2012 Sustainable Campus~Community Plan

University of Wisconsin – River Falls

Prepared by the St. Croix Institute for Sustainable Community Development

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Acknowledgements

The UWRF 2012 Sustainable Campus~Community Plan is produced by the
St. Croix Institute for Sustainable Community Development (SCISCD) in close
collaboration with Chancellor Dean Van Galen, Sustainability Working Group (SWG)
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been co-authored by Kelly Cain and Ian Johnson, but is the work of the many people
noted below. STARS® data was compiled by Ian Johnson between June-December 2011.
Special thanks is extended to Dr. Brian Copp (retired) who was unrelenting in
contribution to the initial authoring of the curriculum portion of this report.

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Cover photo of students planting campus rain garden by Jens Gunelson, UWRF Photo Services

Portions of text in the category and sub-category descriptions of this document are used with
permission from the [AASHE STARS® 1.1 Technical Manual](#).

Executive Summary

The University of Wisconsin – River Falls 2012 Sustainable Campus~Community Plan (SCCPlan) benchmarks our campus' progress across the breadth and depth of sustainability-based values, principles, and practices.

More importantly, it recommends specific strategies for a holistic system approach to campus strategic planning and successful integration of educational, operational, and financial outcomes.

The SCCPlan intentionally blends the distinction between the campus and the greater community, as neither exists independently of the other. Furthermore, by their very definition, sustainability issues and opportunities inherently cross institutional, community, and regional boundaries.

Together, the campus and the community represent the premier trans-disciplinary, 'living-learning laboratory' through which student learning outcomes are observed, experienced, tested, and refined.

The SCCPlan utilizes the *Sustainability Tracking, Assessment, and Rating System* (STARS®) outline and assessment methods developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) to address the integration of sustainability values, principles, and practices at UWRF and when paired with the Climate Action Plan, addresses the broad elements of sustainability as set forth in this nationally recognized metric system.

The SCCPlan includes these notable elements:

- Breaks organizational operations into easily visualized categories and outlines broad sustainability efforts in each (Education & Research; Operations; Planning, Administration, & Engagement; and Innovation);
- Highlights *Best Management Practices*: practices or principles where UWRF is meeting certain criteria for sustainability performance;
- Outlines *Priority Actions*: practices or principles that UWRF can implement to become more sustainable and thereby more applicable to a broader base of students, staff, faculty, and external stakeholders;
- Establishes budget estimates to accomplish *Priority Actions*; and
- Commits to annual updates of the STARS® report and the SCCPlan as a working document.

The core objectives of the 2012 UWRF SCCPlan are the following:

- To provide a Sustainable Campus~Community Plan that catalyzes use of sustainability as an integral part of UWRF strategic planning, *Pathways to Distinction*;

- To create, publish, and promote a premier sustainability model that informs and is holistically integrated with the campus master plan, strategic initiatives, and especially academic programming;
- To identify *Priority Actions* where UWRF currently falls short on sustainability practices and principles and estimate a budget for implementation; and
- To inform the administration, faculty, staff, students, and stakeholders from local to global of the UWRF SCCPlan and to seek support for implementation strategies, recommended projects, and financing.

This plan and its recommended initiatives, actions, and budget recommendations are simply that: recommendations. This shared governance working plan in no way (implied or explicit), dictates any actions or prescribes administrative or executive decisions due to unpredictability of:

- State policy, mandates, budget support and decisional flexibility;
- Federal and other external funding sources;
- Availability of state-of-the-art technologies at an affordable price;
- Price or valuation of carbon and other commodity resources in the financial markets;
- UWRF Foundation performance and support;
- Student tuition and fee support; and
- Necessary flexibility to address challenges and to seize opportunities.

 To this end, the UWRF SCCPlan is fundamentally organized around the STARS® organizational outline. UWRF's 2011 benchmark performance across sustainability indicators in the STARS® outline is as follows:

Education & Research   **44.91%**

Co-Curricular Education	9.38/18.00
Curriculum	25.60/55.00
Research	9.93/27.00

Operations   **41.06%**

Buildings	4.63/9.00
Climate	6.76/16.50
Dining Services	3.35/8.50
Energy	3.43/16.50
Grounds	3.00/3.25
Purchasing	3.85/7.50
Transportation	4.12/12.00
Waste	3.93/11.50
Water	5.94/10.25

<u>Planning, Administration, & Engagement</u>   **<u>52.72%</u>**

      Coordination & Planning   13.00/18.00
      Diversity and Affordability   9.50/13.75
      Human Resources   14.75/19.75
      Investment   0.00/16.75
      Public Engagement   15.47/31.75

<u>Innovation</u>   **<u>1.00/4.00</u>**

      St. Croix Institute for Sustainable Community Development   1.00

<u>STARS® Score</u>   **<u>47.23</u>**

<u>STARS® Rating</u>   **<u>Silver</u>**

The UWRF SCCPlan provides the roadmap for slow and incremental progress, or rapid transformation to not only a Gold or Platinum STARS® rating, but to the reputation as a true national leader for innovative entrepreneurship in sustainable campus and community performance.

The choice is ours.

Introduction

The University of Wisconsin – River Falls is committed to a "walk-the-talk" model for driving sustainability-based values, principles, policies, and practices across the campus, community, region, and beyond. From a triple bottom line (environmental, social, and economic) performance perspective, if we are not part of the solution, then we are part of the problem. Our credibility stems from setting the example.

If we do not aspire to leadership, then we aspire to mediocrity and become increasingly irrelevant as a source of innovation in education, research, and outreach. It is our ethical responsibility, if not obligation, to thoughtfully apply the best available science, design, and management practices to the benefit of personal, professional, and community life on a local to global scale, but especially to the taxpayers of Wisconsin.

As tangible evidence to our commitment, Chancellor Van Galen expressed in his formal charge of December 15, 2009 (see Appendix A), that the Sustainability Working Group is to produce a Climate Action Plan and the Sustainable Campus~Community Plan, with his unequivocal support for these initiatives.

This UWRF Sustainable Campus~Community Plan (SCCPlan) is a core document that can dramatically influence the future of the campus, community, and region. It will inform and guide in the performance and effectiveness of our strategic plan (*Pathways to Distinction*), Climate Action Plan (CAPlan), Campus Master Plan, our commitment as a signatory to the American College and University Presidents' Climate Commitment (ACUPCC), and our commitment to the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment, and Rating System (STARS®).

Most importantly, it informs and guides sustainability-based commitment to our students, staff, faculty, and community, especially in terms of educational outcomes.

This plan provides recommendations for a sustainability-based curricula, research, and pedagogical initiatives that immerses our students (as well as faculty and staff), in a place-based experiential environment; in essence a living-learning laboratory in which we all live out the effects of our collective decisions. It is a model by which the values, principles, and practices of carbon-negative sustainable community development become manifest in the spirit-of-intent of our official 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."

As sustainability becomes a more visible and intentional outcome for institutions of higher education, cities, towns, municipalities, and individuals worldwide, the need arises for sustainability plans to guide this otherwise abstract idea. This plan, in conjunction with the UWRF CAPlan, represents our current best thinking in how to take the first step from strategic planning to strategic doing. We invite the campus and the community to join in this effort that is clearly one of the most important initiatives in the history of this institution.

