu/StudentLife/ServicePrograms/RiverFallsCommunityVolunteerConnections.cfm

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

Number of students engaged in community service:

1,072

Total number of students :

7,895

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

Yes

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

5,000

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

Yes

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

A co-curricular transcript is made available through OrgSync. Students can generate a verified record of their involvement to document experiences gained outside the classroom, including community service.

OrgSync facilitates engagement by connecting students to organizations, departments, and programs. The web-hosted platform creates an online community for campus, and helps improve communication, information sharing, collaboration and reporting.

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

Yes

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

While not formally tracked, staff are encouraged to participate in community service organizations (Lions, Rotary, etc.). Many staff serve on boards, committees, and organizations throughout the community and region. Release time is available to attend meetings as needed.

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

http://www.uwrf.edu/StudentLife/ServicePrograms/Index.cfm

Community Stakeholder Engagement

Responsible Party

Blake Fry
Special Assistant to the Chancellor
Chancellor's Office

Criteria

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

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

And

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

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

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

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

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

Yes

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

UW-River Falls has established the Chancellor's Advisory Council as an official body representing key external stakeholders. The Chancellor's Advisory Council is composed of civic, business and education leaders from Western Wisconsin and the Twin Cities.

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

Chancellor's Advisory Council members serve renewable three year terms. At the conclusion of every academic year, the membership of the Chancellor's Advisory Council is reviewed to ensure balanced representation for key stakeholder groups as well as individuals with insights key to ensuring UW-River Falls serves as an effective resource for the St. Croix Valley.

List of identified community stakeholders:

· Jamie Benson, Superintendent, School District of River Falls
· Mary Bowen-Eggebraaten, Superintendent, Hudson School District
· Jeff Cernohous, Chief Technology Officer and Founder, Interfacial Solutions
· Kristi Cernohous, Director of Quality and Characterization, Interfacial Solutions
· Marian Furlong, President and CEO, Hudson Hospital
· Gregory Gray, Chief Compliance Officer, Minnesota Department of Human Services
· James Harsdorf, Secretary-Emeritus, Wisconsin Department of Agriculture, Food & Consumer Protection
· Steve Healy, Executive Director, Polk County Economic Development Corp.
· Kim Heinemann, President, Hudson Area Chamber of Commerce & Tourism Bureau
· Trudy Popenhagen, Community Relations Director, Xcel Energy
· John Potter, Executive Director, Phipps Center for the Arts
· John Rosenow, Partner, Rosenholm-Wolfe Dairy
· Bill Rubin, Executive Director, St. Croix Economic Development Corporation
· Quentin Schultz, President, BioDiagnostics, Inc.
· Scot Simpson, City Administrator, City of River Falls
· Mark Tyler, President, OEM Fabricators
· Angel Zimmerman, COO and Co-Founder, Sajan, Inc.
· Shannon Zimmerman, CEO and Co-Founder, Sajan, Inc.

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

The Chancellor's Advisory Council continues to play an integral role in our strategic planning efforts. In recent years the CAC has provided input that has guided the development of our current strategic plan and legislative advocacy efforts, new academic programs, and the Center for Innovation and Business Development (CIBD).

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

http://www.uwrf.edu/Administration/Chancellor/Index.cfm

Participation in Public Policy

Responsible Party

Michael Stifter
Director
Facilities Mgmt.

Criteria

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

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

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

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

Yes

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

UWRF's St. Croix Institute for Sustainable Community Development has a seat on the committees listed below, and thus has or is having a direct impact on the decisions listed.
POWERFUL CHOICES:
-Powerful Choices has been instrumental in pushing the City of River Falls toward two prestigious designations - an EPA Green Community designation, and a Wisconsin "Energy Independent Community" designation.
-Powerful Choices pushed forward a River Falls approved "NEV Ordinance" allowing use of NEVs on nearly all city streets, including those adjacent to UWRF.
-Powerful Choices developed a River Falls approved property tax financed renewable energy program which leverages the city's bonding rate for providing homeowners low-interest loans to install renewables which are paid-back through annual property tax payments.
-Powerful Choices has developed a grant program which allows residents to apply for grant funding for conservation and/or renewable energy funds up-to $5,000.
-Powerful Choices developed a proposal in 2014 for the River Falls community which resulted in a Solar Garden award from WPPI, only one of two awarded throughout the member network.

ENVIRONMENTAL TASK FORCE:
Established as a formal advisory group to the Planning Commission to be a watchdog for all aspects of environmental impact from proposals for development.

JOINT ECO-MUNICIPALITY RESOLUTION: UWRF, RIVER FALLS SCHOOLS, CITY OF RIVER FALLS:
Joint Resolution for Sustainable Community Development and Declaration of Eco-Municipality has been co-signed by the City of River Falls, UWRF Campus, and River Falls School District.

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

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

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

http://www.uwrf.edu/SCISCD/

Trademark Licensing

Responsible Party

Sherry Rehnelt
Manager
Falcon Store

Criteria

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

Submission Note:

Key Messages on the Vendor Labor Code of Conduct
Follett supports fair labor practices and purchases only from vendors that meet or exceed our strict Vendor Labor Code of Conduct.
• Our vendors must certify in writing that they are in compliance with our Code.
• Merchandise that is not manufactured according to our Code will be removed from sale and returned to the vendor.
• Vendors who do not comply with our Code may be terminated as a resource.
• Any Follett buyer who knowingly purchases products from vendors that do not meet our Code may be disciplined or terminated.
Follett's Vendor Labor Code of Conduct is consistent with those of leaders in the industry and in higher education.
• Follett's Fair Labor Task Force works closely with colleges, universities and licensing agencies to ensure that our Code is consistent with other codes currently enforced.
To ensure vendor compliance with our Fair Labor Code Follett has engaged Global Social Compliance, an international monitoring firm, to independently audit vendors' manufacturing plants.
• Vendors must submit the location of all their production facilities to Follett
• Vendors must make manufacturing facilities available for both announced and unannounced audits.
• Follett's Fair Labor Task Force reviews reports from human rights organizations, labor groups, religious organizations and governments that provide monitoring data.
Follett has removed products from our stores that we believed were produced with unsatisfactory labor conditions. These products were returned to the vendors.
Through independent monitoring, Follett has monitored factories in the United States, China, Malaysia, Mexico, Vietnam, Pakistan, and Fiji. Each year Follett selects a number of vendors to be monitored.

Vendor Labor Code of Conduct

http://www.fheg.follett.com/images/docs/VLCRevised.pdf

Corporate Responsibility

http://www.fheg.follett.com/images/docs/corp_respons.pdf

Sustainability in Action

http://www.greenbkstr.com/role.html

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

Yes

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

Yes

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

No

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

http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&demoKey=d&storeId=10464&cm_mmc=%20Redirect-_-VanityURL-_-uwrfshop.com-_-10464

Hospital Network

Responsible Party

Alice Reilly-Myklebust
Director of Counseling/Health Services
Counseling/Health Services

Criteria

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

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

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:

No

Is the institution a member of the Healthier Hospitals Initiative?:

No

Is the institution a member of Practice Greenhealth?:

No

A brief description of the hospital’s sustainability initiatives:

Our hospital is not currently a member of any of those three organizations. (We were previously a member of Practice Greenhealth, and even received recognition from them for some of the sustainability efforts on our campus, but we have not maintained that membership.)

Regarding current initiatives, here are a few efforts of note:

• We strive for high recycling rates, staying above 45% of our recycling percentage to total waste landfilled
• We have eliminated Styrofoam from our cafeteria and all of our paper products are compostable

The website URL where information about the hospital’s sustainability initiatives is available:

http://www.allinahealth.org/River-Falls-Area-Hospital/

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Timothy Thum
Senior Engineer
Facilities Mgmt.

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

Submission Note:

On-campus and commuter residents are not specifically tracked at the university at this time. All data and calculations were made based on the assumptions used in the Clean Air - Cool Planet Carbon Calculator and reported on the ACUPCC website's Greenhouse Gas

Inventory. These assumptions used the average residence hall population and assumed those students to be residential, non-commuter students. As non-residential part time students were not tracked in the performance year, those students were considered full-time students to avoid skewing data numbers in this report.

"Other energy intensive space" square footage is for the campus greenhouse.

Energy intensive lab space calculation: energy intensive computer labs (11,675 sq. ft) plus energy intensive science labs with more than one fume hood (7192 sq. ft).

Additional responsible parties: Mike Stifter (Facilities Planning and Management) and Daniel Saunders (GHG data collection)

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

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

Yes

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

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

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

Yes

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

All data and calculations were made based on the assumptions used in the Clean Air - Cool Planet Campus Carbon Calculator and reported on the ACUPCC website's Greenhouse Gas Inventory.

The conversion factors to metric tons CO2 equivalent were drawn from the University of New Hampshire's CarbonMAP or Carbon Management and Analysis Platform.

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

Yes

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

The data is checked and double checked by staff responsible for the integrity of the data across all three scopes, especially, scopes 1 and 2. Which comes through senior facilities engineer, Timothy Thum.

No external verification is done.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	8,437.66 *Metric Tons of CO2 Equivalent*	10,864.57 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	1,149.02 *Metric Tons of CO2 Equivalent*	1,080.61 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	10,940.93 *Metric Tons of CO2 Equivalent*	13,327.45 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	21 *Metric Tons of CO2 Equivalent*	21 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	1 *Metric Tons of CO2 Equivalent*	1 *Metric Tons of CO2 Equivalent*

Third-party verified carbon offsets purchased	3,334.90 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

A local offsets program has been discussed and may result as part of the Sustainability Incubator Initiative. However, no program is currently in place.

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

A campus forest is maintained for both student learning opportunities and carbon sequestration.

A brief description of the composting and carbon storage program:

The multiple campus farms, both crop and animal related, as well as the grounds crew and greenhouses compost plant and animal waste are on campus land.

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

In 2013 $27,232.00 was used to purchase carbon offsets for the University Center and all residence halls. The offsets are purchased through the Green Power Partnership. Mike Noreen, the Conservation and Efficiency Coordinator for the City of River Falls, is the primary contact for the Renewable Energy Certificates.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	2,380	2,322
Number of residential employees	0	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,942	6,452
Full-time equivalent of employees	921	726
Full-time equivalent of distance education students	307.85	51.17

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2006	June 30, 2007

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

The GHG emissions baseline was adopted for the year of 2007 based on this data-set showing most accuracy and consistency compared to any earlier data. Data from previous years seems to use different conversions and may exclude certain emissions.

Gross floor area of building space, performance year:

2,156,550 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	18,867 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	12,262 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	4,441.43 *Metric Tons of CO2 Equivalent*
Purchased goods and services	82.38 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*

Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	2,297.10 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

No other data is available.

A copy of the most recent GHG emissions inventory:

Finished Copy of calculator_v7.0.xlsm

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/ghg/2237/

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

-Lighting retrofits (primarily in stairwells and high use buildings like the Library)
-Variable speed pumps and fans retrofits
-Steam pipe insulation
-Natural gas as the predominant heating plant fuel
-Full time dedicated staff to METASYS energy management system (Dan Asp and Craig Homan)
-Initiation of the Maverick Systems for real time occupant data in Grimm and McMillan halls for kWh, Btus and water
-Energy efficient conversions in food service kitchens
-Attic insulation projects in historic buildings like North and South Halls
-Electric steam ginny replacement in labs with reverse osmosis systems
-Aggressive fume hood preventative maintenance program.

Outdoor Air Quality

Responsible Party

Timothy Thum
Senior Engineer
Facilities Mgmt.

Criteria

Part 1

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

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

Part 2

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

Submission Note:

Other standard categories of air emissions identified in permits and/or regulations is from Refrigerants and Chemical Compounds of HFC-134A, HFC-404A, HCFC-22 from the Greenhouse Gas Emissions Inventory.

"---" *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?:

No

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

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

Yes

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

In compliance with DNR regulations, UWRF works with the Heating Plant Division of DOA and regularly monitors its air emissions.

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

	Weight of Emissions
Nitrogen oxides (NOx)	9.80 *Tons*
Sulfur oxides (SOx)	8.30 *Tons*
Carbon monoxide (CO)	8.10 *Tons*
Particulate matter (PM)	6.40 *Tons*
Ozone (O3)	---
Lead (Pb)	0 *Tons*
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 institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The campus continues to work on energy conservation measures, especially thermal conservation measures. Despite adding nearly 500,000 square feet to the campus in the past 15 years, the campus uses less thermal (and electrical) than it did then. Efforts have been on a wide variety of fronts from aggressive window replacement projects, extensive work on the steam distribution system, education and awareness activities with building users (especially the Res Halls), to insulation projects (attics, pipes, etc.).

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

http://www.doa.state.wi.us/Default.aspx?Page=461f59d3-668a-48d1-b2fe-6fd3f589f6a9

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Dale Braun
Campus Planner
Integrated Planning

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

Gross sqft included in this credit were those that could be LEED certified. Therefore, only occupied, conditioned spaces were included. Barns, sheds, silos, etc were not included in the gsqft calculation. The Hudson Center was not included, as it is a leased space and all leased space was excluded from this report as allowed by STARS reporting options.

The buildings included were:
0061 Hathorn Hall
0061A Hathorn Hall Center Addition
0061B Hathorn Hall East Addition
0061C Hathorn Hall West Addition
0064 Stratton Hall
0065 Prucha Hall
0066 May Hall
0066A Emogene A. Nelson Building
0068 Johnson Hall

0069 McMillan Hall
0070 Grimm Hall
0071 Parker Hall
0072 Crabtree Hall
0073 George R. Field South Fork Suites
0074 Jesse H. Ames South Fork Suites Addition
5000 Dalkeith House
8112 House w/ Garage - Residence 1
8113 Farm Cottage - Residence 2
8154 Machine Shed and Shop
8210 Dairy Learning Center
8217 Machinery Service Center
8260 Residence House 3
8264 MVF Office Center
8271 Winfield Solutions Office/Poultry House

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

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

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

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

Jesse H. Ames Suites (Ames Suites) opened in Fall 2012 and is the newest residence hall on the UWRF campus. In 2013 it was awarded LEED-NC v2009 Gold Certification from the U.S. Green Building Council (USGBC), details linked here:

http://www.usgbc.org/projects/uwrf-jesse-h-ames-suites

http://www.gbig.org/activities/leed-1000004450

In 2006-2007, UWRF's University Center used the LEED process to guide design and construction, and measures taken qualified the building to obtain 37 LEED credits, equivalent to LEED Silver (guidelines as of 2005/2006). The University Center was not certified due to non-compliance with ASHRAE ventilation guidelines. The UC contains 146,056 square feet of space.

UWRF uses LEED criteria as guidelines for all new construction projects and considers sustainability in its building maintenance practices. Four buildings on campus meet LEED-EB standards.

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

1,994,632 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	82,870 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

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

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

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

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

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

1,911,762 *Square Feet*

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

bldgpolicy.docx

The date the guidelines or policies were formally adopted:

Aug. 1, 2011

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

UWRF utilizes MetaSys, a Johnson Controls product, for its energy management. It also uses TMA for its Work Order and Preventative Maintenance (PM) program. Two technicians in maintenance are specifically assigned to manage the energy management program. Sensors are spread entirely throughout the campus' nearly 2M square feet, constantly monitoring conditions. In addition, several projects in 2013 tied in lighting control systems to MetaSys. The PM program is also quite stringent with a goal of keeping all building systems in top form. As a testament to these efforts, UWRF has led the UW System in total BTUs conserved in thermal, electrical, and hence overall on a btu/gsf basis for three straight years as of 2013.

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

The MetaSys system is the main tool for monitoring the nearly 2M square feet for the campus. A vast majority of historical data is available and used increasingly so for reporting purposes. There is also a monthly energy management team made up of representatives from Residence Life, the University Center, Facilities, Faculty, IT, the St Croix Institute for Sustainable Community Development, as

well as one rep from the local utility. The team evaluates data and discusses the feasibility and scope of energy projects, primarily conservation.

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

http://www.doa.state.wi.us/Divisions/Facilities-Development/Document-Library/Master-Specifications-Design-Guidelines

Building Design and Construction

Responsible Party

Dale Braun
Campus Planner
Integrated Planning

Criteria

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

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

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

And/or

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

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

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

Submission Note:

The Jesse H. Ames South Fork Suites Addition was completed in 2012, and is LEED Gold certified.