The UWRF SCCPlan provides the roadmap for slow and incremental progress, or rapid transformation to not only a Gold or Platinum STARS® rating, but to the reputation as a true national leader for innovative entrepreneurship in sustainable campus and community performance. The choice is ours.

STARS® Framework

The UWRF SCCPlan is fundamentally organized around the STARS® model. The core narrative and body of content under each performance category is targeted specifically at the STARS® metric system.

Sidebar narratives represent the constructive critiques, performance contexts not currently attached to STARS® credits, and historic reference points of UWRF sustainability-based initiatives that have helped to shape this document and should be taken into account in future decisions.

UWRF's 2011 benchmark performance across sustainability indicators in the STARS® outline is as follows:

Education & Research   44.91%

Co-Curricular Education	9.38/18.00
Curriculum	25.60/55.00
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Investment	0.00/16.75
Public Engagement	15.47/31.75

Innovation (Campus bonus credits – up to 4)   1.00

St. Croix Institute for Sustainable Community Development	1.00

STARS® Score   47.23

STARS® Rating   Silver

Education & Research

Co-Curricular Education

Co-curricular education provides 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. Co-curricular sustainability offerings sponsored by UWRF help integrate sustainability into the campus culture and set a positive tone.

Best Management Practices

- The Office of Student Life, in collaboration with Falcon Programs, designs, supports, and implements many of the large-scale campus-wide events enjoyed by students. These events are designed to appeal to the broadest population of our students possible. While many of these events may be deemed purely entertainment by the casual observer, these events produced for our campus community have a much larger aim than entertainment. Many of the events produced by the Office of Student Life and Falcon Programs have included sustainability as a central theme. A number of the concerts presented on campus include service opportunities with a sustainability focus.
- Despite a lack of central coordination, UWRF students responding to the 2008 National Survey of Student Engagement report engaging in volunteer and internship experiences at a level equal to or at times slightly greater than their UW-System peers (UWRF students do lag behind their peers when it comes to service learning experiences). This suggests that the desire to participate in these types of experiences is present, but the intentionality in outcomes is lacking.
- Eco-Reps in residence halls are designated and formally trained students that coordinate and oversee sustainability activities such as recycling efforts. These reps offer peer-to-peer sustainability outreach and education to residence hall students. All students living in residence halls have the opportunity to be served by the Eco-Reps program, which is overseen by Residence Life. (ER-1)
- UWRF produces limited outreach materials that foster sustainability learning and knowledge:
  - The St. Croix Institute for Sustainable Community Development's website currently serves as the central sustainability website that consolidates information about the institution's sustainability efforts, including SCISCD Fellows and their research, and publishes research posters that are presented at the Undergraduate Research, Scholarly, and Creative Activity Day pertaining to sustainability.

- o Various building signage highlights green building features, including the sustainability kiosk in the University Center, posters regarding waterless urinals, rainwater collection, and green cleaning product usage. (ER-4)
- The Earth Conscious Organization (a.k.a. ECO-Club) is a student group focused on sustainability at UWRF. Their activities include awareness campaigns during Earth Week, move-in/move-out day recycling programs, an annual bike tune-up, and various campus awareness display projects. They are an autonomous student group, but receive faculty advisement from Laine Vignona (ER-T2-1)
- The University hosts a vast array of sustainability related events aimed at faculty, staff, and students. Examples include the 2010 UMACS Conference, Campus Sustainability Day, Focus the Nation, Synergy Conference, Earth Partnership Luncheon, Earth Day Events, etc. (ER-T2-6)
- 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. (ER-T2-7)
- 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. Kinni Outdoor Adventures provides 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, and skiing outings to a 10 day backpacking excursion to Isle Royale National Park. Additionally, 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. (ER-T2-7)
- The St. Croix Institute for Sustainable Community Development (SCISCD) at UWRF is attempting to house and track all information regarding sustainability efforts and progress on its website and through this document.

Priority Actions

- Reinstate the Annual Residence Hall Energy Conservation Contest. In 2011, the UWRF Residence Life Office suspended the Annual Residence Hall Energy Conservation Contest to facilitate revamping of the contest to yield more measurable and meaningful results. Discussions are underway with UWRF Facilities Management to revamp the contest. For the previous four years, UWRF held the Annual Residence Hall Energy Conservation Contest to reduce electrical, thermal, and water usage in the residence halls. Winning halls in each of the categories were announced during Earth Week and cash prizes were awarded. (ER-2)
  Budget: No additional expenditures are anticipated to reinstate the program. Cash prizes would add an additional expenditure equal to the prize amount.
- Re-integrate sustainability principles prominently into new student orientation activities and programming. (ER-3)
  Budget: No additional expenditures are anticipated to reinstate the program.
- Increase outreach materials that foster sustainability learning and knowledge. Likely possibilities include:
  - A sustainability newsletter;
  - Food service area signage and/or brochures that include information about sustainable food systems;
  - Signage on the grounds about sustainable grounds-keeping strategies employed;
  - A sustainability walking map/tour;
  - An in-place bicycle plan;
  - Guide for green living and incorporating sustainability into the residential experience;
  - A dedicated sustainability column in the Student Voice;
  - Other sustainability publications: journals, etc. (ER-4)
  Budget: Additional expenditures for projects may vary from $100 or less for individual signs/placement to $10,000 or more for development of a peer-reviewed journal.
- Develop an organic garden where students are able to engage in organic farming and/or gardening experience. (ER-T2-2)
  Budget: Development of an organic garden and integration into curriculum/foodservice is likely to cost between $5,000 and $15,000.
- Develop an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles. (ER-T2-3)
  Budget: Designing and furnishing a model room is likely to cost between $1,000 and $5,000.
- Re-integrate sustainability into intentional learning communities. Sustainability was an intentional outcome of iRock, an intentional learning

community for first-year residential students. In 2011-12, the learning community was retitled to uMatter and the term sustainability has been dropped from the intentional outcome of the community. Re-integration would also incorporate sustainability into the first-year experience (FYE). (ER-T2-4; ER-T2-8)
Budget: No additional expenditures are anticipated to reinstate the program.

- Develop a student run enterprise (or adapt an existing one – i.e., Falcon Foods) through which students gain sustainable business skills. Include sustainability as part of the business statement or purpose. (ER-T2-5)
Budget: No additional expenditures are anticipated to include sustainability as part of Falcon Foods business statement.

- Continue to broaden the intentional collaboration between the Office of Student Life and student groups to encourage collaborative and connected programming.
Budget: No specific expenditures have been identified to broaden collaboration.

- Pursue Carnegie Community Engagement Elective Classification to bring intentionality to internship and service learning experiences across departments campus-wide (Current efforts are underway to achieve the classification by 2012).
Budget: No additional expenditures are anticipated to continue pursuance of the classification.

- Reward and recognize community engagement activities that support the university's strategic plan.
Budget: No additional expenditures are anticipated to recognize student, faculty, and staff community engagement activities.

- Coordinate ongoing peer-to-peer sustainability outreach and education programs to reach the broadest base of students possible beyond first-year residence hall students. (ER-1)
Budget: Additional expenditures may range from $0 for the formation of additional clubs to $1,000 or more for designation of outreach fellows, financial support to clubs/programs, etc.

Curriculum

Curriculum refers to formal education programs and courses that address sustainability. The primary function of UWRF as an institution of higher education is to educate students. By training and educating future leaders, scholars, workers, and professionals, UWRF is uniquely positioned to prepare students to understand and address sustainability challenges. Offering courses covering sustainability issues helps equip students to lead society to a sustainable future. In 2008-09, UWRF conducted a faculty survey that identified sustainability-focused and -related courses. These mutually exclusive categories begin to outline the infusion of sustainability in the classroom amongst the formal learning opportunities that exist at UWRF.

Best Management Practices

- UWRF currently has an established definition of sustainability from the Faculty Survey that was conducted in 2008-09. The definition was accepted by Faculty Senate on 12/14/11 and signed by Chancellor Van Galen on 12/23/11 as a placeholder until the shared governance committees on campus can review and edit for broadest applicability. *UWRF Definition of Sustainability: "We define sustainability as that which 'meets the needs of the present without compromising the ability of future generations to meet their own needs' (the United Nation's Brundtland Commission, 1987). We believe sustainability is more than recycling, alternative energies, or dimming the lights. In recognition of our responsibility to future generations, at UWRF sustainability is demonstrated by our belief that society must adopt a fundamental set of (ecologic, social, and economic) values, principles, and practices that frame how we think, choose, and act upon daily decisions in personal, professional, and civic life."* (ER-5)
- The Faculty Survey, administered in 2008-09, identified its sustainability-focused and

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Sustainability Curriculum Planning

The January 2010 "Charge" to the SWG from the new Chancellor provides the official impetus to move ahead with curriculum planning. The Curriculum Sub-Committee includes five faculty, one Dean, one student and the Chair of the SWG. "Planning", thus far, has been in the form of discussing options that may be pursued to bring an increase in sustainability to the curriculum. A specific set of proposals has yet to be made. However, the Committee has identified several options and a number of concerns as it begins its planning process.

Options:

1. Direct the "infusion" of sustainability ideas, as appropriate, into the University's curriculum in all programs and courses across campus. Such infusion may require the development of workshops, such as the recently held and intentionally recurring "Sustainability in the Curriculum" workshop and information sessions to bring about greater campus familiarity with sustainability.
2. Develop a "sustainability requirement" in the General Education Program, but not necessarily an additional number of credits (similar to the all-University "diversity" and "global awareness" requirements already in place).
3. Require a "relationship to sustainability" question on the General Education course proposal/approval form; and, as appropriate, on the all-University course proposal forms moderated by the University's Curriculum Committee.
4. Require departments to include sustainability as a "learning outcome" in their program statements.
5. Add sustainability as a criterion for departmental assessment and program reviews.
6. Develop immersive educational study programs (internships are one possibility) that concentrate on the social, economic, and environmental dimensions of sustainability and/or examine an issue using sustainability as a lens.
7. Create an "interdisciplinary sustainability studies" major and minor.
8. Seek funding to support sustainability research opportunities for faculty and undergraduate student projects.

9. Investigate optional program delivery systems through on-line and extension courses, workshops, and conferences.

10. Coordinate with student services staff to bring together sustainability programming both in and out of the classroom.

11. Update survey instrument to match STARS 1.1 credit system. Administer annually to facilitate accurate STARS reporting information and assess progress in sustainability course offerings.

12. Develop an assessment of the sustainability literacy of all students with baseline and follow-up information.

13. Offer training to develop and incorporate sustainability into curriculum and expand sustainability course offerings.

Concerns:

1. Adding courses often means the dropping of existing courses that may require the reorganizing of some academic programs.

2. Interdisciplinary initiatives may require the reassignment of faculty and changes in the home department.

3. At the present time, new faculty positions are not available to augment major sustainability program development.

4. A General Education requirement could create demand exceeding the ability to staff qualifying courses.

5. Course approval and program change processes through the shared governance structure can discourage innovative efforts.

6. Finding adequate funding to support research, undergraduate research, course revision and/or development, staff development opportunities, conferences, seminars and various material resources.

7. Seeking continued funding for the St. Croix Institute for Sustainable Community Development to support its programs and the tracking and assessing of UWRF's progress towards fulfilling its objectives in compliance with STARS assessment criteria.

sustainability-related courses. By definition, the two designations are mutually exclusive. A list of these courses can be found on the St. Croix Institute for Sustainable Community Development's website. At the time of the survey, there were 21 sustainability-focused courses and 48 sustainability-related courses (UWRF offers ~750 courses total) in 18 of 30 departments. (ER-6, ER-7, ER-8)

- UWRF offers an online BS in Sustainable Management. The program is a joint effort through UW Extension with UW-Superior, UW-Stout, and UW-Parkside. UWRF also offers a Sustainable Community Planning Graduate Certificate, undergraduate majors and minors in Environmental Studies, and a minor in Outdoor Education. All of these options specifically address sustainability in their programs. The Sustainable Community Development Master's Degree is currently under revision. (ER-10, ER-11)

- The Costa Rica Study Tour 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. The tour is a broad mix of activities and travels. (ER-12)

- The "Integrating Sustainability into the Curriculum" workshop is an annual workshop designed to help develop and implement curriculum changes into university courses. The first workshop was held April 15-16, 2011. Space was limited to 15 faculty members from any department. Stipends were provided to faculty members for development of new sustainability courses or incorporating sustainability into existing courses. (ER-14)

Priority Actions

- Broaden the number of sustainability-focused and -related courses available and to involve all departments across campus in sustainability-infused education. See the "Sustainability Curriculum Planning" sidebars on the previous two pages for recent options identified in addition to the "Integrating Sustainability into the Curriculum" workshop. (ER-6, ER-7, ER-8)
  Budget: The "Integrating Sustainability into the Curriculum" workshop is held every spring by the St. Croix Institute for Sustainable Community Development. The workshop has room for 15 faculty members and provides stipends for participation and course design. Total annual budget for the workshop is $50,000-$60,000.
- Implement systems to track the number of graduating students covered by the sustainability learning outcomes as determined with the Sustainability Faculty Survey. (ER-9)
  Budget: Staff time to develop and implement a replicable assessment is estimated to be between $5,000-$6,000.
- Increase the number of degree programs that have sustainability learning outcomes. (ER-9)
  Budget: No additional expenditures are anticipated to incorporate sustainability learning outcomes into existing degree programs. See bullet #1 above for anticipated expenditures to continue the "Integrating Sustainability into the Curriculum" workshop.
- Reinstate the Sustainable Community Development Master's Degree program. Use the program as a cornerstone to make UWRF a premier sustainability-education institution. (ER-11)
  Budget: Efforts are currently underway to revise the Sustainable Community Development MS as an initiative to support the 2012-17 Strategic Plan. Revision and reimplementation budgets will be forthcoming in the initiative proposal.
- Develop and conduct an assessment of the sustainability literacy of students at UWRF that focuses on knowledge of sustainability topics, not values or beliefs, with a follow-up assessment of the same cohort using the same assessment instrument to gauge educational outcomes. (ER-13)
  Budget: Staff time to develop and implement a replicable assessment is estimated to be between $5,000-$6,000.