The University Center was designed and constructed in accordance with LEED-Silver guidelines as of 2005/2006, but was not certified due to non-compliance with ASHRAE ventilation guidelines. The UC contains 146,056 square feet of space.

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

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

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

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

Jesse H. Ames Suites (Ames Suites) opened in Fall 2012 and is the newest residence hall on the UWRF campus. In 2013 it was awarded LEED-NC v2009 Gold Certification from the U.S. Green Building Council (USGBC), details linked here:

http://www.usgbc.org/projects/uwrf-jesse-h-ames-suites

http://www.gbig.org/activities/leed-1000004450

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

82,870 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*

2nd Highest Level (e.g. LEED Gold)	82,870 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

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

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

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

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

A copy of the guidelines or policies :

Building Standards DOA.docx

The date the guidelines or policies were adopted:

Sept. 26, 2013

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

Buildings built since the State's DOA's adoption of green building guidelines include Jesse H. Ames Residence Hall (82,870 square feet). Buildings built just prior that were driven by similar policies include the University Center (146,056 square feet) and South Fork Suites. Major renovations or recommissioning building projects include Kleinpell Fine Arts and the Wyman Education Building or approximately 120,000 square feet.

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

AE Teams are expected to be familiar with and in compliance with the State of Wisconsin's green building design principles. The campus also has LEED certified staff on its Facilities Management staff.

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

http://www.doa.state.wi.us/Divisions/Facilities-Development/Document-Library/Master-Specifications-Design-Guidelines

Indoor Air Quality

Responsible Party

Timothy Thum
Senior Engineer
Facilities Mgmt.

Criteria

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

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

Submission Note:

Additional responsible party: Mark Gillis re: preventative maintenance of HVAC.

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

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

1,994,632 *Square Feet*

Gross floor area of building space:

1,994,632 *Square Feet*

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

All campus buildings utilize the MetaSys energy management system. The MetaSys system has been upgraded to now allow technicians to monitor the system remotely also. It has allowed staff to keep even better control of the buildings during evenings and weekends as well as to be more responsive in making changes in the field. They can now be done from a smart phone versus at a central desktop computer. In addition, lighting controls in some instances (Davee Library for example) have been added to the system.

The campus is also mindful of ASHRAE standards and sets building HVAC systems accordingly. The Division of Facilities Development (DFD) sets forth the policies for state owned facilities.

Heating, cooling, and general ventilation maintenance (HVAC): We use a computer software system called TMA to handle our daily work order request, assignment and record keeping. It also has a branch that generates, records and prints preventive maintenance assignments on a weekly basis which then are distributed to our technicians for completion. They sign, date and turn these PM's back into our office upon completion where they are recorded into the data base. The frequency of the PM is determined by equipment history,

technician suggestions, manufacturer recommendations and the perceived critical necessity of the equipment to the operation of our campus. They can be scheduled for weekly, monthly, quarterly, semiannual and annual inspection/maintenance and be rated by priority from 1-9 for completion. Typically we schedule new buildings to have the filters and belts checked once a month, then reduce the frequency as we develop a history on each piece of equipment. The actual contamination of the filters depend on several factors including intake louver height above the ground, surrounding exterior material and/or plant life, prevailing wind direction, velocity of the air at the intake louver, proximity of adjacent walls or buildings, scheduled hours of operation per week, etc. The majority of our air handlers on campus employ two levels of filtration, a 2 inch thick filter to catch the larger particles above merv 8 particle size, then a secondary, thicker filter to catch the finer particles down to a merv 13 size. The first filter is changed on average between 3 and 6 months, the secondary filters at 1 to 2 years depending on the characteristics of the location. Heating and cooling coils are vacuumed and cleaned as necessary when the filters are removed. Air intake housings are vacuumed out when the filters are changed and intake grills are washed once to twice per year to remove any built up plant material and/or dirt. Belts are changed on an annual basis due to a second PM automatically assigned just for that purpose.

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

http://www.doa.state.wi.us/Divisions/Facilities-Development/Document-Library/Master-Specifications-Design-Guidelines

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Nicholas Anders
Associate Director
University Center

Criteria

Part 1

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

• Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

UWRF does not separate the purchases of on-site franchises, convenience stores, vending services, and concessions from those of its other dining operations.

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

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

17

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

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

1. Falcon Foods Ice Cream
2. Falcon Foods Brats
3. Kemps Products (yogurt & milk)
4. Asperetto Coffee

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

Yes

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

17

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

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

1. Falcon Foods Ice Cream
2. Asperetto Products
3. Falcon Foods Cheese
4. Best Maid Cookie Company
5. Caribou coffee
6. Kemps Products

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

Local Purchasing:
Falcon Foods $8,670 FF Ice Cream was not available for several months during this tracking period. (Primarily cheese, ice cream, and bratwurst)
Kemps $117,643 (From Rochester plant; milk, yogurt, cottage cheese, sour cream, etc)
Sysco $136,788 (Sysco pulled a report of all purchases from locations within 150 miles of their distribution center in NE Minneapolis)
Bix $6,295 (local producers of vegetables, cheeses and other items)
Stockyard Meats - $6,363 (Sodexo purchases their steak from this butcher in Minneapolis)
Earthgrains - $29,160 (A bakery in the Twin Cities that Sodexo purchases bread from)
Caribou - $22,764 (The amount of coffee purchased from Caribou, based in the Twin Cities)
Best Maid (C-Store) $ 4,937
Gilbertsons $1,015 Local sweet corn grower

Aspretto Coffee (Fair Trade) $12,533
Aspretto is Sodexo's ethical and sustainable global coffee brand. Aspretto is a premium coffee that is our answer to the market's call for a sustainable, “green” product. It is fair-trade purchased and Fair Trade USA certified. Everything that touches the product is green, from the 10% post-consumer fiber cups to the renewable resource stirrers to the fair trade sugar wrapped in recyclable paper and printed with vegetable dye.

We had planned to use a local bakery this fall but owner pulled out at last minute due to family health issues. This year we began purchasing some lettuce from Future Farms but that will be included in the next recording period.

Total Local purchases $346,168/ Total annual food purchases $2,039,500= 17%

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

MarketConnect Inventory Management Software Program- - tracks all items in and out. This is then analyzed by the Sodexo GM and Executive Chef to determine sustainable purchases

Total annual food and beverage expenditures:

2,039,500 *US/Canadian $*

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

	Present?	Included?
Dining operations and catering services operated by the institution	No	No

Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

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

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

Sustainability is a priority for Dining Services. We are actively pursing many practices to enhance our sustainability standards. Many are back of the house and not visible to the guest, including programs to reduce water consumption and energy use, others are more visible to the public. We always welcome your recommendations for enhancing our sustainability efforts.

One of our more visible and significant sustainability initiatives is trayless dining. The primary goal of trayless dining is to significantly reduce food waste. Trayless is a national trend that has documented more than 40% reduction in food waste.

Dining Services is proud to once again sponsor a Mug Refill program this fall. UWRF mugs are available for sale for the discounted price of $2.00 to all students the first week of classes.

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

http://www.uwrf.edu/Dining/Sustainability/

Low Impact Dining

Responsible Party

Nicholas Anders
Associate Director
University Center

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

Submission Note:

Healthy lifestyle/dining web page:

http://www.uwrf.edu/Dining/HealthyLifestyle/Index.cfm

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

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

8.75

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

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

Yes

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

Yes

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

Yes

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

UWRF offers vegan options at every meal. They offer vegetarian burgers, tofu hotdogs, vegan soups, marinara sauce and pasta, and several options.

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

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

http://www.uwrf.edu/Dining/MealPlans/MealPlanDietaryPreferences.cfm

Annual dining services expenditures on food:

2,039,500 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Timothy Thum
Senior Engineer
Facilities Mgmt.

Criteria

Part 1

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

Part 2

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

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

Submission Note:

"Other energy intensive space" includes the Greenhouse at 12,262 GSF.

Energy intensive laboratory space includes computer labs: 11,675 sq ft and science labs with more than one fume hood: 7,192 sq ft. -Stephen Reed and Mark Gillis

We indicated the ratios that EPA uses, even though we do not use electricity to heat our buildings nor do we purchase steam from a district provider. -Tim Thum, Re: source-site ratios

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

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

	Performance Year	Baseline Year
Total building energy consumption	214,271 *MMBtu*	211,603 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year

Grid-purchased electricity	49,109 *MMBtu*	55,040 *MMBtu*
District steam/hot water	165,089 *MMBtu*	156,563 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,994,632 *Gross Square Feet*	1,785,527 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	13,138 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	7,828
Cooling degree days	681

Source-site ratios::

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

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

	Start Date	End Date

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

The baseline was established in 2005 as part of a State Executive Order 145 for energy reduction goals.

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

Winter occupied temperatures are controlled between 68 and 70 degrees, unoccupied temperatures are set at 65 degrees. Summer occupied temperatures are controlled between 76 and 78 degrees. Building HVAC systems are controlled on/off based on occupancy schedule for all campus buildings through the campus Energy Management Systems (EMS).

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

LED lights were installed in Parking Lot Q.
Path lights along Cascade Avenue are LED.
Some LED lights were installed in the Ames Suites Residence Hall.
Wyman Education Building 6 bathrooms now have LED lights
LED lights are used in the Sustainability Kiosk in the University Center.
University Center Atrium flood lights are now LED.
University Center kitchen ceiling lights are LED.
University Center convenience store walk-in cooler has LED lights.
Falcon Center parking lot and path lights are LED.

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

Motion sensors are used to control lights in parts of all campus buildings, including classrooms, labs, and bathrooms.

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

Domestic water heating at the Research Development Institute building and Ames Residential Suites employ passive solar heating.

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

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

There is one small 30hp co-gen turbine in the Campus Heating Plant.

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

A new AHU and new distribution duct work was installed to serve the North Hall Auditorium, including new digital controls.

Work done in both the Wyman Education Building and Kleinpell Fine Arts building has been done by in-house staff to fine-tune operations. The campus is also exploring more formal opportunities with Focus on Energy which is a state program that provides incentives.

Regarding energy intensive laboratory space, we have decommissioned 5 fume hoods within the last 3 years in Ag Sci. 214, 220A, 220B, 221A, 221B and added one new unit in 417 Ag Sci.

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

Johnson Controls' MetaSys is used to monitor energy consumption and performance across campus from the Central Heating and Cooling Plant. Steam, electricity and water are all metered at each building.

Through generous contributions from MAMAC Systems in Chanhassen, MN, we are able to provide UWRF student, faculty, and staff with a national pilot demonstration project for energy and water use data in a variety of buildings across campus. The first two such buildings are Grimm and McMillan Residence Halls. The Regional Development Institute building will soon join that group. This real-time availability of data allows the campus community to see the impacts of our conscious decisions on the conservation of these resources and the direct costs to students and taxpayers in the form of utility bills.

https://www.uwrf.edu/SCISCD/Residence-Hall-Energy-and-Water-Usage.cfm

All campus buildings have steam (condensate) and electrical sub meters that are read monthly and compared to the previous four years.

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

We purchase energy star rated appliances for all new and replacement equipment.

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

The Ames Suites project includes an area of native grass that is not mowed. Drip irrigation is used for vegetation around the University Center building. Preservation areas along the South Fork stream that runs through campus preserve a relatively large area of native vegetation and incorporate natural (unpaved) trails.

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

As of 2009 academic year, all vending machines on campus that do not contain perishable items are using "Vending Misers"

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

An Institutional funded, energy conservation project program was established for FY 2014 with a budget of $100,000. Projects completed with these funds include the following:

Energy efficient hand dryer replacement.
Replacement of inefficient A/C unit for Postal/Stores.
Heating Plant Boiler Tune-up.
DDC upgrades for Grimm & McMillan energy meters.
Reverse Osmosis unit to replace steam water still.
Various Lighting upgrade projects including South Hall, Davee Library and Wyman Education Building.

Controls at the room level were replaced at the University Center to allow occupied/unoccupied scheduling of individual meeting rooms.
See a listing of efforts here:

http://www.uwrf.edu/SCISCD/Campus/Energy.cfm

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

http://www.uwrf.edu/SCISCD/Campus/Energy.cfm

Clean and Renewable Energy

Responsible Party

Timothy Thum
Senior Engineer
Facilities Mgmt.

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	117 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	19,141 *MMBtu*

Total energy consumption, performance year:

218,002 *MMBtu*

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

A 5.3 kW single axis PV tracker and 9.5 kW of fixed PV panels were installed on the RDI Building in 2013.

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

2 – 4’x10’ solar thermal collectors at the Research Development Institute building.
16 – 4’x10’ solar thermal collectors at Ames Suites Residence Hall.

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

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

"Green Energy Blocks" are purchased through River Falls Municipal Utility through the power provider (WPPI) to offset the University Center energy usage as well as residence hall energy usage. The blocks are Green-E certified.

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

http://www.sunnyportal.com/Templates/PublicPageOverview.aspx?page=76f43eaa-3850-48dd-8dec-e7377
1ea8385&plant=e98ff855-92ae-4396-9eb7-058feb7262d7&splang=en-US

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Joe McIntosh
Supervisor
Grounds Maintenance

Criteria

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	226 *Acres*
Footprint of the institution's buildings	20 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	206 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

UWRF maintains 120 acres of turf and landscaped areas, 40 acres of athletic and intramural fields, 4 acres of shrub and flower beds, 25 acres of flood plain, prairie, wetland, etc, 10 miles of sidewalks, 22.5 acres of parking lots, 3 miles of streets, and 2 miles of trails as campus grounds. UWRF also has lab farms that are maintained
separately by the agricultural science department and therefore are not included in the grounds calculation. UWRF follows the Wisconsin Department of Agriculture IPM Plan, to include all of its athletic fields:
"DATCP operates Wisconsin's School IPM program to reduce the need to rely on chemical pesticides when dealing with pests on school grounds. In partnership with the University of Wisconsin Extension Entomology and Horticulture Departments, the DATCP assists Wisconsin's schools in a balanced approach to control the risks posed by pests and the risks from the exclusive use of pesticides. Some pests can carry allergens, bacteria, viruses or cause venomous stings. Pesticides are toxic chemicals that should be used only when it is clear that practical, non-pesticide methods will not be able to control the pest problem.

In an IPM approach, considerable effort is also put toward preventing pest problems by controlling conditions that may attract and support pests. For example, to control an infestation of pavement ants in a classroom, placing ant baits (pesticides) in areas inaccessible to children, or applying gel baits to baseboards might be effective control options. However, Wisconsin schools have experienced repeat

problems because pesticides alone, do not usually achieve long term control. Some schools have also received complaints when repeated, frequent application of a pesticide takes place in areas where children are present every day.

For long-term pest control, it is essential to identify why the infestation arose in the first place. Non-chemical controls such as sealing cracks and crevices to prevent access, improving sanitation around food preparation, waste/recycling storage areas, and limiting where food can be eaten will help prevent the problem. IPM addresses the cause of the problem (food scraps and crumbs throughout the building) to avoid the development of the symptoms (the ant infestation).

Depending on the type of pest(s), condition of school facilities, resources, and commitment of the administration and staff, IPM plans take many forms. We can assist your school in customizing an IPM plan that meets your needs and is flexible.

We offer free on-site pest management consultation, and on-site and off-site IPM training sessions for your school staff, so your school personnel can gain the skills needed to maximize pest control while minimizing pesticide risks to students and staff."
-Wisconsin Department of Agriculture, Trade, and Consumer Protection

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

Because irrigation is lightly used in most areas of the campus grounds, native grasses and plants are used as the primary focus of landscape plantings. The Campus Mall Plan designed in 2013 also pays very close attention to the stormwater opportunities as well as the use of native plants exclusively. It is very mindful of the operation and maintenance of said area.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

No formal program exists; however, in practice native plant species are used extensively in landscaping,including heat- and drought-resistant species. In Recent construction projects the University has installed sustainably-designed landscapes. Examples of these would be the native plantings and rain gardens at Ames Hall, O lot, Q lot and the Falcon Center currently under construction.