Research

The research sub-category focuses on research, scholarly, and creative activities that are related to or focused on sustainability. UWRF is primarily a teaching institution, but the survey instrument indicated that several faculty are engaged in sustainability research and four have received "incentive" grants that include sustainability as criteria of award. By researching sustainability issues and refining theories and concepts, UWRF can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Best Management Practices

- Despite not having a formal definition of 'sustainability research', UWRF inventoried sustainability research being conducted on campus via the Sustainability Faculty Survey in 2008-09. 21 faculty members were identified in 11 departments. A list of these faculty members is available at http://uwrf.edu/Sustain/Education/Faculty.cfm (ER-15)
- The Sustainable Community Development Master's Degree Program requires all graduating students to complete an original published thesis, an original unpublished research paper, or comprehensive, applied community project including research aspects. (ER-18)
- UWRF's Faculty and Academic Staff Handbook (2011) Chapter 4 outlines specific procedures for recognizing faculty research/scholarly/creative activities in promotion and tenure, to include interdisciplinary, transdisciplinary, and multidisciplinary research. (ER-19)

Priority Actions

- Develop a definition of sustainability research. (ER-15)
  Budget: No additional expenditures are anticipated to develop and formally adopt a definition of sustainability research.
- Develop conduits for sustainability research reporting for both individual faculty/student research and by department. (ER-16, ER-17)
  Budget: No additional expenditures are anticipated to develop reporting procedures for sustainability research.
- Develop programs to encourage faculty and students to conduct research in sustainability; such incentives may include fellowships, financial support, workshops, and mentorships. (ER-18)
  Budget: Additional expenditures may vary depending on the incentives.
- Develop a program to encourage faculty from multiple disciplines/academic programs to conduct research in sustainability topics. (ER-19)
  Budget: Additional expenditures may vary depending on program implementation and/or incentives offered.

Operations

Buildings

The buildings subcategory pertains to steps UWRF is taking to improve the sustainability performance of its buildings. Buildings are one of the largest users of energy and the largest source of greenhouse gas emissions on campus. They also use significant amounts of potable water. By designing, building, and maintaining buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment, UWRF can address the sustainability of its buildings.

Best Management Practices

- While UWRF does not have specific "sustainable operations and maintenance guidelines" developed in-house, as a state-owned facility, it falls under Executive Order #145 issued in 2006 that established further standards for the Division of State Facilities (DSF) and hence campuses to follow. As a result:
    - New facilities are constructed to be 30% more energy efficient than commercial code
    - Building operation guidelines (for owned and leased properties) have been developed based on the Leadership in Energy and Environmental Design (LEED®) Green Building Rating System for New Construction (NC) and Existing Buildings (EB) and other comparable sustainable guidelines and rating systems.
    - Provide a dedicated staff member with knowledge and information to manage the Metasys campus energy management system
    - Sustainability goals and activities are defined in both the campus Strategic and Master Plan documents and processes
    - Each project incorporates the following approaches:
        - An integrated design process including high-performance green goal-setting charrettes
        - Energy modeling used as a design tool and then trothed at the phase of construction documents on buildings more than 20,000sf or Advance Building Guidelines for those up to 80,000sf
        - Design development documents and construction documents that the design intent of the green goals are incorporated into the documents and are being met
        - Minimum indoor air quality approaches to construction

- Minimal ventilation requirements for indoor environmental quality that meet the current version of ASHRAE standards. (OP-1)
- University Policy and DSF policies require all new buildings to be constructed to a minimum of LEED® Silver. Actual certification is not required, but may be sought on individual buildings. (OP-2)
- All campus buildings utilize the MetaSys energy management system. The campus is mindful of ASHRAE standards and sets building HVAC systems accordingly. The DSF sets forth the policies for state-owned facilities. Complaints or general ventilation issues are handled through the work order system (TMA). (OP-3)

Priority Actions

- Develop an official guideline of policy that sets forth the standards for sustainable building operations and maintenance that covers impacts on the surrounding site, energy consumption, usage of environmentally preferable materials, indoor environmental quality, and water consumption. (While Executive Order #145 (2006) addresses these issues, there is no official University Policy that requires adherence to these standards; rather they are adhered to merely by practice). (OP-1)
  Budget: No additional expenditures are anticipated to adopt an official university policy as these standards are currently adhered to by practice.
- Implement policies that would allow all occupied spaces on campus to meet certification standards for LEED® Operations & Maintenance (O&M) Green Building Rating System. Actual certification may be sought on an individual basis. Certification allows third-party oversight to ensure specified standards are being met in practice. (OP-1)
  Budget: Actual registration and certification costs average approximately $0.50-$1.00 per sq. ft. Costs to implement policies, procedures, retrofit projects, etc. to reach a certain certification level can vary greatly. Each implementation cost would require separate cost assessment.
- Ensure that the master planning process begun in Spring of 2010 incorporates sustainability and further defines the campus' sustainability goals as related to buildings.
  Budget: No additional expenditures are anticipated to incorporate sustainability into the master planning process as the process is already underway.
- Review and analyze existing buildings that would be good candidates for LEED-EB® certification. Current buildings include the University Center, South Fork Suites Residence Hall, Wyman Education Building, and Kleinpell Fine Arts Building. Certification allows third-party oversight to ensure specified standards are being met in practice. (OP-1)

Budget: Actual registration and certification costs averaged $2.43 per sq. ft. in 2008 (http://www.leonardoacademy.org/). Costs to implement policies, procedures, retrofit projects, etc. to reach a certification level can vary greatly. Each implementation cost would require separate cost assessment.

- Register for other certifications as applicable. Examples include Energy Star Statements of Energy Performance, which are prerequisites for LEED® certification.
Budget: No additional expenditures are anticipated to register individual buildings with Energy Star. Application/registration fees may apply to other certifications.

Climate

The climate subcategory pertains to UWRF's measurement of and actions to reduce greenhouse gas emissions. In 2007 an inaugural Greenhouse Gas Inventory (GHGI) was conducted by (then) graduate student Jean Batiste Uwimana for Scopes 1, 2, and 3 emissions. The emissions were calculated using Clean Air-Cool Planet Campus Carbon Calculator™.
In Spring 2010, a comprehensive GHGI was conducted by (then) graduate student Ian Johnson and (then) undergraduate students Bo Storozuk and Haiya Zhang, SCISCD Fellows. This inventory reported emissions from 1990 to 2009, including updates to the inaugural inventory. These inventories are publicly available on the American College & University Presidents' Climate Commitment (ACUPCC) reporting site. Recent GHGI updates for 2010 and 2011 have been conducted and reported to ACUPCC by SCISCD Undergraduate Fellow Bethany Gapinski and SCISCD Senior Research Fellow Ian Johnson. The comprehensive inventory shows a decline in effective CO_2 (eCO_2) emissions from the 2005 level (the standard baseline year used in reporting systems such as STARS) of 4.9 $MTeCO_2$ per student to a low of 3.4 $MTeCO_2$ per student in 2009, with a recent rise to 4.2 $MTeCO_2$ in 2011.

Scope 1 emissions account for direct emissions from sources that are owned and/or controlled by UWRF (i.e., University fleet vehicles, agricultural sources, etc.).

Scope 2 emissions are indirect emissions from sources that are neither owned nor operated by UWRF but whose products are directly linked to on-campus energy consumption (i.e., purchased electricity).

Scope 3 emissions are emissions attributed to UWRF but neither owned nor operated by the University (i.e., commuting, study abroad air travel, electrical line loss, etc.).