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

Most lawns are mowed with mulching mowers to reduce grass clippings. When clippings are picked up (sometimes on the athletic fields) they along with leaf litter, leaves and other herbaceous material are composted on campus and the compost is reused in campus projects.

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

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

We try when possible to use local and native material in our landscaping. For example when we rebuilt the seating tiers at the Amphitheater several years ago we salvaged the limestone and have used it in several campus landscaping projects. We also try to use

primarily native plantings in our campus landscapes.

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

The campus has installed several rain gardens and detention ponds to allow storm water infiltration. We also had a project to clean out a detention pond that was installed 20 years ago in N lot and had silted full.

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

In 2009 UWRF began using liquid magnesium chloride on walks to reduce the amount of sand/salt usage. As of Fall 2011, a new storage building for salt/sand is being constructed to house all sand and salt in a covered building and will greatly reduce the potential leeching of salt and sand into the South Fork of the Kinnickinnic River. Due to a more aggressive plowing schedule and better snow removal equipment the campus has reduced it's salt/sand usage by 50% in the past 5 years.

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

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

No

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

http://datcp.wi.gov/Plants/Pesticides/School_IPM/index.aspx

Biodiversity

Responsible Party

Joe McIntosh
Supervisor
Grounds Maintenance

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

Submission Note:

Additional responsible parties: Joe McIntosh

Pigeon Lake Field Station was closed in Summer '14

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

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

Yes

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

The Pigeon Lake Field State has been actively managed by the UW-River Falls campus for the past 40 years. It is located near Drummond, WI and is approximately 3 1/2 hours from the main campus. It was originally used as a Biology Field station. In more recent years it has been used by Summer Camps and Conferences in a wide variety of ways from research and classes to a retreat center.

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

Yes

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

Yes

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

In particular, the campus engaged in an extensive Stormwater Management study several years ago. Ayres and Associates conducted the study. The campus also submits an annual Stormwater Report which is submitted to the Department of Natural Resources.

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

The campus Farms
The South Fork of the Kinnickinnic River (a Class I trout stream) runs through campus
The Pigeon Lake Field State are all notable areas.

The campus resides within the St. Croix River Watershed, downstream of the The Saint Croix National Scenic Riverway, a federally protected system of riverways. Campus is upstream of the confluence of the St. Croix and Mississippi Rivers.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

UWRF has areas that are planted and maintained as native prairies.
Southfork Suites has an area conducive to Wildlife.

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

http://www.uwrf.edu/Facilities/StormwaterManagement.cfm

Purchasing

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

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

Electronics Purchasing

Responsible Party

Steve Reed
Director
Division of Technology Services

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

All Dell computers and monitors and all Apple consumer electronics are EPEAT Gold. TVs large displays are generally Sharp or LG. LG has products that are both Silver & Gold products.

Administrative Policies:

http://www.uwrf.edu/Administration/Policy/Technology/AP05102.cfm

http://www.uwrf.edu/Administration/Policy/Technology/AP05103.cfm

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

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

The electronics purchasing policy, directive, or guidelines :

Reuse Policy for Replaced Computers (AP-05-102)

http://www.uwrf.edu/Administration/Policy/Technology/AP05102.cfm

This policy applies to all computers purchased with university funds.

University computers replaced with new computers will be returned to DoTS for reuse, sale or proper recycling, data destruction and disposal. If a department requests to reuse or retention of a computer, approval must be given by the Division of Technology Services. If approval is given, service levels may be defined indicating how long the computer may be used before being returned to DoTS, what levels of support the computer will receive and what use the computer may be used for.

Replaced computers may not be retained for used as a second computer for an employee.

All computers must remain on campus unless approval is given by the Dean or Administrative Unit Head (Chancellor/Vice Chancellors).

Replaced computers will not be used in any University computer lab without DoTS approval.
Department/Unit Responsibilities

Department Chairs and Unit Directors are responsible for on-going adherence to the policy and for working cooperatively with the Division of Technology Services (DoTS) to bring their department into compliance with this policy.
Authority

The UW-River Falls Chancellor issues this policy in accordance with the Administrative Policy process.
The Division of Technology Services is responsible for the administration of this policy.
Request an exception to this policy by writing to

administrative-policy@uwrf.edu

mail.

Sanctions and Appeals Process
Failure to adhere to the provisions of this policy may result in appropriate disciplinary action as provided under existing procedures applicable to students, faculty, and staff, and/or civil or criminal prosecution.

Campus Computer Replacement (AP-05-103)

http://www.uwrf.edu/Administration/Policy/Technology/AP05103.cfm

This policy applies to all computers purchased with any University funding source (General Program Revenue (GPR), Program Revenue (PR), grants, etc.) The goal of this policy is to provide the best computing resources to campus within a campus budget dedicated to computer rotation.

All University-owned computers will have a rotation plan and future funding source for replacement identified and documented. The Division of Technology Services (DoTS) is responsible for creation and maintenance of this rotation plan in cooperation with Academic and Administrative units to coordinate purchasing and deployment of replacement computers.

Computer replacements for funded areas are paid for by a central University Computer Replacement account managed by the Vice Chancellor for Administration and Finance and DoTS. Computers paid for by other University funding sources (grants, program revenue, etc.) and are also subject to a rotation plan working with various PR areas across campus. New computers for employees supported by the GPR Central University Computer Rotation fund will be on a 5 year rotation. A per-device allowance will be given from the central pool (determined by budget allocations and Division of Technology Services) toward the cost of a replacement computer. State contract computer options provided by the Division of Technology Services will be provided to campus as options for computer replacements as computers come up for replacement.

The general assumptions of the campus computer rotation plan are as follows:

The rotation plan and campus computer inventory and purchasing are the responsibility of DoTS.
The goal of computer replacement planning for full time faculty and staff is that primary use computers should be less than five years old.
The Division of Technology Services in accordance with state purchasing contracts and pricing will determine computer brands, models and recommend configurations from which to order. DoTS configures the standard models to meet the majority of campus computing needs. Any exceptions will need to be approved by a Department Chair or Unit Lead.
When a computer is transferred from one individual to another due to job replacement or the computer is moved to a different location, the Division of Technology Services must be informed in order to update inventory accordingly.
Part-time staff and student employees will receive computers that are used but have been upgraded and rebuilt with the best computing resources we have available across campus.
New faculty and administrative staff should generally receive a new computer upon employment. The Division of Technology Services needs to receive as much advanced notice as possible to order and prepare computers for installation for new hires on their starting date of employment.
No computer lab or instructional (TEC) computers are to be purchased with this Central University Computer Rotation Fund established for individual computer replacements.

Department/Unit Responsibilities
Department Chairs and Unit Directors are responsible for on-going adherence to the policy and for working cooperatively with the Division of Technology Services (DoTS) to bring their department into compliance with this policy. In consultation with Deans and Unit Heads, the Chief Information Officer will monitor the effectiveness of this policy.
Authority

The UW-River Falls Chancellor issues this policy in accordance with the Administrative Policy process.
The Division of Technology Services is responsible for the administration of this policy.
Request an exception to this policy by writing to

administrative-policy@uwrf.edumail

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Sanctions and Appeals Process

Failure to adhere to the provisions of this policy may result in appropriate disciplinary action as provided under existing procedures applicable to students, faculty, and staff, and/or civil or criminal prosecution.

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

All technology purchased at UW-River Falls is processed by the Division of Technology Services. The use of a department procurement card for the purchase of computers or printers is prohibited.

http://www.uwrf.edu/Purchasing/ProcurementCardInformation/upload/Procard-Application-Use-Agreem

ent.doc

Purchasing of computers is coordinated by the Technology Asset Manager within the Division of Technology Services. Product options are reviewed annually and standards agreed upon from support staff and approved by management.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	5,000 *US/Canadian $*
EPEAT Gold	465,149.46 *US/Canadian $*

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

470,149.46 *US/Canadian $*

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

https://technology.uwrf.edu/TDClient/Requests/ServiceDet?ID=4197

Cleaning Products Purchasing

Responsible Party

Roxanne Schneberger
Purchasing Agent
Facilities Management

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

Submission Note:

http://www.uwrf.edu/Purchasing/SupplyOrderingInformation.cfm

All the paper products (TP, towels) are contracted to contain recycled content and usually chlorine free as well. These contracts are on the Wisconsin State VendorNet site.

Expenditures above reflect academic and administrative buildings, not to include the Hunt Knowles Athletic Center, Residential Halls, and the University Center.
Because of the fragmentation of purchasing of cleaning products on campus, there is currently no effective method in place to track total expenditures on cleaning products.
Sustainable Campus-Community Plan:
"Implement measures to more accurately track cleaning product purchases on campus; because of the fragmentation of purchasing of cleaning products, there is currently no effective method in place to track total expenditures on cleaning products.
Budget: No additional expenditures are anticipated to effectively organize and track purchases already being made. Existing cost codes can likely be aggregated to better track all cleaning product purchases."

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

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

Yes

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

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

None currently.

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

Facilities Management and Custodial Services at UWRF purchase cleaning products from Envirox, a producer of both Green Seal and EcoLogo certified products. State contract vendors and other third party vendors who use cleaning products are also encouraged to use certified cleaning products whenever possible.

Green Cleaning on Campus
Custodial Services has begun using a green chemical cleaning system in the academic buildings. A series of experiments with various green chemicals was done fall semester (2007) and a selection was made to use Envirox products (

http://www.enviroxclean.com/

). Short of a few academic buildings and the residence halls, we're almost done switching everything over.

Benefits of the green chemical cleaning program include improvement in overall building health, cost savings (less products are used), fewer toxins in the indoor environment, and safer to use (no injurious caustic burns).

The new cleaning program delivers better cleaning results and cost savings against toxic and hazardous cleaning chemical concerns in the indoor work environment.
Custodial Services also just recently added new foam soap dispensers in all restrooms. The product used in the dispensers is also green and results in additional cost savings because not as much is wasted or needed to be effective. The new dispensers were provided free of charge from the vendor.

Residence Life is also going with more of the green cleaners.

We have added Lotus Pros in 4 of the buildings, From Unisource.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

No

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

11,879.80 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

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

Yes

A brief description of the institution’s low-impact, ecological cleaning program:

This occurs in a couple of work units within campus since Custodial Operations are not centralized on the UWRF campus. The Hunt-Knowles Rec/Athletic Complex, the University Center, Residence Life, and Facilities Management all have some form of green cleaning system in place. In 2014 there is work being done to further the campus efforts to consolidate product lines even further.

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

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

State of Wisconsin cleaning chemical contract: "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."

UWRF buys multiple items off of this contract but none as of yet are green. This green product waiver will expire when the contract is redone.

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

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

http://www.uwrf.edu/SCISCD/Campus/Timeline.cfm#CP_JUMP_31974

Office Paper Purchasing

Responsible Party

Richard Cernohous
Supervisor
Central Stores & Facilities

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

All paper purchased is a minimum of 30% post-consumer recycled content per state guidelines. Approximately 1850 cases are purchased annually between central stores and Fast Copy. Costs vary over time and from central stores to Fast Copy. However, an average of $37.00 per case yields results with confidence, especially considering 100% of the paper purchases are 30% recycled content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

All paper purchased is a minimum of 30% post-consumer recycled content per Wisconsin state guidelines.

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

• System and State follow EPA Paper Products Recovered Materials Guidelines:

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

• System and State follow the Recycling Procurement Program Regulations:

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

“Exceptions to the “buy recycled only” policy must be documented by each agency and are to be retained in agency files for 3 years. Contract vendors will report exceptions to Bureau contract administrators for all statewide contract purchasing; and agencies will record exceptions encountered in non-contract purchasing. Due to the much greater availability of high quality recycled paper meeting the federal standards, exceptions are
expected to be rare for most agencies. (Remember that current law does not recognize higher cost as an acceptable rationale for not buying recycled paper.) Exceptions should be documented and filed as they happen, unless other arrangements need to be made for vendors and high-volume purchasers.”

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	41,440 *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)	0 *US/Canadian $*

Total expenditures on office paper :

41,440 *US/Canadian $*

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

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

Inclusive and Local Purchasing

Responsible Party

Roxanne Schneberger
Purchasing Agent
Facilities Management

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

Submission Note:

State policy requires that the University grant opportunity to vendors women, veterans, disabled and minority-owned vendors. UWRF also honors social enterprises, such as sheltered workshops and Bureau of Corrections(aka Badger Industries). Employees are encouraged to purchase locally whenever possible.

http://www.uwrf.edu/Purchasing/PurchasingFormsAndHandbook.cfm

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses is derived from the annual State of Wisconsin Supplier Diversity Business Report, Fiscal Year 2014. The 1.5% reflects the percentage of UWRF general purchasing that supports Minority Business Enterprises (MBE) or what is now called Supplier Diversity, combined with an estimate of local business .

We purchase a lot or instructor station from Spectrum Furniture. They are based in Chippewa Falls and have received awards for their "green" practices. Here is a link to that information. Furthermore, our rep lives in the local community, further limiting our impact on travel when spec'ing new equipment.

http://www.spectrumfurniture.com/about/environmental.cfm

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

StateProcurementManual.pdf

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

UW System campuses purchase goods and services through State Procurement. The State of Wisconsin is committed to the involvement of minority and veteran-owned business enterprises in the state's procurement program. UWRF follows the State's purchasing policy which allows the campus to award contracts to certified minority or veteran-owned businesses who submit the lowest qualified bid when that qualified bid is not more than 5% more than the apparent low bid. This policy helps to create a diverse supplier base.

State Procurement contracts are also used for Work Centers: Industries for the Blind, East Shore Industries, and WisCraft. RS

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

Yes

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

1.50

The website URL where information about the institution’s inclusive and local purchasing policies and/or program is available:

http://www.uwrf.edu/Purchasing/UWStateContracts.cfm

Life Cycle Cost Analysis

Responsible Party

Gail Anderson
Purchasing Agent
Purchasing Services Office

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Submission Note:

This may be looked at more frequently in capital construction projects which are done at a state level.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

Life Cycle Cost Analysis is often referred to in the Purchasing world as Total Cost of Ownership (TCO) and refers to all the cost involved with the purchase (from cradle to grave) which may include such things as extracting and processing raw materials, manufacturing, transportation, distribution, maintenance, recycling, and final disposal.
We do not currently employ Life Cycle Cost Analysis (LCCA) as a matter of policy or practice.

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

Guidelines for Business Partners

Responsible Party

Cara Rubis
Director
University Center

Criteria

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

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

And/or

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

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

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

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

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Sodexo –

Sodexo is covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards. Sodexo has responsible sourcing in 4 key areas of concern: the Supply Chain code of conduct; local, seasonal and sustainably grown products; sustainable fish and seafood; and sustainable equipment and supplies:

http://sodexousa.com/usen/corporate-responsibility/environment/responsible-sourcing/sustainable

-supplies.aspx

Sodexo is covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights. Sodexo's policy on human rights:

http://sodexousa.com/usen/Images/Human%20rights_eng_tcm87-243749337-692587.pdf

Follett –

Follett is covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards.

Follett is covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights.

First National Bank –

The bank is not covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards.

In regard to policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights, the bank is governed by all applicable state and federal employment laws as well as National Banking laws. No other minimum standards apply requiring our adherence.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

2012 Sustainable Campus-Community Plan:
"Develop a vendor code of conduct policy that sets expectations about the social and environmental responsibility of vendors with whom UWRF does business."
Budget: No additional expenditures are anticipated to develop a vendor responsibility code.

The website URL where information about the institution's guidelines for its business partners is available:

http://www.uwrf.edu/SCISCD/upload/SCCPFinal2012.pdf

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Pam Rudesill
Office Manager
Facilities Management

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

The 1 gas/electric non-plug-in hybrid vehicle is the Chancellor's leased vehicle.
The 6 100% electric vehicles are Neighborhood Electric Vehicles (NEV's) used for University Center (2) transportation and for Postal, Fast Copy, DoTS and Parking services across campus.
The total number of vehicles includes 56 state-owned vehicle plates allotted to the campus, 1 leased vehicle, 1 donated diesel farm truck, and 6 NEV plates.
B20 Note: Vehicle 1194 on Mann Valley Farm
Diesel: Vehicle 0960 Minibus in Fleet
E85 Note: 29 Possible including work vehicles, 14 use E85 at least 4 months of the year- this has changed some due to the availability of

E85, reliance on operators, and the performance in the winter months.

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

Total number of vehicles in the institution's fleet :

64

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	6
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	1
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

The campus fleet which is managed by Facilities Management has supported the purchase of flex fuel vehicles for several years. Staff also manage and assisted in the development of a community NEV ordinance. The ordinance has been in place for several years and supports the use of several NEVs on the campus. Departments such as Postal Services, University Center Production Services staff, IT, and Police and Parking all use NEVs as a part of their daily operation. During the summer months, Grounds and Maintenance staff also lease 3 e-gators for use in Summer operations.

The campus has also engaged with Enterprise in the CarShare program which has become popular with a lot of our International students. The program currently has two cars in operation and it is housed with our campus fleet operations. A UWRF student is employed as an intern of Enterprise and works on marketing and the approval of drivers. The program will continue to grow as the need arises.

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

available:

http://www.uwrf.edu/Facilities/FleetVehicles.cfm

Student Commute Modal Split

Responsible Party

Michael Stifter
Director
Facilities Mgmt.

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

46.40

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)	53.60
Walk, bicycle, or use other non-motorized means	37.80
Vanpool or carpool	8
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0.60

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

Information for this credit was gathered from the UWRF Parking Survey, which was last administered in 2005.

'More sustainable Commuting Options' was interpreted as any commuting method that was not driving alone in a single occupancy vehicle.

To maintain consistency with survey definitions, both "Commuters" and "River Falls Residents" were averaged to obtain percentage points for student commute modal split.
As noted on the Parking Survey, good weather vs. bad weather had a negligible impact on transportation modes. The results for this credit were therefore taken from the "Good Weather" category. Small differences in the numbers reported in the survey and the numbers reported here are due to rounding.
Recommendations have been made in the Sustainable Campus Community Plan to update the data as soon as possible.

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

http://www.uwrf.edu/SurveyResearchCenter/upload/UWRFParkeySurvey.pdf

Employee Commute Modal Split

Responsible Party

Tiffany Gaulke
Asst Director
Campus Recreation

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.

Submission Note:

Falcon Outdoor Adventures (a program of Campus Recreation) offers bicycle rental to students, staff, and the RF community. Bicycles can be checked out 5 days a week for day, weekend, or weekly use. There is a fee for bicycle rental for staff and community members, however, bicycle rental for students is free. A long term (semester) lease program is available for students for a fee.

In 2015, the community via WeBike River Falls, is working with Pierce County on a Blue Bike program for the campus and community.

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

Total percentage of the institution's employees that use more sustainable commuting options:

25.40

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)	74.60
Walk, bicycle, or use other non-motorized means	11.20
Vanpool or carpool	12.90

Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	0

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

Information for this credit was gathered from the UWRF Parking Survey, which was last administered in 2005.

'More sustainable Commuting Options' was interpreted as any commuting method that was not driving alone.

As noted on the Parking Survey, good weather vs. bad weather had a negligible impact on transportation modes. The results for this credit were therefore taken from the "Good Weather" category.
Small differences in the numbers reported in the survey and the numbers reported here are due to rounding.

Recommendations have been made in the Sustainable Campus Community Plan to update the data as soon as possible.

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

http://www.uwrf.edu/SurveyResearchCenter/upload/UWRFParkeySurvey.pdf

Support for Sustainable Transportation

Responsible Party

Michael Stifter
Director
Facilities Mgmt.

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

  And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Submission Note:

Starting in 2014, the campus also provides a shuttle for MBE students who lack transportation to the Hudson Center.

"---" *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?:

Yes

A brief description of the facilities for bicycle commuters:

Secure bike storage is offered under breezeways in various residence halls and campus buildings. 50 bike lockers are available for rent on campus on a first-come/first-served basis. Showers, lockers, and under-roof bike storage is available at the Regional Development Institute building.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

All non-residential buildings have short-term bicycle parking racks within 50ft.

Stratton Hall, Prucha Hall more recently, has long-term bicycle storage available. All residential buildings have bicycle parking racks.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The campus supports the community's program, the RF Bicycle and Pedestrian Plan, first adopted in 1995.

http://www.rfcity.org/Search/Results?searchPhrase=bike&page=1&perPage=10

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

Yes

A brief description of the bicycle sharing program:

A bicycle rental program is run and funded through Kinni Outdoor Adventures, effective summer 2013. The rentals are free to students, with nominal rental fees for faculty, staff, and community members.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

No

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

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

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

No

A brief description of the carpool/vanpool program:

A car/vanpool rider board was installed in the University Center in 2012.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Since October 2012, Students, employees, and community members can purchase an annual membership to Car Share, which gives them hourly, daily, or overnight access to two Toyota Prius' located on campus near the campus fleet. Fuel and insurance are included in the hourly rates.

http://www.uwrf.edu/Facilities/CarShare.cfm

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?:

No

A brief description of the telecommuting program:

Each situation or request is handled individually.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

UWRF offers a condensed work week for some employees.

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

Yes

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

We Bike River Falls promotes bicycle friendly transportation and recreation options through education and awareness programs for a safe, healthy, and sustainable community. We Bike RF holds the Bike to Work Week: Commuter Challenge.

We Bike River Falls is a collaborative project through the UWRF Office of Student Life and engages a broad group of university faculty and staff, students, River Falls citizens, city officials, and others.

http://www.uwrf.edu/WeBikeRiverFalls/

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

Yes

A brief description of other sustainable transportation initiatives and programs:

Bicycle Rental is offered through the Recreation Department's Kinni Outdoor Adventures Rental Center, which also provides bicycle tune-ups.

"Get on the Bus" is hosted by Student Life and is a great opportunity to visit fun places in the Twin Cities. Each Get on the Bus experience focuses on a different location, event, or activity. Most of these opportunities are free or very inexpensive. Popular trips include: Mall of America, Como Zoo, Midtown Global Market, Minnesota Twins baseball game, Minnesota Swarm lacrosse game, Chanhassen Dinner Theatre.

"Twin Cities Shuttle" The Twin Cities Shuttle is an inexpensive opportunity for students to explore the Twin Cities. The shuttle picks students up outside the University Center building and drops them off at the Mall of America at either 9 a.m. or 3 p.m. From the Mall of America students can explore different areas of the Twin Cities using the Metro Transit system. Shuttle tickets are only $10!

CarShare by Enterprise: Enterprise Rent-A-Car offers car sharing on campus through Enterprise CarShare to go where you want, when you want, 24/7. It's a car sharing program that allows you to reserve a car by the hour for one, all-inclusive price. Unlike traditional rental, you only have to be 18 years old. If you are between the ages of 18-20 you will need a parent's signature.

River Falls Taxi: Round-trip taxi service is provided at no charge with the presentation of a valid UW-River Falls student I.D. to: River Falls Medical Clinic, Pierce County Reproductive Health Services, Saint Croix Valley Sexual Assault Response Team Center.
Trips within River Falls are subsidized and cost $2.75 per person.

Airport Shuttle for international students: The airport shuttle is available to only international students to ensure they have travel to and from the airport at the end of each semester. International Student Services will do all the arrangements for those students who need to be taken to the MSP International Airport.

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

http://www.uwrf.edu/Transportation/

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Bill Connolly
Farm Director
Laboratory Farm

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

Submission Note:

For 2014, Bill Connolly, UWRF Farm Director, reports 244 tons of compost were sold, while an additional 231 tons of compost were put back onto the farm fields (a total of 475 tons of compost). The compost consists mainly of wood shavings and cornstalk animal bedding as well as solid manure. The Farm employs windrow/aerobic composting. It was sold to the public at $34/yard (2014 price). Joe McIntosh reports also that 150 cubic yards of yard waste is collected annually from campus grounds as reported in our Annual Recycling report. Using a conversion chart with the assumption of 4 cubic yards/ton (clippings, leaves, and brush), it would equate to 37.5 tons. Combined then for campus is 512.5 as noted above.

At the Campus Farm ~70% of the Horse manure with sawdust bedding is reused at the Mann Valley Farm as bedding for the livestock enterprises. This decreases the amount of bedding the MVF needs to purchase. Eventually the bedding and manure is either field spread for crop nutrient uptake or composted and sold.

From Mark Klapatch:
Materials Recycled includes: Single Stream recyclables, batteries where we have a weight, scrap metal, computer and e-waste, and food grease. The food grease is originally reported in gallons. Molly Breitmun and I found a conversion rate of 6.5 pounds/gallon to 7.5 pounds/gallon. We used the 6.5 pound/gallon rate to be conservative.

2013 Baseline year data for materials reused, donated, or sold was updated from the 2013 report to create a consistent process for data collection that will be used from now on. Mark Klapatch and Nate Beeman maintain an excel spreadsheet that will convert the data to

tons consistently.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	242.15 *Tons*	268.18 *Tons*
Materials composted	512.50 *Tons*	475 *Tons*
Materials reused, donated or re-sold	33.52 *Tons*	75.32 *Tons*
Materials disposed in a solid waste landfill or incinerator	701.68 *Tons*	715.02 *Tons*

Figures needed to determine "Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	2,380	2,322
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,071.11	7,192.12
Full-time equivalent of employees	675	675
Full-time equivalent of distance education students	559.23	51.17

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

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

Baseline Year	Jan. 1, 2013	Dec. 31, 2013

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

The waste generation baseline was adopted for the year of 2013 due to improved tracking of waste generation by UWRF. Previous year's data does not truly reflect the actual tonnages of waste produced.

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

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

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

UWRF houses a surplus department and office supplies exchange program and provides those for use by other departments. Regular online auctions and monthly sales are provided to campus and the wider community comprising all collected items (including electronics). All items are offered at no charge to departments before being sold to the general public.

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

UWRF course registration is done online and the course catalog is available exclusively online. The campus directory is available online, although it is also provided in hardcopy format to faculty and staff by request.

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

PaperCut is a print management software used on campus to manage student printing. PaperCut allows students to print from any computer, tablet, or phone connected to the internet as well as from university computer labs and kiosks. One of the primary aims of PaperCut is to reduce printing levels by changing a user's printing behavior. Implementing monitoring, quotas and charging are a good way of drawing a user's attention to their habits. The default setting on PaperCut printers is duplex printing.

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

Facilities provides recycling dumpsters for move-in and move-out days.

Residence Life also hosts "Don't Throw it, Donate It". The program runs the weekend before finals and provides a conduit for students to donate a large amount of food, clothes, furnishings, and other accessories to local charities instead of throwing it out.
The May 2014 totals include:

FOOD

753 Pounds
*River Falls Community Food Pantry

CLOTHING
35 Winter Coats
20 Winter Scarves
15 Pairs of Gloves
30 Winter Hats
580 Women's Shirts
193 Pairs of Women's Pants
13 Fashion Scraves
212 Men's Shirts
55 Pairs of Men's Pants
107 Pairs of Shoes
16 Belts
*Treasures of the Heart and Second Chances in River Falls
**Note: Many clothing items not accepted by Treasures of the Heart/ Second Chances were donated to Caring and Sharing Hands in Minneapolis

PERSONAL MISCELLANEOUS
2 Sunglasses
20 Purses/ Bags
1 Bike Helmet
1 Watch
1 Jewelry Box
*Treasures of the Heart and Second Chances in River Falls

ELECTRONICS
1 Dell Inspiron Laptop Computer
1 Dell Keyboard
4 Computer Cables
3 Computer Mouses
2 Headphones
3 Power Strip/ Surge Protector
3 Cell Phones
*Treasures of the Heart and Second Chances in River Falls

BOOKS/CD's/DVD's
50 Books
4 DVD'S
5 Music CD's
*Treasures of the Heart and Second Chances in River Falls

SCHOOL SUPPLIES
10 Spiral Notebooks
25 Binders/ Binder Sheet Protectors

2 Packages of Loose Leaf Paper
10 Folders
1 Three-Hole Punch
30 White Envelopes
2 Notecard Packs
4 Pencil Cases
1 Electric Pencil Sharpner
4 Pencil Sharpners
3 Erasers
75 Pencils/ Pens/ Highlighters
10 Backpacks
3 Calculators
2 Travel Drives
2 Scissors
3 Bottles of Elmer's Glue
2 Boxes of Paper Clips (Box of 100)
*Treasures of the Heart and Second Chances in River Falls
* Various items were saved and stored for UWRF International Students

HOUSEHOLD MISCELLANEOUS
20 Coffee Cups
25 Drinking Cups
30 Plates
45 Bowls
2 Water Pitchers
20 Water Bottles/ Travel Coffee Mugs
125 Pieces of Silverware/ Kitchen Utensils
4 Coffee Pots
4 Hot Water Pots
15 Pots/Pots with Lids
1 Toaster
3 Cutting Boards
1 Ice Cube Tray
1 Beverage Dispenser with Spout
1 Thermos Jug
1 Small Crock Pot
8 Pot Holders
2 Cookie Sheets
1 Muffin Pan
2 Metal Tins
1 Candy Dish
1 Shower Curtain
1 Window Curtain
1 Curtain Rod
2 Cork Boards
12 White Boards
1 Garbage Can
2 Brooms with Dustpans

1 Laundry Basket
3 Storage Organizers with Drawers
6 Full Length Mirrors
1 Over the door Clothing Hooks
3 Wicker Baskets
3 Chairs
1 Wall Clock
1 Alarm Clock
1 Double Window Fan
1 Humidifier
1 Pair of Crutches
2 Tera Cotta Planters with Stands
2 Wall Shelves
2 Jar Candles
2 Glass Vases
6 Blow Dryers
6 Shower Caddies
20 Towels
4 Laundry Bags
1 Clothes Steamer
150 Plastic Hangers
5 Hanging Closet Organizers
1 Ironing Board
1 Iron
10 Sheet Sets
27 Blankets/Quilts
3 Decorative Pillows
4 Rugs
6 Desk Lamps
1 End Table
1 Yoga Mat
60 Children's Toys
4 Dish Racks
1 Table Lamp
2 Floor Lamps
1 Lava Lamp

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

The waste stream in all campus buildings is sorted to separate recyclable products from waste.

The University Center and Rodli Hall LEED certified hand dryers are used to eliminate the waste of paper towels and the use of fossil fuels for its transportation.

Water bottle filling stations in the library, University Center, South Hall, North Hall, Hagestad Hall, CSH and KFA academic buildings are provided to encourage customers to refill water bottles instead of disposing of plastic bottles.

A brief description of any food waste audits employed by the institution:

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

A brief description of programs and/or practices to track and reduce post-consumer food waste:

UWRF/Sodexo has been trayless since August 2007. One of our more visible and significant sustainability initiatives is trayless dining. The primary goal of trayless dining is to significantly reduce food waste. Trayless is a national trend that has documented more than 40% reduction in food waste.

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

The Freddy 2Go Program allows meal plan participants to take meals "to go" in a reusable 2Go container from Riverside Commons Monday through Friday for breakfast, lunch and dinner. 2Go beverage bottles will be given out to all residence hall students at the beginning of the semester. Off campus meal plan participants may pick up a 2Go beverage bottle at the UC Information Desk while supplies last. By providing a non-disposable option, University Dining Services and Sodexo continue to pursue our commitment to improving our sustainability initiatives.

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

Riverside Commons is the primary dining facility for meal plan participants and offers continuous dining throughout the day. Riverside Commons offers reusable service ware for "dine in" meals.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

UWRF has had a reusable mug program in place for 3 years. The program allows individuals with reusable mugs to purchase fountain and house products at a discount.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution’s waste minimization initiatives is available:

https://www.uwrf.edu/Facilities/SurplusProperty/Index.cfm

Waste Diversion

Responsible Party

Mark Klapatch
Assistant Supervisor
Custodial Services

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

750.67 *Tons*

Materials disposed in a solid waste landfill or incinerator :

701.68 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

UWRF utilizes a single-stream recycling process to make recycling easier. Additionally, UWRF has a surplus property program that is continually growing. UWRF repurposes equipment and items back out to members of campus as often as possible. The items that are not able to be used on campus are then sold through surplus sales. UWRF has also started to use online auctions to sell specialty equipment and higher value items to divert these items from landfills. Any items that are not sold are then donated to area non-profit organizations. The goal of the surplus program is to reuse and sell as many items as possible to increase the diversion rate.