Best Management Practices

- UWRF conducted a Greenhouse Gas (GHG) emissions inventory. The most recent inventory was conducted in spring of 2012. The emissions data is publicly reported on the ACUPCC reporting webpage. (OP-4)
- UWRF is ambitiously seeking carbon-neutrality (and ultimately negativity) by 2018 through a series of tracking, implementation, and behavioral projects. (OP-5)
- The UWRF Climate Action Plan supports the necessity of carbon-negativity in order to have a positive impact on atmospheric CO_2 levels to help stabilize climate and avoid the worst impacts of climate change already underway.

Priority Actions

- Develop reporting procedures to facilitate near-automation of annual GHG emissions inventories.
  Budget: Staff time and student work study to implement an automated reporting procedure is likely to cost between $5,000 and $6,000.

Automation will result in a similar amount in staff time savings for all future reports.

- Develop methods to track on-campus and commuter residents' GHG emissions as related to commuting to and from campus. Bi-annual administering of the UWRF Parking Report would provide up-to-date data for this and other purposes.
  Budget: Staff time to administer the UWRF Parking Report is estimated to cost between $5,000 and $6,000.
- Continue to decrease GHG emissions campus-wide, including institution catalyzed offsets, and commuter emission tracking/reduction. Target date for carbon-neutrality campus-wide is 2018. (OP-5)
  Budget: Individual reduction strategies and associated budgets are outlined in the UWRF Climate Action Plan (CAPlan). The CAPlan is supplemental to this document.
- Develop tracking methods for air travel. In the most recent GHG emission inventory, only student and faculty air travel outside of the country for Study Abroad programs was available through the Global Connections Office. Other air travel, including athletic team travel and faculty, staff, and administrative business travel, is not currently tracked. (OP-T2-1)
  Budget: No additional expenditures are anticipated to aggregate data for air travel in a central location. Current budgeting and reimbursement procedures require some level of documentation; tracking of aggregate data is simply a matter of housing that documentation in a central location.
- Develop policies that give preference to local (community-based) carbon offset programs before purchasing broad, market based offsets and implement projects in the local community to offset GHG emissions. (OP-T2-2)
  Budget: No additional expenditures are anticipated to develop a policy that favors local offsets over market based offsets.
- Formally adopt a carbon-negative policy and target date by which all departments are required to make active and visible steps towards.
  Budget: No additional expenditures are anticipated to adopt such a policy. The UWRF CAPlan is being refined and adopted in concert with this document with the intent of setting carbon-neutral and carbon-negative dates.

<u>Dining Services</u>

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

Dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food. The STARS metric and this plan measure 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.

In 2007, Dining Services moved from two outdated and inefficient facilities with layers of duplication and inefficiencies in equipment, labor, and overall operations to the newly built and centrally located University Center.

Best Management Practices

- In August 2007, Dining Services transitioned to trayless dining. Estimates for trayless dining show a 20-40% savings in water, utilities to heat water, chemicals for dishwashing, and reduced waste-water and labor savings. (OP-T2-3)
- UWRF implemented a trans-fats avoidance policy; food service provider Sodexo achieved a zero trans-fat goal in January 2006. (OP-T2-5)
- Limited quantities of food are donated to the local food shelf at the end of each semester. (OP-T2-9)
- UWRF uses recycled content napkins in its dining service operations. (OP-T2-10)
- UWRF has had a reusable mug program in place since 2007. The program allows individuals with reusable mugs to purchase fountain and house products at a discount. (OP-T2-11)
- In 2009, Dining Services installed a water re-use system on the warewasher, re-routing wastewater from the washer to the waste food pulper rather than down the drain. This re-use saves thousands of gallons of water daily.

- Dining Services has been using an environmentally friendly peroxide solution for general custodial cleaning for more than seven years.
- In 2009, dining service contract provider Sodexo began using Eco-lab's Apex chemicals in the warewasher. While not Green Seal® certified, Apex chemicals do meet California VOC standards and are among the most environmentally friendly commercial warewashing chemicals available. (According to supplier Eco-lab, there are currently no Green Seal® certified warewashing chemicals available on the market.)
- In 2008, Dining Services began the use of bio-enzymes to assist in breaking down grease entering the wastewater stream. Since 2011, waste from the septic system grease interceptor is being collected by a commercial vendor who is filtering and capturing the product for reuse, minimizing the amount of food and grease waste introduced into the municipal waste treatment system and eliminating the need for 5,000-10,000 gallons of water to flush the interceptor.
- In Spring 2008, Dining Services began working in conjunction with the UWRF Agricultural Engineering Department to utilize used cooking oil for the production and use of biodiesel in campus lawn mowers and tractors.
- UWRF implemented a program in 2008 of replacing ineffective gaskets on all coolers, freezers, and cooking equipment annually resulting in significant energy savings.
- Food service contract requires all disposables to be biodegradable and compostable once composting facilities are in place.
- In the summer of 2011, five pieces of commercial kitchen equipment were replaced with one single convection/microwave oven in Freddy's C Store, reducing operation an average of 108 hours per week *per piece* in addition to savings in building supply air heating/cooling due to the elimination of an exhaust hood.
- In 2010, an oil filtration system was installed for fryer oil allowing extended oil life and accurate measurement of oil quality to facilitate proper oil changing intervals.
- Numerous efficiency upgrades continue to be implemented. These include such items as: replacement of eight outdated hot holding cabinets with Energy Star® rated cabinets; installation of a new energy management controller on all walk-in coolers and freezers; replacement of ice-makers across with Energy Star rated models; installation of low water flow heads throughout Dining Services; installation of variable speed exhaust hood controls; installation of air screens on all display coolers.

Priority Actions

- Work with Sodexo to develop a purchase portfolio where 50% or more of food and beverage purchases are grown and processed within 250 miles of UWRF or are third-party certified (USDA Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled, etc.) (OP-6)
  Budget: No additional budget is anticipated to develop a local food purchasing requirement and portfolio.
- Increase dining options to include diverse, complete-protein vegan dining options during *every* meal. (OP-T2-4)
  Budget: No additional budget is anticipated to provide vegan and/or complete protein options at each meal.
- Develop sustainability policies for food service franchisees operating on campus. (OP-T2-6)
  Budget: No additional expenditures are anticipated to develop sustainability policies for food service franchisees operating on campus.
- Develop an official pre- and post-consumer waste program. While Sodexo has a pre-consumer waste program, UWRF does not have official programs or policies for one to exist, nor are there facilities to compost any waste collected as part of a pre- or post-consumer waste program. Planning is underway to implement a comprehensive composting program in the future. (OP-T2-7; OP-T2-8)
  Budget: $30,000-$50,000 for high-tunnel style hoophouse to contain waste during composting; $10,000 for purchase of windrow turner; $4,000-5,000 annually in transportation and operation costs.
- Implement a program to donate leftover or surplus food to local food pantries, etc. (OP-T2-9)
  Budget: Minimal expenditures would likely be incurred in repackaging food for donation. Transportation would likely be accomplished through an agreement with local food pantries.
- Implement a reusable to-to food container program in which Dining Services provides reusable containers for to-go food that are returned for cleaning and re-use. This program was slated to take effect first in Fall 2011, then in Spring 2012, but has yet to be implemented. (OP-T2-12)
  Budget: No additional expenditures are anticipated beyond the expenditures already in place for design and equipment procurement. The program should be ready for implementation.
- Continue to update outdated equipment with Energy Star certified equipment.
  Budget: Varies depending on equipment type.
- Examine the possibility of installing heat recovery ventilation in exhaust hoods.
  Budget: Establishing a budget would be part and parcel to examining this possibility.