The University Center and Residential Halls are participating collection sites for Call2Recycle. Call2Recycle collects rechargeable batteries and cellphones in a no-cost recycling program in the United States. They convert the waste into a variety of re-usable products and materials. The program meets or exceeds the most rigorous recycling standards in the world.

http://www.call2recycle.org/how-program-works/#sthash.IF54YceU.dpuf

The Division of Technology Services is committed to the sustainable reuse of our older campus-owned equipment. We have several programs in place to deal with older equipment which is considered no longer usable as primary computing devices or peripherals.

As equipment ages and is pulled out of our rotation our first step is to evaluate the possibility of refurbishing and reusing as secondary computing equipment. Many times for student workers or as requested by departments for secondary use. If the equipment is no longer able to be reused on campus we then proceed to evaluate for possible resale.

Facilities Management holds a monthly surplus sale and we work closely to provide older computers at fair market value. This equipment is typically older than 5 years and has outlived its usefulness on campus. To see the Facilities Surplus webpage and subscribe to their email list, or visit the web page

https://www.uwrf.edu/Facilities/SurplusProperty/Sales-and-Auctions.cfm

Lastly we recycle any equipment deemed "not-saleable" with 5R Processors. We receive a certificate of recycling stating the number of lbs. of equipment we send which goes to reduce our campus' carbon footprint. 5R Processors also checks to make sure all traces of data are wiped (we do as well before sending to them).

For 2014, Bill Connolly, UWRF Farm Director, reports 244 tons of compost were sold, while an additional 231 tons of compost were put back onto the farm fields (475 tons total). The compost consists mainly of wood shavings and cornstalk animal bedding as well as solid manure. The Farm employs windrow/aerobic composting. It was sold to the public at $34/yard (2014 price).

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

There are many notable efforts held throughout the campus in any given year that collect food for the local Food Shelf. Door to door gathering, collection sites, and donation required events are held throughout the year.

One of the more notable collection efforts occurs in the Residence Halls at the time of move out each Spring. During student move-out, "Don't Throw It, Donate It" residence hall collection program encourages students to donate clothing, miscellaneous items and nonperishable food as they move out of the halls for the year. Donations are then given to Treasures of the Heart, Second Chances and the River Falls Food Pantry. Sponsored by the Leadership Development and Service Committee, Residence Life and the Friends of Big Brothers, Big Sisters Student Organization, the program is designed to give students the opportunity to give back to the community and be sustainable in lieu of throwing items into the dumpster. This event has been occurring annually since 2004.

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

None currently.

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

None currently.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes

Food donations	Yes
Food for animals	No
Food composting	No
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

UW-River Falls Recycling Report 2014

RECYCLED MATERIAL
Single Stream (Comingled) Recyclables
Includes confidential shredding, aluminum, steel, glass,

and plastic containers as well as office paper,
magazines, newsprint, and cardboard …..…….. 198.45 Tons
Large Lead Acid Batteries …… 50 Units
Small Lead Acid Batteries ……..... 357 Pounds
Rechargeable Batteries (Cell Phone & Small Tool) ……. 140 Pounds
Waste Tires ……... 28 Units
Waste Oil …….. 0 Gallons
Oil Filters …….. 0 Units
Scrap Metal ……..... 19.58 Tons
Computer Components (CPUs & Laptops) ……..... 3.98 Tons
Other E-Waste …….. 7.58 Tons
Major Appliances ……. 34 Units
Fluorescent Light Bulbs ……..... 3,996 Units
Incandescent and HID Light Bulbs …….. 147 Units
Photographic Fixer ……..... 45 Gallons
Pallets ……..... 123 Units
Beneficial Reuse of Power Plant Fly and Bottom Ash ……. 40 Tons
Composted Yard Materials (estimated) ……..... 150 Yards
Chipped Yard Materials (estimated) ……. 120 Yards
Food Grease …….. 378,920 Gallons
Antifreeze ……. 0 Gallons

The above numbers are reported from the best information available at the end of each calendar year and are often lower than actual recycling rates due to challenges with tracking certain information. If you have any questions or concerns with this report, or you are aware of something else that should be reported, please contact

mark.klapatch@uwrf.edu

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Construction and Demolition Waste Diversion

Responsible Party

Timothy Thum
Senior Engineer
Facilities Mgmt.

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.

Submission Note:

Numbers shared above are respective to the 2014 reporting year. The campus works diligently to recycle as much construction waste as possible on any given project.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

111.30 *Tons*

Construction and demolition materials landfilled or incinerated :

12 *Tons*

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

Major projects administered through the State of Wisconsin, Department of Administration, Division of Facilities Development, require contractors to follow a Construction Waste Management Plan, with specific waste diversion goals of 50% or greater. Contractors must submit waste management plans before construction starts, monthly progress reports and a final report through the State's WasteCap TRACE on line reporting website.

Hazardous Waste Management

Responsible Party

Connie Smith
Risk Manager
VCAF

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

We are a very small quantity generator of hazardous waste so our “issues” are minimal.

We have had no hazardous spill releases during the past year.

"---" *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 - keep hazardous and non-hazardous wastes clearly separated
- Good housekeeping - prevent contamination of good material, control spillage, etc.
- Inventory control - keep track of materials to prevent duplicate orders, and generating outdated material
- Order chemicals in smaller containers and quantities
- Material substitution - where possible use a non-hazardous chemical
- Using smaller scale demonstrations
- Modifying specific experiments - use a non-hazardous metal in place of mercury, lead, cadmium, etc.
- In the case of coal ash, the campus burns a limited amount of each coal annually compared to years past (500 tons in recent years

compared to 4500 tons in previous). We work with a local vendor, Dick Godden, on reuse of current coal ash supply.

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

Various departments across campus produce different types of waste. The Hazardous Waste Program has specific protocol and methods for disposal for each department depending on the type of waste produced.

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

Not available due to no incidents.

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

UWRF has a barcoding system to track chemical inventory.
MSDS Online is the web-based system that is used to track chemical inventory by location.

Lab Managers in the Chemistry, Biology, and Plant and Earth Science Departments have been given administrator rights to the system so they can view and update information as it pertains to their inventory.

The campus is currently performing a 100% inventory of chemicals in order to comply with labeling requirements related to the new Globally Harmonized System of Classification of Chemicals as required by CFR 1910.1200.

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

Yes

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

Yes

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

First, our IT and Facilities Department work together to refurbish any electronics that can be sold through our surplus property program. The surplus property program offers items for sale on a monthly basis. Any electronic waste that is sent away for recycling is first wiped of all data as applicable, then sent to 5R Processors, LTD, who perform a second round of data removal if needed. 5R refurbishes, re-purposes, or recycles the waste free of charge to the University.

http://5rprocessors.com/

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

Since 1998, UWRF has had a program in place to recycle/refurbish all faculty, staff, lab, and department computer components and peripherals, televisions, and fax machines. Electronic waste is first wiped of all data, and then either sold through the surplus property program or sent to 5R, who perform a second round of data removal if needed. 5R refurbishes, re-purposes, or recycles the waste free of charge to the University.

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

https://www.uwrf.edu/RiskManagement/HazardousWasteSafety.cfm

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Timothy Thum
Senior Engineer
Facilities Mgmt.

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

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

Low

Total water use::

	Performance Year	Baseline Year
Total water use	34,371,000 *Gallons*	42,129,500 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	29,790,000 *Gallons*	38,914,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	2,380	2,322
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,071.11	7,192.12
Full-time equivalent of employees	675	675
Full-time equivalent of distance education students	559.23	51.17

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,994,632 *Square Feet*	1,863,536 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	166 *Acres*	166 *Acres*

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

The baseline was established in 2005 as part of State Executive Order 145 for energy reduction goals.

Water recycled/reused on campus, performance year:

100,000 *Gallons*

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

0 *Gallons*

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

The University Center has a 48,000 gallon underground storage tank that harvests rainwater for toilet flush use.

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

Every building on campus has a water consumption meter.

MAMAC Systems provides UWRF student, faculty, and staff with a national pilot demonstration project for energy and water use data in a variety of buildings across campus. The first two such buildings are Grimm and McMillan Residence Halls. The Regional Development Institute building will soon join that group. This real-time availability of data allows the campus community to see the impacts of our conscious decisions on the conservation of these resources and the direct costs to students and taxpayers in the form of utility bills.

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

Reduced water usage is always considered when doing major projects that include new or replacement plumbing systems. Recent projects include replacement of plumbing systems in Johnson Hall (high efficiency fixtures) and construction of Ames Residence Hall (LEED Gold Rating).

The University center has dual-flushlink valves on all toilets as well as the EcoCubeslink used on all urinals reducing to 3 flushes per day.

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

The campus regularly looks at opportunities for renovations or the replacement of more water efficient equipment. Examples run from the installation of front loading washing machines in all campus laundry facilities (res life and athletics) to lab equipment to fixtures in academic or residence hall environments. Extensive efforts have been conducted to regularly inspect/replace flush valves on bathroom toilets/urinals.

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

As irrigation is not used in most of the landscaping areas, UWRF uses native and prairie plants in landscaping that are drought-resistant. These plants include pampas, coneflowers, asters, and other various native and drought-resistant plants.

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

"Smart" irrigation that senses weather/rainfall to adjust irrigation accordingly is used on all of the newer irrigation systems, including the University Center. Additionally, drip irrigation is used on some buildings throughout campus to reduce unnecessary irrigation, overspray, and evaporation.

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

The institution has also experimented with waterless urinals with mixed results. We have used them almost exclusively in two locations in the past, one in the Facilities building and one in Karges. We found in both cases that we had an inordinate amount of urine salt build up in the lines, even though we felt we used the chemical treatment process approrpriately.

We have also done a number of tune-ups of flush valves every other year or so in restrooms, Residence Halls in particular.

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

https://www.uwrf.edu/SCISCD/Campus/Energy.cfm

Rainwater Management

Responsible Party

Michael Stifter
Director
Facilities Mgmt.

Criteria

Part 1

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

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

Part 2

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

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

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

Submission Note:

The UW System website provides a summary of our work to date and has pdf downloads of the current UWRF WI DNR Annual Report under MS4.

http://www.uwsa.edu/capbud/stormwater.php

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

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

Yes

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

In coordination with the UW System, the Division of Facilities Development (DFD), and the City of River Falls, UWRF utilizes a number of BMP's as they relate to stormwater. UWRF currently meets 2013 standards and reports annual stormwater efforts to the DNR.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The campus and community are very proud of its efforts in this area. The campus greatly exceeds the requirements set in place, greatly benefiting from the excellent working relationship with the City of River Falls which is recognized as a regional and state leader in this area. The City regularly consults and assists in the inspection of our system. In addition, a PM system is in place to regularly inspect our system. Grounds crew are also very good at inspecting the system after a large rain event.

More information on the campus and city effort can be found at:

http://www.uwrf.edu/Facilities/StormwaterManagement.cfm

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

The University Center (Student Center) on the UWRF campus has the ability to store nearly 50,000 gallons of rainwater which in turn is treated and used as grey water in the building (flushing of toilets). A one inch rainfall can generate up to 50,000 gallons. Any overflow is released into a retention pond surrounding the building's parking lot and slowly released back into the groundwater.

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

270,000 *Gallons*

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

None currently.

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

None currently.

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

We continue to build on the work of the past year. Past installations include Cascade Avenue, O Lot, and Q Lot/Pay 1. In the past year we have installed bike rack areas that include pavers. Future planning of the Falcon Center likely will include some paver/permeable elements.

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

None currently.

A brief description of any rain gardens on campus:

There are several rain gardens on campus. Great examples include the mowable one in front of South Hall as well as the rain garden by Nelson and May Halls. The Nelson and May Hall ones were done in coordination with a faculty member and her class.

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

As outlined in UWRF's stormwater report, approximately 60,000 sqft of retention ponds are in use across campus.

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

Per Mike Stifter, a rough estimate would be approximately 10,000 sq ft of vegetated swales in use across campus. Notable examples: developed by grounds crews in 2011, bioswales were created around the Maintenance and Central Stores building and in other turf areas.

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

UWRF has its own state licensed Municipal Storm Sewer System (MS4) designation and also works in close cooperation with the City of River Falls for annual inspections, etc.
Major projects over the 2011 summer include the East Side Landscaping Project (to the North of Maintenance and Central Stores building), which was designed to improve the stormwater management in the area. The new residence hall project has a major component as it was designed to make up for what wasn't done regarding stormwater in the original SouthFork Suites project. The parking lot project for the M lot has major stormwater components with additional catch basins and the addition of a dedicated sand/salt storage building to reduce runoff. The other recent repair work to the SouthFork Suites also addresses previous stormwater shortfalls.

UWRF has met the 2013 stormwater standards (40% total suspended solids) since 2008 and continues to improve on these standards with each additional project.

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

http://wwwold.uwsa.edu//capbud/stormwater.php

Wastewater Management

Responsible Party

Michael Noreen
Conservation and Efficiency Coordinator
City of River Falls Municipal Utilities

Criteria

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

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

Submission Note:

The Wastewater Treatment Facility, located on the city's west side along the Kinnickinnic River, treats wastewater from the City of River Falls (including UWRF) and produces a product that can be used as a fertilizer for farming crops.

The River Falls Wastewater Treatment Facility is a 1,824,000 gallon per day (gpd) secondary treatment facility. The facility at this site was originally built in 1963. The aerobic sludge digestion ditch was placed in operation in 1969. The plant was upgraded to meet 30/30 effluent discharge limits in 1980. In 1996 River Falls joined with 10 other area communities to construct a regional sludge processing facility in Ellsworth, WI, because of Department of Natural Resources new standards limiting land spreading regulations to non-winter months. The West Central Biosolids Facility produces a high quality class A sludge that has less restrictions on it because of the quality of the end product. In 1999 new regulations required the reduction of phosphorous being released into the waters of Wisconsin. A biological phosphorous reduction unit was constructed and put on line in March of 2000.

Local wastewater is collected throughout the city by a collection system consisting of many miles of various size sewer mains and lift stations. The wastewater is transported to the treatment facility through the collection system and enters the plant through the primary treatment system.

Primary treatment consists of two-grinders/bar screen, four lift pump stations, magnetic flow meter, primary static screens, dewatering screw conveyor, and a compactor.

During the 2001 renovation of the primary system, it flows to the secondary treatment processes, which include two parallel oxidation ditches and two final clarifiers. These facilities were all constructed during the 1980 construction season. Phosphorous reduction is accomplished in the biological selectors constructed in 1999. Chlorination is accomplished in two baffled units. These units were modified from the original final clarifiers in 1980. Dechlorination was added in 1989 when the DNR regulations reduced the amount of chlorine residual that could be released into the Kinnickinnic River. Dechlorination is accomplished by injecting sulfur dioxide into the effluent stream after chlorination and before the outfall to the river. Disinfection is required through the summer months.

The solids, which settle on the bottom of the clarifiers, is either pumped back into the system or are wasted to the Dissolved Air Flotation Tank (DAFT), where it is thickened and discharged into the storage tank (old aerobic digester), where it is stored until it can be transported to the Biosolids Facility in Ellsworth for further processing and disposal. The DAFT unit was installed to reduce the number

of loads that need to be transported to the regional facility, thus reducing the transportation costs considerably.

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

Total wastewater discharged:

4,000,000 *Gallons*

Wastewater naturally handled:

1,022,000 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

UWRF's Mann Valley Farm uses greywater from the dairy operations to wash down the dairy parlor and breezeway. The bovine urine and feces and milk residue is stored in a concrete tank (600,000 gal capacity) that separates visual-sized solids and is transferred to a 'clean' tank which is 99.3% liquid by then. Between 2,800 to 3,000 gallons are produced per day, each day of the year. The water is then spread two times a year on the hay and corn fields as a source of benign nutrients for the plants. No chemicals and minimal energy is used to handle this wastewater.

The website URL where information about the institution's wastewater management practices is available:

http://www.rfmu.org/index.aspx?nid=612

Planning & Administration

Coordination, Planning & Governance

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

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Michael Stifter
Director
Facilities Mgmt.

Criteria

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

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

Submission Note:

Kelly Cain retired on July 1, 2014. Facilities Management staff have assisted in the oversight of the campus sustainability efforts in the transition along with members of SWG and the Faculty Fellows. A new full-time (1 FTE) Sustainability Coordinator is expected to be hired in early 2015 as well as a Faculty Fellows Coordinator (.25 FTE).

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

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

Yes

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

Sustainability Coordinator:
-Provides leadership support, expertise, and guidance in forming universities definitions, programs, policies relating to campus sustainability.
-Assists with encouraging and facilitating cross-discipline and cross- university awareness and collaboration on issues related to sustainable campus and community development.
-Researches data points and fields in support of university sustainability projects including renewable energy proposals, greenhouse gas reduction strategies, student sustainability projects, etc.
-Assists in management of all undergraduate research fellows and Office of Sustainability interns.

Does the institution have at least one sustainability committee?:

Yes

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

The Sustainability Working Group (SWG) is the primary shared-governance group for promoting and coordinating sustainability values, principles, and practices at UW-River Falls. The SWG addresses the planning, design, implementation, and assessment of sustainable campus community programs and policies as well as documentation, such as the Sustainability Tracking and Rating System (STARS®), the Climate Action Plan (CAPlan), and the Sustainable Campus Community Plan (SCCPlan).

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

2014-15 SWG Members:
Committee Chair, Staff, Matt Fitzgerald, Student Affairs
Student, Molly Breitmun
Student, Daniel Saunders
Faculty, Charles Rader, Geography, CAS
Faculty, Ruth Baker, Geography, CAS
Faculty, Veronica Justen, Faculty, Plant & Earth Science, CAFES
Faculty, Pamela Dixon, Management & Marketing, CBE
Faculty, Mary Wright, Teacher Ed., CEPS
Staff, Kathy Young, Diversity/Human Resources
Staff, Tim Thum, Facilities Management
Community, Mike Noreen, River Falls Municipal Utilities

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

https://www-auth.uwrf.edu/Sustainability/WorkGroup.cfm

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

Yes

A brief description of each sustainability office:

The Sustainability Office at UW-River Falls serves multiple functions. The office is synonymous with and located at the St. Croix Institute for Sustainable Community Development (SCISCD) and housed at the Regional Development Institute building. The Director of the SCISCD serves as Sustainability Coordinator for all campus sustainability initiatives and as Director for all "think and do tank" initiatives for outreach and consulting from local to global. This approach provided significant opportunity for faculty and students to be integrated into both campus and outreach projects for sake of independent studies, research, internships, service learning, and other scholarly pursuits that provide innovative services and solutions to both sets of clients. The office is staffed with 2.0 FTE, student Research Fellows, and work study assistance when appropriate.

See Notes below regarding a restructure of sustainability offices and support at UWRF moving forward.

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

2

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

http://www.uwrf.edu/Sustainability/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Dr. Kelly Cain - Director, Bethany Gapinski - Sustainability Coordinator

A brief description of each sustainability officer position:

Director of Sustainability (Dr. Kelly Cain): responsible for oversight of campus sustainability planning, initiatives, and outreach to local community. Director, St. Croix Institute for Sustainable Community Development (SCISCD). Dr. Kelly Cain is responsible for day-today operations and management of embedded 'think and do tank' for campus, community, regional, national, and international initiatives.

Bethany Gapinski, Campus Sustainability Coordinator (50% FTE supporting campus sustainability initiatives), and Senior Research Fellow (50% supporting SCISCD initiatives).

The Sustainability Coordinator position for 2014 was a 0.5 LTE position, with a pending budget request to make the position a 12 month FTE appointment for 2015. The Coordinator is the go-to person for all major sustainability planning and implementation initiatives such as the Climate Action Plan, the Sustainable Campus Community Plan, AASHE STARS data tracking, the ACUPCC and associated greenhouse gas inventories, and sustainable community outreach, planning, and coordination. The Coordinator for 2014 reports directly to the Director of the St. Croix Institute for Sustainable Community Development (SCISCD) and has significant support, autonomy, and budget to pursue campus and SCISCD objectives.

See Notes below for an update on the Sustainability Officer structure moving forward.

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

Sustainability Planning

Responsible Party

Jarod Blades
Professor
Plant and Earth Science

Criteria

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

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

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

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

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

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

Building off of the formally adopted Definition of Sustainability for the UWRF campus, Beyond Sustainability Learning Outcomes Project (B-SLOP), is the fundamental effort for establishing the academic foundation for student and stakeholder learning outcomes. The Sustainability Faculty Fellows is using this effort to bring consensus among themselves, as well as to pursue initiatives, consensus, and formal adoption among faculty campus wide in formalizing criteria for sustainability-based courses, curriculum, and degree programs (including General Education) at both the undergraduate and graduate level, and eventually outreach programming.

A multi-authored B-SLOP book proposal is now under development

In addition, the campus continues to pursue the Sustainability Across the Curriculum / Kinnickinnic Project Workshop, now in its fourth year, which is the entry point for faculty joining the Faculty Fellows group, which currently has 35 members.

Bringing the Sustainable Community Development Masters program back into formal existence is still considered to be viable and a priority. The UWRF Strategic Plan initiatives included this as a priority in the previous year for proposal to Faculty Senate and the UW System Board of Regents, but the faculty member responsible for such was not able to complete the proposal for a wide variety of reasons.

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

Measurable Objectives currently includes trending metrics for
- Goal of 10 new faculty in each annual Sustainability Across the Curriculum Workshop
- Sustainability Faculty Fellows membership numbers
- Undergraduate Research & Falcon Scholar projects w a sustainability-based focus
- New & redesigned sustainability-based courses

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

Faculty Fellows Chair (Dr. Mary Wright), and the Office of Sustainability (Mike Stifter-Facilities Management, with new Coordinator to be hired in early 2015)

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

Sustainable Faculty Fellows and Office of Sustainability collaborate to formalize relationship with the UWRF Office for Undergraduate Research, Scholarly, and Creative Activity (URSCA), as well as the Falcon Scholars program, in the pursuit of sustainability-focused research.

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

- Formal documentation articulating collaboration and achievement of sustainability-based projects as part of URSCA and Falcon Scholars.

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

Sustainability Faculty Fellows Chair (Dr. Mary Wright), Office of Sustainability (Mike Stifter-Facilities Management, with new Coordinator to be hired in early 2015), and URSCA Director (Dr. Lissa Schneider-Rebozo)

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

Campus engagement happens in a wide variety of formal and informal ways through both direct and indirect contact and media sources. Besides on-going staff and funding for the Office of Sustainability, the Sustainability Working Group (SWG) is the primary shared governance group and mechanism for directing this engagement. Most notably is the bi-weekly column on sustainability written this past year by Molly Breitmun (Undergraduate Research Fellow at SCISCD), for the UWRF Student Voice weekly newspaper.

Proposed for the coming year is a ¼ time release for the Chair of the Sustainability Faculty Fellows, and oversight of the on-going Kinni Project (Sustainability Across the Curriculum) annual workshop.

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

- On-going funding of the Office of Sustainability
- On-going bi-weekly sustainability column in the Student Voice newspaper
- New funding for 1/4 time release for Chair of Faculty Fellows

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

Office of Sustainability (Mike Stifter-Facilities Management, with new Coordinator to be hired in early 2015), and Sustainability Faculty Fellows (Dr. Mary Wright)

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

Consistent with the Sustainable Campus Community Plan (SCCPlan), there are a wide variety of initiatives. Most critical to subsequent years is:
- On-going partnership with SCISCD and St. Croix Valley Habitat for Humanity for completion of the Eco-Village and 18 families moved into LEED Platinum - Carbon Negative homes by the end of 2015;
- On-going partnership with SCISCD for advancement of the What We Need Is Here regional sustainability and the arts program moving into its eighth year;
- On-going partnership in the continuation of Sustainability & Environmental Education Committee (SEEC) strategic initiative at the River Falls School District
- On-going partnership and representation on the Powerful Choices Steering Committee, sponsored by the River Falls Municipal Utilities and WPPI Energy.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Quite simply, on-going status in each of the above.

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

Office of Sustainability (search underway)

A brief description of the plan(s) to advance sustainability in Air and Climate:

UWRF has the only known Carbon Negative Climate Action Plan of any ACUPCC signatory school and one of only three schools currently reporting at least Scope 1 & 2 annually from 1990 through current.

http://www.uwrf.edu/SCISCD/upload/CAP2012.pdf

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

- Annual GHG footprint completion using the Clean Air Cool Planet calculator;
- Annual reporting on carbon footprint reduction since benchmark of 2006 (currently at ~20% reduction);

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Sustainability (search underway), and Facilities Management & Administrative Services (Mike Stifter, Director)

A brief description of the plan(s) to advance sustainability in Buildings:

Facilities Management is committed to building retrofits that maximize energy and water efficiency whenever possible.
- preparing rooftops for solar PV and/or hot water whenever re-roofing projects take place;
- maximizing energy and water performance planning and design in the new Falcon Center - Health & Human Performance Building project;
- finishing graphics feed to public monitor for Regional Development Institute (RDI)-PV system completed in 2013;
Adding discreet water metering to individual buildings for better tracking (MacMillan Hall slated for Summer of 2014); and
- Prioritized list of energy and water efficiency projects as maintained by Facilities Management and operationalized through the Energy Project Committee which meets monthly.

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

Measurable objectives are identified and tracked through the prioritized list of energy and water efficiency projects as maintained by Facilities Management and operationalized through the Energy Project Committee which meets monthly.

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

Facilities Management (Brittany Thill, CAD Specialist)/Campus Planning (Dale Braun, Director)/

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Energy efficiency in kitchen and related dining service facilities. Moving to all LEDs in dining area. High efficiency food prep equipment.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Primarily, tracking of energy and water utility bills and annual GHG footprint accounting.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Services Director / Assistant Director of University Center (Nick Anders), and Facilities Management (Director, Mike Stifter)

A brief description of the plan(s) to advance sustainability in Energy:

UWRF has the only known Carbon Negative Climate Action Plan of any ACUPCC signatory school and one of only three schools currently reporting at least Scope 1 & 2 annually from 1990 through current.

http://www.uwrf.edu/SCISCD/upload/CAP2012.pdf

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

Measurable objectives are identified and tracked through the prioritized list of energy efficiency projects as maintained by Facilities Management and operationalized through the Energy Project Committee which meets monthly. As per above in Air & Climate, and in Buildings:
- Annual GHG footprint completion using the Clean Air Cool Planet calculator;
- Annual reporting on carbon footprint reduction since benchmark of 2006 (currently at ~20% reduction); and
- Energy efficiency savings reimbursement from UW System, last year totaling approximately $100,000.

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

Facilities Management (Facilities Engineers, Tim Thum and Alan Symicek)

A brief description of the plan(s) to advance sustainability in Grounds:

Sustainable Campus Community Plan

http://www.uwrf.edu/SCISCD/upload/SCCPFinal2012.pdf

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

Primarily:
- Reduction in synthetic chemical applications;
- Increase in storm water management effectiveness; and
- Utilization of native species vegetation whenever practical.

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

Grounds Maintenance (Joseph MacIntosh)

A brief description of the plan(s) to advance sustainability in Purchasing:

Sustainable Campus Community Plan

http://www.uwrf.edu/SCISCD/upload/SCCPFinal2012.pdf

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

Case by case 'green purchasing' of product and service whenever practical and achievable under state purchasing and contract guidelines. More emphasis is going to be put on purchasing and tracking green cleaning products. We need to still purchase off of mandatory state contract for paper, so the increase of post-consumer recycled paper content choice would have to come up from a State level. We will continue to work on developing a vendor code of conduct policy that sets expectations about social and environmental responsibility for our vendor database.

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

UWRF Purchasing (Gail Anderson), Facilities Management Purchasing (Roxanne Schneberger) and Office of Sustainability (search underway)

A brief description of the plan(s) to advance sustainability in Transportation:

Sustainable Campus Community Plan

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

On-going support and utilization of the car pooling / ride share board in the University Center, maintained by Student Life;
- On-going support, funding, and utilization of the Enterprise CarShare (formerly WeCar), program on campus, especially for International Student use;
- On-going support, funding, and participation in the We Bike River Falls campus and community organization for which we have received two annual grants from New Belgium Brewery; and
- On-going planning, design, and implementation of pedestrian and bicycle corridors and pathways as part of the new Campus Master Plan.

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

Office of Sustainability (search underway), and Facilities Management (Pam Rudesill)

A brief description of the plan(s) to advance sustainability in Waste:

Sustainable Campus Community Plan

http://www.uwrf.edu/SCISCD/upload/SCCPFinal2012.pdf

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

- On-going participation in annual Recyclemania contest
- On-going planning and design for campus waste recovery and recycling center for maximizing economic return on segregated waste streams.

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

Office of Sustainability (search underway), Facilities Management (Mike Stifter), and Waste & Recycling Coordinator (Mark Klapatch).

A brief description of the plan(s) to advance sustainability in Water:

Sustainable Campus Community Plan

http://www.uwrf.edu/SCISCD/upload/SCCPFinal2012.pdf

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

- On-going completion of segregated water metering for individual buildings as water supply interruption and academic schedules allow;
- On-going tracking of campus wide water use and utility bills as primary trend data; and
- On-going retrofit and new building installation of water efficiency technologies (e.g. campus wide program for water bottle fill stations).

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

Office of Sustainability (search underway), and Facilities Management (Mike Stifter)

A brief description of the plan(s) to advance Diversity and Affordability:

UWRF maintains a very strong campus climate initiative across the entire institution, as indicated across multiple website and formalized documents and practice.

http://www.uwrf.edu/EquityDiversityInclusion/

http://www.uwrf.edu/diversity/

Most specifically is the effort through admissions and focus on freshman level diversity support, success and affordability.

http://www.uwrf.edu/Admissions/Freshmen/multicultural.cfm

Most notably is initiation of the Pathway to Distinction Strategic Plan and fundraising initiative for minimizing student cost, and maximizing student scholarships. The $20 million campaign is now approaching $15 million in commitments.

https://www.uwrf.edu/PathwayToDistinction/

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

- Funding and re-hiring of the Chief Diversity Officer, and Multicultural Coordinator positions (recently vacated);
- Fulfillment of the $20 million campaign for scholarships and student support; and
- On-going breadth and depth of initiative from the newly formed Cabinet and administrative position of Associate Vice Chancellor for Enrollment & Student Success.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Associate Vice Chancellor for Enrollment & Student Success (Dr. Kristina Anderson), and Office of Sustainability (search underway)

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Work-Life Balance as a part of student, faculty, and staff health & well-being is a critical issue for any organization, especially those committed to walking-the-talk on sustainability. Our commitment to such is exercised in various ways, but especially through the following:
UWRF Heath & Safety -

http://www.uwrf.edu/HumanResources/Classified/Handbook/HealthSafety.cfm

Student Health & Counseling Services -http://www.uwrf.edu/StudentHealthandCounseling/index.cfm
UWRF Health & Wellness Management Degree Program -

https://www.uwrf.edu/Catalog/DegreeRequirements/HealthAndWellnessManagement.cfmcompanion

animals, stress reduction

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

- On-going utilization of companion animal / therapy dog presence in campus settings for student, faculty, and staff stress reduction;
- On-going enforcement of recently enacted 'tobacco free campus' policy, among other well-intended policies;
- On-going success in risk management and safety of all stakeholders on campus; and
- Health & Wellness Management Program utilization of the campus as a living-learning laboratory to the benefit of all.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Risk Management Office (Connie Smith), Student Health & Counseling Services (Alice Reilly-Myklebust), and Office of Sustainability (search underway)

A brief description of the plan(s) to advance sustainability in Investment:

The 'plan' is to continue on-going discussions with the UWRF Foundation Executive Director in regards to socially responsible investing and other sustainability-based investing contexts.

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

- UWRF Board of Directors formal decisions to address all criteria recommended under STARS Credits PA-13, 14, & 15

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

President of UWRF Foundation & Assistant Chancellor for University Advancement (Chris Mueller), and Office of Sustainability (search underway)

A brief description of the plan(s) to advance sustainability in other areas:

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

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

The institution's definition of sustainability:

UWRF 'Sustainability Definition'
"UWRF defines sustainability as our local and global responsibility to meet the needs of present and future generations, as demonstrated by an integrated set of ecologic, social, and economic values, principles, and practices that frame how we think, choose, and act in personal, professional, and community life."