Energy

UWRF has a strong history of energy conservation management and activities. Despite the addition of three major buildings and an increase in student enrollment, energy use per gross square foot (gsf) *and* per student has declined since 1995, with the university achieving the lowest use per gsf amongst all UW institutions in 2011.

Two major drivers have had an impact in recent years on the campus' energy use efforts. First, Executive Order 145 outlines specific energy conservation goals for the UW System. The order states:

"Direct the Department of Administration, in consultation with state agencies and the UW System, to set energy efficiency goals for state facilities, office buildings or complexes, and campuses for FY07, FY08, and FY09 by July 30th 2006. The goals should reduce overall actual energy usage per square foot by at least 10% by FY08 from the FY05 state energy report baseline adjusted for weather and 20% by 2010. I further direct the Department of Administration and state agencies to use all existing statutory authority in implementing measures to achieve these energy goals."

Second, UWRF was one of four campuses that stepped up to (former) Governor Doyle's "off-the-grid" challenge in August 2006 that set goals to have the campuses achieve energy independence by 2012. Greater time and attention has now focused the campus' overall efforts in achieving the maximum energy efficiency while also drawing greater attention to renewable energy opportunities across a wide array of possibilities.

The campus' effort in renewable energy production is in its infancy as compared to the energy conservation and efficiency work that has been done. Participation in the utility sponsored Green Block program was the first notable step in this direction starting with the University Center opening in January 2007. The student contribution for utilities in the University Center is approximately 45%. In the Fall of 2008, the residence halls, which are entirely student supported, began a 100% participation level in the program. The state also has negotiated an agreement with various providers around the state to increase the state participation's level on the General Program Revenue (GPR) side to 10% which will eventually grow to 20%.

Executive Order 145 also sets specific renewable energy goals:

"Direct the Department of Administration to pursue demonstration projects at state facilities, including the Capitol and Executive Residence, regarding use of photovoltaic (PV) and other renewable technologies to generate electricity and use alternative fuels for heating and cooling"; and
"Direct that each state agency and the UW System assign a lead person to work with the Department of Administration in the development of the sustainability and energy efficiency goals, the budget and management

review, the purchasing of renewable energy, and the implementation of the sustainable building guidelines.

The campus energy production effort has generally focused on experimental as well as feasibility studies to date. On the thermal side, a feasibility study was conducted in the Summer of 2007 investigating the use of solar on the domestic hot water for the residence halls. The Central Heating Plant has experimented with woody biomass projects on four separate occasions, each time with greater success. To date, approximately 75 tons have been test-burned in the plant.

Wind studies have been completed and show favorable wind potential for small wind turbines for possible campus demonstration as well as a large 4MW wind project that would offset as much as 50% of the campus' electrical usage.

Best Management Practices

- UWRF has continued to reduce its total energy usage, decreasing from 150,384 BTU/gsf in 2005 (the baseline year for comparison used by STARS) to 109,259 BTU/gsf in 2011. (OP-7)
- UWRF students have voted to purchase Renewable Energy Certificates (RECs) to offset their electrical energy usage in the residence halls and the University Center. In 2009, UWRF offset slightly more than 3% of its total electrical energy usage, purchasing 4,356,000 kWh worth of RECs. The RECs are Green-E certified. (OP-8)
- UWRF installed thermal solar hot water panels on the Regional Development Institute in 2011, which will have a non-electric renewable energy generation value to report in the future. (OP-8)
- UWRF uses Johnson Controls Metasys System controls to regulate building temperatures across campus from the central heating and cooling plant. This includes timed temperature control based on building occupancy hours. (OP-T2-13)
- UWRF uses motion sensors to control lighting in many classrooms, bathrooms, labs, offices, and residence halls across campus. All new buildings and remodels are required to utilize motion sensing or timed lighting. (OP-T2-14)
- UWRF uses LED lighting at the Sustainability Kiosk in the University Center and in various other feature lighting across campus. Existing lighting across campus is being retrofitted/replaced with LED. (OP-T2-15)
- As of the 2009 academic year, most vending machines on campus that do not contain perishable items are using "Vending Misers" that operate the machines on motion sensors. (OP-T2-16)
- UWRF uses a centralized energy management system (Johnson Controls Metasys System) to track energy consumption and performance in all buildings from the central heating and cooling plant. (OP-T2-17)

- UWRF meters energy consumption and water in all main campus buildings individually. (OP-T2-18)
- UWRF adheres to the DSF established guideline of thermostat settings in small buildings and in exterior zones of large buildings, adjusted to 68°F maximum (occupied; 60°F during unoccupied winter hours) in the winter and 76°F minimum in the summer.

Priority Actions

- Increase number of RECs purchased by the University. Current offsets, while covering the student portion of the University Center usage and 100% of residence hall usage, amount to 27% of main campus usage. (OP-8)
  Budget: $2.00 per 300kWh block; approx. $950 per each 1% increase in main campus usage.
- Further analyze and begin installation of small domestic water heaters in buildings that would allow for steam to be dropped to them during summer months.
  Budget: $450,000 to $550,000 with a simple payback of 8-10 years.
- Develop reporting in "real time" of energy usage for all campus buildings.
  Budget: Approx. $10,000 based on a recent proposal.
- Expand photovoltaic use on campus.
  Budget: Approx. $4.50 per installed watt of Photovoltaic power.

See the 2012 Climate Action Plan for a comprehensive list of energy reduction, efficiency, production, and offset recommendations and options.

Grounds

The grounds subcategory recognizes and recommends areas where UWRF plans and maintains its grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained without the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

The Grounds Department in Facilities Management has partnered with student organizations and campus departments for over 20 years. Examples include:
- Partnering with the ECO Club on Earth Day activities;
- Move-in and move-out recycling programs with Residence Life;
- Main campus and trail restoration projects;
- River clean-up activities;
- Biodiesel experimentation and usage in grounds equipment;
- Water management activities that include rain garden and rain barrel installations;
- Tree and shrub pruning as well as design activities.

Staff have been instrumental in providing leadership on recycling issues throughout the campus. From the initial development of a campus recycling program to the recent exploration and negotiation of a single stream recycling program in our upcoming refuse and recycling contract, the department is noted on a state level for their leadership.

Best Management Practices

- UWRF follows the Wisconsin Department of Agriculture Integrated Pest Management (IPM) Plan on all of its grounds, including all of its athletic fields. (OP-9)
- Native plant species are used extensively in landscaping, including heat- and drought-resistant species. (OP-T2-19)
- UWRF has areas that are planted and maintained as native prairies, thereby creating and protecting wildlife habitat. (OP-T2-20)
- In 2009, UWRF began using liquid magnesium chloride on walks to reduce the amount of sand/salt usage in an effort to reduce the environmental impacts of snow and ice removal. (OP-T2-22)
- All grass sweepings, leaf litter, and herbaceous plants are composted. The compost is then used to improve soil structure in the planting beds. (OP-T2-23)
- All full time grounds employees have pesticide application certifications through the Wisconsin Department of Agriculture, Trade and Consumer Protection.

- UWRF has a cooperative agreement with the City of River Falls for the disposal of brush and woody plant materials. This material is then ground and burned at a nearby multi-fuel energy facility.
- An Emerald Ash Borer mitigation plan has been developed.