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Pathway to Distinction designates Sustainability as a 'Foundational Element' to any strategic plan initiative.

https://www.uwrf.edu/PathwayToDistinction/PlanningProcess/TheProcessForProposingInitiatives.cfm

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

http://www.uwrf.edu/sustainability/

Governance

Responsible Party

Paul Shepherd
Director
Student Life

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

Submission Note:

Other Responsible Parties:
Dr. David Rainville (Faculty Senate Chair)
Kelly Browning (Academic Staff Council)
Greg Elliott (Classified Staff Advisory Council)

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

All students are eligible to run for positions on the Student Senate and/or apply for directorship positions. Students are also strongly encouraged to sit on a variety of university committees.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

All Student Senators and the President and Vice President are elected through a campus wide student election. Positions are defined by the constitution and are elected through a spring and fall election.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

-Do students have a formal role in decision-making in regard to establishing organizational mission, vision, and/or goals? :
Yes, they are primarily charged with this goal and establish the mission vision and goals.

-Do students have a formal role in decision-making in regard to establishing new policies, programs, or initiatives? :
Yes, Student Senate is often consulted by the Chancellor and other leaders on projects that affect the student interest. Student Senate is also encouraged to provide advice and counsel on university wide issues.

-Do students have a formal role in decision-making in regard to strategic and long-term planning? :
Yes, Student Senate was engaged in the strategic planning process we undertook at UWRF.

-Do students have a formal role in decision-making in regard to existing or prospective physical resources? :
Yes, Student Senate is involved in these discussions.

-Do students have a formal role in decision-making in regard to budgeting, staffing and financial planning? :
Yes, Student Senate has a formal role in budgeting for student organization expenses and review segregated fee budgets. Student Senate does not have a formal decision making role in staffing.

-Do students have a formal role in decision-making in regard to communications processes and transparency practices? :
Yes, Student Senate has ultimate authority in communication and transparency practices within their organization.

-Do students have a formal role in decision-making in regard to prioritization of programs and projects? :
Yes, Student Senate is consulted and is part of that process.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

http://www.uwrf.edu/AcademicStaffCouncil/index.cfm

Pursuant to UWS 9.01, these policies and procedures apply to all academic staff appointments on the University of Wisconsin-River Falls campus.
6.1.2 Definition
Academic staff were granted "faculty" status by action of the Faculty Senate and the Chancellor on July 29, 1975 and Sept. 16, 1975, respectively, in accordance with UWS 1.05link (UWRF Faculty Constitution,Article II, 19th Edition, Faculty and Academic Staff Handbook, Chapter III). Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff: UWS 3.01 (1) (d)link.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Membership:
A. Nine academic staff members elected through an at-large spring election
B. One ranked faculty member appointed by the Chancellor upon the recommendation of the Faculty Senate
Each of the ten Council members shall have voting rights, with the exception of the Chair, who shall vote only in the case of a tie.

To be eligible for election to the Academic Staff Council, individuals must be academic staff who hold at least a half-time appointment and have a contract for the next academic year.
6.2.1.4 Terms of Office
A. Terms for Academic Staff Council members shall be staggered so that a minimum of three members shall be elected each year to serve a three-year term.
B. The ranked faculty member shall serve a two-year term.
C. Terms shall begin in the summer term and end in the spring term.
6.2.1.5 General Elections
A. Only academic staff members are eligible to nominate and vote in these elections.
B. The Vice Chair of the Council shall oversee elections, unless he or she has less than one year remaining on his or her term If the Vice Chair is unable to conduct elections, another eligible Council member shall be appointed.
C. Elections shall take place by May 1 of each academic year.

D. The member in charge shall send a nomination ballot and a listing of all persons eligible to serve on the Council to all academic staff members. Instructional academic staff members who are eligible for election shall be listed by department in a column separate from the departmental listings of non-instructional academic staff.
E. Upon their consent, those persons receiving the most nominations shall have their names placed on an election ballot The number of names placed on the election ballot shall not be less than twice the number of the vacancies.
F. Election ballots, with space provided for write-in candidates, shall be sent to all academic staff eligible for election.
G. Upon their consent, those persons receiving the most votes shall fill all available vacancies.
H. In case of a tie, a run-off election shall be held by May 15 under the procedures outlined above.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Our Strategic Plan, which at some level every member of campus has the ability to be a part, addresses all of these questions.

http://www.uwrf.edu/PathwayToDistinction/index.cfm

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

All faculty and academic staff are potential candidates for positions within Faculty Senate, Instructional academic staff with contracts for the following academic year, when elections are conducted are eligible to run for Faculty Senate and to vote. All instructional academic staff, academic staff, and faculty are able to serve on Faculty Senate committees.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Faculty Senate is currently composed of 22 members elected by various divisions with the university. Each division is allotted representatives based on a model of one representative per thirty full time equivalent positions within that division. All of these are directly elected by that division. In addition, there are at-large positions at the junior and senior levels affording a broad representation of faculty and academic staff on Faculty Senate. In addition the Chancellor or his designee has a voting seat on Faculty Senate. Traditionally the Chancellors at UWRF have appointed the provost to serve in that position. Currently the total representation on Faculty senate is 22. The Faculty Senate is administered by the Executive Committee which is elected by the membership of the Senate. The chair of the Executive Committee presides over the Executive Committee and Faculty Senate.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

-Establishing organizational mission, vision, and/or goals:
Faculty Senate votes on these. Additionally they are formulated in Faculty Senate committees.

-Establishing new policies, programs, or initiatives:
All academic programs are formulated through governance. The faculty has the primary responsibility for the academic plan and all academic polices.

-Strategic and long-term planning:
Faculty Senate has representation on Strategic Plan Progress Committee, all initiatives recommended by the committee are approved by Faculty Senate.

-Existing or prospective physical resources:
The role of Senate on these is infrequent and only advisory.

Budgeting, staffing and financial planning:
N/A

Communications processes and transparency practices:
Town Hall meetings are held. The administration is responsible for communication externally. Occasionally it consults governance.

Prioritization of programs and projects:
Faculty Senate has approved a Program Prioritization Process for academic programs. There is no shared governance in prioritization of projects.

The website URL where information about the institution's governance structure is available:

http://www.uwrf.edu/FacultySenate/index.cfm

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Cyndi Kernahan
Affirmative Action Officer
Chancellor's Office

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

University Fellow for Diversity and Inclusivity
1. Workforce Diversity: Work with the university's AA/EEO officer to assess the status and trends of workforce diversity at UWRF, identify successes and challenges, and develop and implement ideas to make further progress.
2. Workforce Campus Climate and Leadership Development: Review key documents related to campus climate and related issues at UWRF and develop practical ideas that could be implemented to improve campus climate that would include, but not be limited to, professional development opportunities for campus leaders and the entire university workforce.
3. New Faculty and Staff Orientation: Develop a workplace diversity and inclusivity training module as part of the new faculty orientation program.

Diversity and Inclusivity Committee
a. Broadly, to facilitate the advancement of diverse campus populations.
b. to seek ways to encourage faculty and academic staff development focused on diversity issues
c. to assess reports and information on the campus climate as it relates to diversity issues and make appropriate recommendations for improvement to the Faculty Senate.
d. to establish and maintain communication links between the committee and relevant student organizations as well as the broader community (City of River Falls, School District of River Falls, etc.).
e. to seek ways to encourage infusion of diversity content into the University curriculum and courses.
f. to collaborate with Library Collections regarding the acquisition of materials as they relate to diversity and review the annual state-of-the-library report that is prepared for the Learning Resources Committee.

The full-time equivalent of people employed in the diversity and equity office:

0.50

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.uwrf.edu/Diversity/Committees.cfm

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Cultural Competence Trainings are provided for the campus community as part of the coordination of the Office of Equity, Diversity and Inclusion, the Faculty Senate Diversity and Inclusivity Committee, and the Office of Student Life.

Recent trainings have included:
-Power, Privilege and Oppression Experiential Training

The website URL where information about the cultural competence trainings is available:

http://www.uwrf.edu/StudentLife/Inclusivity/Awareness-Programming.cfm

Assessing Diversity and Equity

Responsible Party

Cyndi Kernahan
Affirmative Action Officer
Chancellor's Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

A Campus Climate Survey was conducted in an effort to provide an inclusive campus for all faculty, staff, students, and visitors.

http://www.uwrf.edu/EquityDiversityInclusion/CampusClimate.cfm

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

https://www.uwrf.edu/Research/upload/Web_NSSE11-Mean-and-Frequency-Reports-UW-River-Falls.pdf

http://www.uwrf.edu/Research/upload/Web_NSSE06-Benchmark-Comparisons-Report-UW-River-Falls.pdf

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

Our assessment was completed in 2010, and is therefore a year prior to the credit timeline specifications.

http://www.uwrf.edu/EquityDiversityInclusion/upload/UWRF_Executive-Summary.pdf

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

http://www.uwrf.edu/EquityDiversityInclusion/CampusClimate.cfm

Support for Underrepresented Groups

Responsible Party

Cyndi Kernahan
Affirmative Action Officer
Chancellor's Office

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

http://www.uwrf.edu/Housing/IncomingStudents/IncomingHousing.cfm

Campus map for family restroom designations (Printable Parking Lot Map-found in lower right hand side):

http://www.uwrf.edu/AboutUs/Maps/Index.cfm

https://www.uwrf.edu/StudentRightsAndResponsibilities/upload/BIT2011-12.pdf

The Student Life Office offers campus wide programming that is intended to:
-raise awareness about diverse social identity groups
-help students build their cultural competency
-assist students in developing a more comprehensive & synthesized view of their own identity
-assist students in becoming informed citizens about the social, structural and institutional barriers that affect various groups of people through social justice educational efforts

http://uwrf.orgsync.com/Student_Organizations_Home
(M-Multicultural)
- additional information about the diversity organizations

http://www.uwrf.edu/AcademicSuccess/

-McNair Scholars Program--TRIO
Student Support Services (SSS)--TRIO
Upward Bound Program - TRIO

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

McNair Scholars Program:

http://www.uwrf.edu/AcademicSuccess/McNairScholars/Index.cfm

Each year, twelve to fifteen new undergraduate McNair Scholars are selected for two years of intensive mentoring, specialized seminars, collaborative research, and a paid summer research internship, all of which prepare them for graduate school. McNair Scholars include promising students from groups traditionally underrepresented in doctoral programs and are selected through an application and interview process. Faculty referrals are encouraged.

Black Student Union:

http://uwrf.orgsync.com/org/blackstudentunionrf

BSU is committed to supporting the academic, social, and cultural needs of Black students on campus. We provide educational, political, and cultural programs to enrich the level of understanding about African, Caribbean and African American cultures. We promote an inclusive campus, community involvement, and provide cultural education for all UW - River Falls students. BSU collaborates with other student organizations in order to accomplish this goal. The Black Student Union promotes open and honest discussion on topics of race culture and ethnicity, as well as social interaction with diverse groups to decrease barriers of prejudice and stereotypes.

Student Support Services:

http://www.uwrf.edu/AcademicSuccess/SSS/Index.cfm

Student Support Services is a project designed to help students maximize their academic potential and achieve their academic and personal goals. Our program provides the encouragement, information, and positive support that make our offices a "home away from

home" for our students.

http://www.uwrf.edu/StudentLife/Inclusivity/Index.cfm

The website URL where more information about the support programs for underrepresented groups is available:

http://www.uwrf.edu/Diversity/

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Behavioral Intervention Team (BIT)
Mission:
To promote student success, including academic, personal and professional development. Identify students involved in disruptive or at-risk behavior and determine appropriate steps to protect the students and the community. Develop proactive approaches to trends that emerge in student behavior.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

https://www.uwrf.edu/StudentRightsAndResponsibilities/BehavioralInterventionTeam/Index.cfm

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Donna Robole
Director
Human Resources

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Submission Note:

http://www.uwrf.edu/Diversity/

Higher Education Recruitment Consortium (UW River Falls faculty recruitment notices are posted here)

http://www.hercjobs.org/upper_midwest

Central HERC website at

http://www.hercjobs.org/

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

During the last year, the Affirmative Action Advisory Committee has:

1. Continued to gathered and organized research on effective recruitment/retention of a more diverse faculty/staff.
2. Built a library of information available to Search and Screen Committees to use in recruitment. Designed to highlight proximity to more diverse communities.
a. Gathered sample materials from across the region.
b. Arranged through the Provost's office to have selected information, including specifically designed with diversity in mind, available through his office at all times. This information could also be taken to conferences when faculty/staff are actively recruiting.
c. Presented at all administrators/managers/chairs meeting on usefulness and availability of materials.
3. Arranged for automatic dissemination of newly designed recruitment materials designed with diversity in mind to faculty/staff granted university funding for conferences/meetings. Presented usefulness and availability information at all administrators/managers/chairs meeting.
4. Continued to audit UWRF website for diversity/inclusivity opportunities and made recommendations for improvement.
5. Beginning work on institutionalizing valuing of diversity/inclusivity via documents designed for use in retention and promotion.
UW River Falls is a member of the higher education recruitment consortium (HERC). All of UW River Falls faculty vacancy notices are posted on the HERC website. In recent months, HERC has:
· Interacted with over 1,000 future faculty of color at the Compact for Faculty Diversity's Institute on Teaching and Mentoring
· Established a relationship with the Ford Foundation Fellowship Program
· Shared HERC information with attendees at the Annual Biomedical Research Conference for Minority Students, the Society for the Advancement for Chicanos and Native Americans in Science Conference, and the National Conference on Race and Ethnicity
· Advertised in the Hispanic Association for Colleges and Universities conference booklet
· Co-sponsored two webinars with the Federal Office of Disability Employment Policy
· Created a national Diversity Taskforce that is focusing on HERC's relationship with HBCUs, HSIs, and Tribal Colleges, planning increased efforts and expenditures on diversity advertising and partnerships, and organizing additional diversity-related member webinars

UW River Falls is specifically a member of the upper Midwest HERC, and UMW HERC was responsible for organizing two national webinars on academic publishing in the sciences. Presented by Elsevier, one of the world's largest science and health information providers, the webinars attracted scientists who indicated the webinars were their first exposure to HERC. Over 137 graduate student and postdoc scientists participated in the webinars.

The website URL where more information about the faculty diversity program(s) is available :

https://www.uwrf.edu/Diversity/Offices.cfm

Affordability and Access

Responsible Party

Sarah Egerstrom
Director
New Student and Family Programs

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

Pathway to Distinction:
We commit to a community of mutual respect, professional behavior, academic freedom and appreciation of individual differences and rich cultural diversity.

https://www.uwrf.edu/PathwayToDistinction/MissionVisionCoreValues.cfm

https://www.uwrf.edu/PathwayToDistinction/Initiatives/Index.cfm

The graduation/success rate for low-income students comes from the UW-River Falls Accountability Report for 2012-13, Core Strategy #2: Stronger Work Force-Closing the Equity Gap

http://www.wisconsin.edu/opar/accountability/kpwf1213/instacct.htm

Additional contributors:
Kris Anderson
Barbara Stinson

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

UWRF is fortunate to have a very strong TRIO program. Included here is an overview of the services and programs, along with the website for more information. Several of the programs, most notably in the Student Support Services (SSS) offer scholarships or grants to provide better access for low-income students and others.

Campus Tutoring
Campus Tutoring provides tutoring using study groups for most classes. Help Rooms are available for math, chemistry, physics, agricultural, writing, and English Language Transition (ELT)
For more information, e-mail:

Tutoring@uwrf.edu

McNair Scholars Program--TRIO
McNair Scholars Program assists first generation, low income, or groups under-represented in doctoral studies to pursue a doctoral degree.
Director of McNair Scholars: Dr. Louis Porter II

Pre-Major Program
Pre-Major Advising provides advising to students who have not declared a major.
Pre-major Advisor: Daniel Rivera

Student Support Services (SSS)--TRIO
Student Support Services Scholars Program provides support to assist students that qualify under federal guidelines to transition to college and graduate in a timely fashion.
For More information, e-mail

SSS@uwrf.edu

Upward Bound Program - TRIO
Upward Bound (UB) is a federally funded college preparatory program that generates in our participants the skills and motivations necessary to complete a program of secondary education, and succeed in a program of post-secondary education.
Director of Upward Bound:

Bee.Vang@uwrf.edu

715-425-3256

http://www.uwrf.edu/AcademicSuccess/

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Please refer to our Financial Aid Website:

http://www.uwrf.edu/FinancialAid/

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Student Support Services (SSS) Program is a TRIO Program funded by the US Department of Education. It is designed to assist first generation, low-income, and/or students with disabilities in pursuit of a college degree. The program has significantly increased the retention rates for students that enter UWRF with high risk academic
factors, up to and through graduation.

A brief description of the institution's scholarships for low-income students:

The UW System administers the Lawton Undergraduate Minority Retention Grant Program. This program began in the 1986-87 academic year, and provides need-based assistance to African American, Hispanic/Latino, American Indiana, and statutorily defined Southeast Asian American students who are U.S. Citizens or permanent residents. Eligible students may be sophomores, juniors, or seniors who are Wisconsin residents or
Minnesota Reciprocity students.

A brief description of any programs to guide parents of low-income students through the higher education experience:

University of Wisconsin River Falls Department of New Student and Family Programs is committed to providing new students and their families with the information, resources, and support that is needed during the transition to and through the college experience.

Specifically, New Student and Family Programs partners with many programs including the abovementioned Student Support Services (SSS) to provide guidance to low-income and/or first generation families to onboard and navigate through the higher education experience.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

University of Wisconsin River Falls is dedicated to providing equity and access to higher education. We have resources and personnel in our Office of Admissions dedicated to Multicultural Outreach. More information may be found at:

http://www.uwrf.edu/Admissions/Freshmen/multicultural.cfm

In addition, University of Wisconsin River Falls has a thriving Upward Bound Program. More information can be found at:

http://www.uwrf.edu/AcademicSuccess/Upward-Bound.cfm

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Please refer to our Admissions Page link:

http://www.uwrf.edu/Admissions/

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Please refer to our Financial Aid Page link:

http://www.uwrf.edu/FinancialAid/

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The McNair Scholars Program is a Post baccalaureate Achievement program designed to prepare first-generation, low-income or traditionally underrepresented undergraduate students to become scholars with PhDs. The program is open to University of Wisconsin River Falls students who have completed their sophomore year with a GPA of 3.0 or higher and who are academically motivated and committed to pursuing a PhD. More information may be found at the following link:

http://www.uwrf.edu/McNairScholars/

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

---There are many scholarships for enrolled students, both full-time and part-time, traditional and nontraditional. More information here:

http://www.uwrf.edu/FinancialAid/TypesOfAid/UWRFScholarships.cfm

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

C.H.I.L.D. Center:

It is the intention of The CHILD Center to provide quality care to the children of students, faculty/staff and to the community at a reasonable cost. The center also serves as a fieldwork site for programs including but not limited to Early Childhood, Elementary Education, Communicative Disorders, Social Work, Counseling and School Psychology. We believe that children learn through active interaction with their environment, peers and nurturing caregivers, recognizing the individual needs and nature of each child.

http://www.uwrf.edu/ChildCare/

A brief description of other policies and programs to support non-traditional students:

http://www.uwrf.edu/CBE/AdultDegreeCompletion/Index.cfm

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	29
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	50
The percentage of students graduating with no interest-bearing student loan debt	24

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:

37

The website URL where information about the institution's affordability and access programs is available:

http://www.uwrf.edu/FinancialAid/Index.cfm

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Kathy Young
Human Resources Assistant
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

Review this section next year if the new University Personnel System (UPS) roll-out occurs as expected on July 1, 2015. HR staff will be a good source of info.

http://OSER.state.wi.us

Employees of contractors:
Sodexo (Food Service) – 126 employees (of these 39 are UWRF students)
Follett (Bookstore) – 5 employees (of these 4 are UWRF students)
First National Bank – 5 employees (of these 0 are UWRF students)

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

Number of employees:

887

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

0

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

136

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

None currently.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

7.25 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.uwsa.edu/ohrwd/hr/titlessalary/

Assessing Employee Satisfaction

Responsible Party

Kathy Young
Human Resources Assistant
Human Resources

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.

Submission Note:

In 2009, a Quality of Life Survey was conducted, leading to a Report on Faculty and Staff Job Engagement at UW-River Falls. A hard copy of the report is available at Chalmer Davee Library, UWRF.

An employee satisfaction and engagement evaluation has not been conducted during the three years prior to the anticipated date of submission.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

2,009

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Kathy Young
Human Resources Assistant
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

Submission Note:

Additional responsible party: Jennifer Elsesser, Student Health and Counseling Services.

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution’s wellness and/or employee assistance program(s):

Student Health and Counseling Services' programs are aimed at students but they are open to faculty and staff as well. The "Employee Assistance Program" (EAP) is a counseling and referral service for employees and their families. A brochure is included in the new employee packet. EAP provides information and referral- counseling staff meet with employees once and provide recommendations for services in the community based on their insurance.

Free Wellness Events & Programs For Students, Faculty, and Staff
2013

-Pet Therapy -Relieve stress with the therapy dogs the first Friday of every month
-WellCheck -Assess your individual wellness by visiting interactive booths devoted to relationships, career, environment, involvement, stress management, fitness, nutrition, and much more. Free online wellness program, join as an individual or team.

www.uwrf.edu/studenthealthandcounseling/wellnessevents

Games, prizes, food, and massages

Free Weekly Wellness Events For Students, Faculty, and Staff

Advanced Tai Chi
Mixed Level Yoga
Flow Yoga
Yoga Nidra
Lunchtime Yoga
Beginner Tai Chi

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

http://www.uwrf.edu/StudentHealthAndCounseling/Wellness/Index.cfm

Workplace Health and Safety

Responsible Party

Connie Smith
Risk Manager
VCAF

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

Submission Note:

Additional responsible party: Molly Matzek (Classified Staff Payroll)

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	14	8
Full-time equivalent of employees	670	650

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the workplace health and safety baseline was adopted:

The 2012 baseline was adopted because the Office of Safety and Loss Prevention in Madison only keeps records for 5 years. We had hoped to use 2005, to be consistent with the majority of our report's baselines, but we no longer have access to the 2005 OSHA log.

A brief description of the institution’s workplace health and safety initiatives:

The mission of the Risk Management Department is to plan, develop, coordinate and maintain the UW-River Falls safety and risk programs. The purpose of these programs is to provide a safe and healthy work environment for university employees and reduce the number, severity and costs of workplace injuries and other types of losses. This mission is being accomplished by the following activities:

Developing proactive loss prevention and control programs and techniques that will eliminate or reduce the risk of a workplace injury or illness.
Developing, coordinating and sponsoring responsive health and safety training programs for employees, supervisors and managers.
Providing resources and technical assistance to enable UWRF to comply with applicable Department of Commerce/OSHA health and safety regulations and the Governor's Executive Order #194.
Developing positive relationships.
Coordinating loss prevention surveys and hazard assessments.
Identifying the risk factors that contribute to losses and the strategies and resources needed to eliminate or control these risk factors.
Monitoring and evaluating the effectiveness of safety and risk programs and activities to insure that those program goals are achieved.

Goals – 2015

1.) Perform 12 safety walkthroughs of main campus buildings and at least 6 walkthroughs of residence halls during 2015. Draft action plans for addressing safety concerns. (The results of this effort will be reported to the Chancellor's cabinet as a component of the Division of Business and Finance dashboard.)
2.) Participate in at least one safety walk sponsored by Student Senate.
3.) Identify at least one safety process or program on campus that needs improvement and research a "Best Practice" model. Implement the Best Practice model at UWRF.
4.) Leverage aspects of health and safety to justify at least 4 campus projects during 2015.
5.) Develop an injury reduction campaign for the campus that will focus on injury types that have the largest personal and financial impact.
6.) Develop and present active shooter response education for the campus.
7.) Focus on improving machine guarding and training in identified departments with woodworking equipment.

The website URL where information about the institution’s workplace health and safety initiatives is available:

http://www.uwrf.edu/RiskManagement/Index.cfm

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Chris Mueller
Investment
University Advancement

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

Submission Note:

This committee is still in the planning stages. While there are the best intentions to form, it is not formally established and active as required by the criteria.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Responsible Party

Chris Mueller
Investment
University Advancement

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses *selected for* exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

---

Submission Note:

This is a hard one to get our arms around as “sustainable investment” has so many different definitions. Nevertheless, under Option 1, we can claim $700,000 of the $14,000,000 portfolio in sustainable investments. If there were a better definition, it could be more.

“Active investor engagement” is challenging for us given our diverse alumni and donor population.

-Chris Mueller

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

Total value of the investment pool:

14,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	700,000 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Since the definition of Sustainable Industry is open ended, Chris Mueller directed the advisors to define as members of the Dow Jones Sustainability Index.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Chris Mueller
Investment
University Advancement

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.

Submission Note:

Outside of the large buckets listed in our audit, we do not currently have our investment portfolio open for public disclosure.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Blake Fry
Special Assistant to the Chancellor
Chancellor's Office

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

St. Croix Crossing Growth Management Advisory Team

A brief description of the innovative policy, practice, program, or outcome :

Construction is underway on a new bridge over the St. Croix River, a nationally protected waterway, linking Oak Park Heights, MN with the Town of St. Jospeh, WI. UW-River Falls is a member of the St. Croix Crossing Growth Management Advisory Team (GMAT). The purpose of the GMAT is to mitigate the environmental impact of the population and economic growth that will likely result from the new bridge.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

UW-River Falls and St. Croix County, WI co-sponsored and commissioned a study of the projected population and economic growth that will result from the new bridge. This study has been completed and the results have been shared with the GMAT and governmental bodies and communities that will be most greatly impacted by the growth. The last study conducted was over ten years old, so new data was essential.

For the next three years, UW-River Falls is providing funding to increase participation in the annual Protecting the St. Croix Conference. The funding is used to pay the registration fees for individuals, such as civic and elected leaders, that have traditionally not attended the conference.

The UW-River Falls Center for Innovation and Business Development is pursuing additional funding to assist communities along the path of the new bridge with planning and zoning. Many of these rural communities have not undertaken planning that will ensure economic growth proceeds in a planned manner, therefore reducing the environmental impact of new commercial and industrial enterprises.

A letter of affirmation from an individual with relevant expertise:

95900-uw-riverfalls-growth-agr-MNDOT_DOCS-#1230696-v1-NON_ENCUMBERED_EXECUTED_

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Innovation 2

Responsible Party

Blake Fry
Special Assistant to the Chancellor
Chancellor's Office

Criteria

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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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Title or keywords related to the innovative policy, practice, program, or outcome:

Reuse of Municipal Power Plant for Center for Innovation and Business Development

A brief description of the innovative policy, practice, program, or outcome:

In March 2014, UW-River Falls opened the Center for Innovation and Business Development (CIBD). The CIBD is dedicated to supporting economic growth and development in the greater St. Croix Valley through offering assistance and resources to businesses in the region. Given this purpose, UW-River Falls wanted to locate the CIBD and the already existing Small Business Development Center (SBDC) in a prominent and easily accessible location.

Recognizing the value the CIBD will have for the community, the City of River Falls offered UW-River Falls rent and utility free use of unused office space in the decommissioned municipal power plant. The City of River Falls and UW-River Falls worked together on the renovation of the office space and a ribbon cutting was held for the space in March.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The CIBD has already provided numerous benefits to the community and region including:

The pairing of MBA and undergraduate business students with local businesses for work on special projects that the businesses would otherwise be unable to complete.

The CIBD leading work local efforts in River Falls and Amery. The purpose of these efforts is to educate residents on the exciting career opportunities in their communities, therefore reducing the number of qualified professionals making the commute to Minneapolis/St. Paul

Working with communities on the planning and zoning needed to accommodate expected population and economic growth in an environmentally responsible manner.

A letter of affirmation from an individual with relevant expertise:

City of River Falls- MOA.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 3

Responsible Party

Steve Reed
Director
Division of Technology Services

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Data Center Energy Conservation

A brief description of the innovative policy, practice, program, or outcome:

In 2008, UWRF began the design process to build a new Data Center that would consolidate 6 server locations scattered around campus into one central location in the Davee Library. Two primary justifications for building the new Data Center were:

1) To improve cooling efficiency for electronic equipment
2) Provide full back-up, on-site generator power for all server equipment

Design solutions that were considered for the new Data Center included the traditional raised floor architecture for distribution of cooling air with Computer Room A/C (CRAC) Units and a new concept using hot aisle containment and in-row cooling. The hot aisle/in-row cooling was favored by UWRF Division of Technology Services and Facilities Management Staff as a more efficient way of providing cooling.

This cooling solution was previously untried in any State of Wisconsin Facility, and was rejected by the Wisconsin Division of Facilities Development (DFD) staff, who ultimately have control on all new construction projects for Wisconsin State Operated Facilities.

Finally, through persistence and with the help of the project Engineering Team, UWRF was able to convince DFD staff that the hot aisle/in-row cooling solution would be both more energy efficient and have a lower first cost. Final plans were completed and the Data Center was built.

Since this project was completed and has shown to be successful at UWRF it can be used as an example for other Data Center upgrades across the state.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Energy consumption for, the Data Center, including cooling, for 2014 was 510,000 kWh. This is compared to approximately 800,000 kWh per year for the previous combined data centers.

A letter of affirmation from an individual with relevant expertise:

STARS Letter_1.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No

Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 4

Responsible Party

Timothy Thum
Senior Engineer
Facilities Mgmt.

Criteria

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Submission Note:

Information provided by Dr. Jamie Schneider, Chemistry Faculty member and Mr. Tim Thum, Facilities Engineer

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Hagestad Active Learning Classroom

A brief description of the innovative policy, practice, program, or outcome:

In 2013 construction began in Hagestad Hall room 23, to remodel approximately 6,000 square feet of space into an Active Learning Classroom. The space had been vacant since 2007 when it was last used as a convenience food/banquet facility.

The remodeling included demolition of food service counter spaces, raised floor seating areas and dance floor areas. Approximately 3,500 square feet of concrete floor slab area was removed and re-poured to create paths for data communications wiring below a new accessible floor that allows student tables to be interconnected with the teaching stations.

Other remodel work included new electrical wiring, new lights, modifications to the heating and ventilation systems and all new surface finishes.

The Active Learning Classroom consist of twelve tables with nine students at each table. Each table has a video display board. Information can be shared between tables or between tables and the two teaching stations.

Cost for remodeling of the 6,000 square feet space, including technology equipment was $900,000.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Positive Measurable Outcomes:
-Transformation of three introductory physics courses (Conceptual Physics, Algebra Based Physics I & II, and Calculus Based Physics I & II) to include research supported best practices of guided inquiry and studio format (lab lecture combined experiences).
-Transformation of medium to large sized faculty development workshops to include group discourse and group presentations
-Statistically significant student attitude shifts in their perceptions of the classroom environment affecting their learning, engagement, and metacognition (understanding and awareness of one's learning) measured using an Active Learning Classroom Environment Survey developed by researchers at the University of Minnesota to study their ALCs.
-In this study, the instructor taught the same course over two different terms using the same team based guided inquiry practices in both a tiered lecture classroom and in the ALC.
-Students reports greater levels of engagement; enrichment; room flexibility; confidence in teamwork, analysis, and presentation skills; and student learning outcomes in the development of professional skills, higher order thinking skills, and content knowledge development and connections in the ALC compared to the tiered lecture hall environment.
-increased collegial relationships between campus planning, facilities, IT and faculty as a result of this project
-additional active learning centers and classrooms on campus based on lessons learned from the original ALC
-UC now has several active learning tables with monitors and computer connections in the Involvement center for student study and group discussion
-Wyman Hall has several active learning tables with monitors and computer connection in their computer lab for TED class breakout sessions and student study and discussion.
-South Hall as well as the new Falcon Center are building a new active learning classroom, using this as a model
-We are designing a new active learning lab for chemistry, construction scheduled for Summer 2016

A letter of affirmation from an individual with relevant expertise:

Support for ALC Innovation 2015.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	Yes
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---

Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

https://www.youtube.com/watch?v=_Df9c7-aMMI