Priority Actions

- Implement broader programs to protect and/or create wildlife habitat, including expansion of native prairies. (OP-T2-20)
  Budget: Expenditures can vary from $0 to institute a policy or program to directly address practices already in place, to additional costs of $1,500 per acre or more for new restoration projects.
- Implement policies and practices to become recognized by the Arbor Day Foundation's Tree Campus USA program. (OP-T2-21)
  Budget: Expenditures can vary, but are likely to be in the neighborhood of $10,000-$20,000 for formation of a Campus Tree Advisory Committee, development of a Campus Tree Care Plan, development of a Campus Tree Program with dedicated annual expenditures, special observance on Arbor Day, and incorporation of a service learning project.
- Explore restoration efforts of the South Fork of the Kinnickinnic River, especially around the management of invasive species.
  Budget: Current restoration efforts and invasive species management is accomplished through volunteer programs.
- Explore carbon sequestration opportunities with the turf management program.
  Budget: The rapid development of a carbon market in the private sector sets a precedent for income potential from verified carbon sequestration projects.

Purchasing

UWRF can use its purchasing power to help build a sustainable economy. Each purchasing decision represents an opportunity for UWRF to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Best Management Practices

- Exclusive computer purchasing contracts with Dell and Apple ensure that all institutional computer purchases are EPEAT Gold. (OP-10)
- 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. (OP-11)
- All paper purchased at UWRF is a minimum of 30% post-consumer recycled content per state guidelines. (OP-12)
- UWRF follows the State's purchasing policy, which allows the campus to award contracts to certified minority or veteran-owned (to include women-owned) businesses who submit the lowest qualified bid when that qualified bid is not more than 5% more than the apparent low bid. (OP-T2-24)

Priority Actions

- 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. (OP-11)
  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.
- Develop policies to exceed state guidelines by increasing minimum required post-consumer recycled paper content to 50% or more. (OP-12)
  Budget: Based on major retail prices, 50% and 100% recycled content paper does not appear to be more costly than 30% recycled content paper currently being used.
- Develop a vendor code of conduct policy that sets expectations about the social and environmental responsibility of vendors with whom UWRF does business. (OP-13)
  Budget: No additional expenditures are anticipated to develop a vendor responsibility code.

- Develop an institutional policy to give preference to local products and businesses when making purchasing decisions. Current state law does not provide a purchasing preference for in-state businesses.
  Budget: No additional expenditures are anticipated to develop a local purchasing preference policy.

Transportation

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.

UWRF 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 also help UWRF better manage storm water. There may be associated cost savings and benefit to local economies by reducing dependency on petroleum-based fuels for transportation.

Best Management Practices

- UWRF has a total vehicle fleet of 59 vehicles that includes 1 gasoline-electric, non-plug-in hybrid vehicle, 3 100% electric vehicles, and 19 vehicles that are fueled with E85 or higher ethanol for more than 6 months of the year. (OP-14)
- UWRF offers secure bicycle storage (bike racks) at every building on campus. Secure bike storage is offered under breezeways (weather-resistant) in various residence halls and campus buildings. Showers, lockers, and under-roof bike storage are available at the Regional Development Institute building. (OP-T2-27)
- UWRF offers a condensed work week for some employees, reducing the number of trips commuting employees must make to campus each week. (OP-T2-30)
- UWRF maintains a car pooling bulletin board in the University Center where students can post rides available and rides needed. (OP-T2-37)

Priority Actions

- Replace depreciated fleet vehicles with gasoline-electric hybrid, plug-in electric, biodiesel, or E85 fueled vehicles to increase percentage of alternative fuel vehicles in the university's fleet. (OP-14)
  Budget: No additional expenditures are anticipated to replace depreciated vehicles with vehicles capable of operating on alternative fuel.
- Update the 2005 UWRF Parking Survey, with updated questions to directly address STARS® transportation metrics. (OP-15, OP-16)

Budget: Re-administration of the parking survey is anticipated to cost between $5,000-$6,000 for staff time.

- Implement a bicycle-sharing program, either in conjunction with the City of River Falls through *We Bike River Falls*, or through a rental/loan program developed at Kinni Outdoor Adventures (KOA). (OP-T2-26)
  Budget: Costs can vary widely from $2,000 or less for a pilot rental program with a fleet of ~5 bicycles through KOA to a full-blown campus/city bikeshare program costing $75,000 or more.

- Implement a bicycle plan. Currently, a bicycle network consisting of on-campus roads, major pathways, and recreational paths is noted in the preliminary master plan, but no stand-alone document exists in planning. With the planned future construction expanding campus, dedicated planning and bicycle transportation will become even more critical. (OP-T2-28)
  Budget: Development of a bicycle plan to coincide with and address master plan projects is anticipated to cost between $6,000-$8,000 for staff time.

- Offer a free campus shuttle. UWRF has a large population of commuter students and employees due to its proximity to the Twin Cities metropolitan area and neighboring cities. A shuttle operating between Park & Ride stops, Metro Rail, and various other stops could reduce the amount of single-occupancy vehicles commuting to campus. (OP-T2-29)
  Budget: Costs to operate a campus shuttle could vary greatly. Estimates could include $15,000 annually for a dedicated passenger van depreciated over ~6 years operating between campus and the Hudson Park & Ride twice daily up to $100,000 for multiple vehicles extending into the Twin Cities at multiple stops and beyond.

- Offer telecommuting programs/options for employees whose job functions would be a good fit. (OP-T2-31)
  Budget: No additional expenditures are anticipated to implement telecommuting options that would allow employees to work from home if their job functions allow.

- Offer a carpool/vanpool matching program that facilitates daily commuting needs. (OP-T2-32)
  Budget: Costs to implement a matching program depends on the number of participants and vanpool lines running. Estimates would effectively be half of the total costs outlined for campus shuttles outlined in activity #5 above.

- Offer a program that allows commuters to 'cash out' of parking spaces (i.e., offer incentives to employees who do not drive to work) (OP-T2-33)
  Budget: Approximately $6,000-$8,000 in staff time to redesign a parking system that would facilitate a 'cash-out' option and would be financially self-sustaining. Additional incentives would add to the budget accordingly.

- Offer discounted parking spaces for multiple occupancy vehicles, fuel efficient vehicles, motorcycles and mopeds, etc. Recent fee additions for motorcycles and mopeds have been implemented, contrasting this recommendation. (OP-T2-34)
  Budget: Approximately $6,000-$8,000 in staff time to redesign a parking system that gives priority to high efficiency vehicles and would be financially self-sustaining.
- Implement policies that encourage employees to live close to campus. (OP-T2-35)
  Budget: Varied according to specific incentives/program.
- Implement a policy that prohibits idling on campus. (OP-T2-36)
  Budget: No additional expenditures are anticipated to implement a no idling policy. No additional enforcement costs would be anticipated.
- Investigate the possibility of participating in Zimride (ridesharing program) or Zipcar (car rental program) (OP-T2-37)
  Budget: $12,000 - $18,000 annually to subscribe based on recent proposals.
- Implement policies or programs to offset emissions from international travel. Examples may include service learning components that have an offset value equal to or greater than emissions from direct travel, such as tree planting, ecologic restoration, renewable energy projects, etc.
  Budget: Costs to implement offset components can vary depending on the program design and implementation.

Waste

This category highlights management practices and areas where UWRF can improve by 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 materials 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 UWRF costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus and broader community in contributing to a tangible sustainability goal.

Best Management Practices

- UWRF diverts a significant portion of its waste stream through recycling and composting efforts. (OP-18)
- UWRF sends all institution-generated electronic waste to Universal Recycling Technologies (URT) in Janesville, WI. Data is removed from all items, which are then re-purposed, refurbished, or recycled as appropriate. (OP-20)
- UWRF has strategies in place to safely dispose of all hazardous, special, universal, and non-regulated chemical waste including:
    - 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; generate outdated material lists
    - Order chemicals in smaller containers and quantities
    - Material substitution: where possible use a non-hazardous chemical
    - Use smaller scale demonstrations
    - Modify specific experiments
  (OP-21)
- UWRF houses a surplus department and office supplies and provides them for use by other departments. Multiple sales are held each year with the remaining materials being available to the general public. (OP-T2-38)
- UWRF course registration is done online, the course catalog is available exclusively online, and the campus directory is available online. The campus directory is still available in hardcopy format to faculty and staff by request. (OP-T2-40)
- UWRF currently utilizes a barcoding system to track chemical inventory and facilitate the reuse of laboratory chemicals. A web-based option is

currently being researched that would improve accessibility and allow multiple administrators so each campus department with chemicals could manage their inventory through one master system rather than passing the responsibility down to risk management. (OP-T2-41)

- Facilities provides recycling dumpsters at the residence halls for move-in and move-out days and the ECO Club has been active in educating students in residence halls on move-in and move-out days regarding waste, as well as a move-out day donation program called "Don't Throw it, Donate it!" that donates unwanted items to Treasures From the Heart, Second Chances, and the River Falls Food Pantry. (OP-T2-42, OP-T2-43)

Priority Actions

- Implement a waste-reduction campaign. Campus waste (including materials recycled, composted, and disposed of as garbage) has increased slightly per weighted campus user since the 2005 baseline year. (OP-17)
  Budget: Varied depending on programs installed to reduce waste and renegotiate refuse and waste hauling contracts. One possibility is to reduce refuse by composting ~44 tons of food and disposable/compostable wares at an estimated initial cost of $40,000-$60,000.
- Implement policies and methods to track materials donated, re-sold, or otherwise diverted from the waste stream (reporting units are in tons). (OP-18)
  Budget: Additional expenditures to track information likely already in existence are anticipated to be minimal.
- Implement policies and methods to track construction and demolition materials recycled, donated, or otherwise diverted from landfills or incinerators; implement policies and methods to track construction and demolition materials that are landfilled or incinerated (reporting units are in tons). (OP-19)
  Budget: Additional expenditures to track information likely already in existence – particularly with LEED® certified buildings – are anticipated to be minimal.
- Implement a program to recycle, reuse, and/or refurbish electronic waste generated by students. (OP-20)
  Budget: No additional expenditures are anticipated. UWRF does not currently pay URT (the contracted e-waste handling company) for collecting e-waste as it is used to generate income through repurposing and recycling. Administrative oversight would likely incorporate with existing e-waste programs in existence for waste generated by UWRF.
- Implement limited free printing policies/practices in computer labs and library (OP-T2-39)

Budget: No additional expenditures are anticipated in limiting free printing in computer labs and library; the opposite effect would be anticipated.

Water

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

Best Management Practices

- UWRF reduced water consumption across campus from 7,419 gallons per weighted campus user in the 2005 baseline year to 6,553 gallons per weighted campus user in 2009. (OP-22)
- In coordination with the UW System, the Division of State Facilities (DSF), and the City of River Falls, UWRF has a stormwater management policy to mitigate impacts and addresses the quantity and quality of stormwater runoff. UWRF currently meets 2013 standards and reports annual stormwater efforts to the WDNR.
- UWRF currently employs the use of approximately 60,000 sq ft of retention ponds, and roughly 10,000 sq. ft. each of stone and vegetated swales to control stormwater runoff. (OP-23)
- UWRF uses waterless urinals and Ecoblue® cubes in the University Center and in the Maintenance Building. Ecoblue® reduces the number of flushes required to three times per day. (OP-T2-44)
- Every building on the UWRF campus has a water consumption meter. (OP-T2-45)
- The University Center has as 48,000-gallon underground storage tank that harvests rainwater for toilet flush use. (OP-T2-46)
- UWRF uses native and prairie plants in landscaping that are drought resistant. As a result, irrigation is not installed or used in most of the landscaping areas. (This practice is commonly known as xeriscaping). (OP-T2-47)
- "Smart" irrigation that senses weather/rainfall to adjust irrigation accordingly is used on all of the newer irrigation systems on campus, including the University Center. Drip irrigation is used on some buildings throughout campus to reduce unnecessary irrigation, overspray, and evaporation. (OP-T2-48)

Priority Actions

- Implement campaigns, policies, and practices to further reduce water consumption per campus user. (OP-22)
  Budget: Expenditures can vary from single water reduction projects costing a few hundred dollars to $10,000 or more for a full-blown behavior modification campaign addressing water, electrical, heating and cooling demand, and campus transportation.
- Investigate further stormwater mitigation strategies such as living/vegetated roofs, porous paving, and increased use of retention ponds and stone and vegetated swales, especially as buildings are built, retrofitted, or re-commissioned.
  Budget: Costs can vary greatly according to individual project implementations.

Planning, Administration & Engagement

Coordination and Planning

Coordination and planning recognizes the institutionalizing of sustainability at UWRF by dedicating resources to sustainability coordination, incorporating sustainability into the primary campus plans, and developing plans to move towards sustainability. Staff and other resources help UWRF organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within UWRF. Strategic and physical campus plans guide UWRF and its physical development. These important documents establish our priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans (this document) and climate action plans provide a road map for how to achieve sustainability goals

Best Management Practices

- UWRF has a sustainability committee that advises on and implements policies and programs related to sustainability on campus. Members for the 2012 year are:
  Director of St. Croix Institute for Sustainable Community Development (Chair): Kelly Cain
  Faculty:
    Charles Rader, Geography, CAS
    Dean Olson, Ag. Engineering, CAFES
    Claire Kilian, Economics, CBE
    Mary Wright, Teacher Ed., CEPS
  Instructional Academic Staff: Pam Weller
  Student Reps: Jabez Meulemans, 2nd TBD
  Student Affairs Representative: Jerry Waller
  Diversity/Human Resources Representative: Deb Schwab
  Facilities Management Representative: Tim Thum
  River Falls Community Representative (Non-voting): Mike Noreen

  Main Activities Include:
    o Facilitate the continual refinement of a holistic vision for UWRF as a premier sustainable campus~community model that fully and systematically integrates inclusivity, global literacy, leadership, and sustainability as a culture of learning and living;
    o Recommend campus sustainability projects, monitor their progress, and submit budget requests on behalf of the entire campus for sustainability related projects and programs. (PAE-1)

- UWRF's current strategic plan, "Pathway to Distinction" was adopted in 2012 and includes the environmental, social, and economic dimensions of sustainability at a high level:

  Vision:
  The University of Wisconsin – River Falls will distinguish itself as the St. Croix Valley's public, comprehensive university that:
  - o Supports and inclusive campus community of highly-engaged learners and scholars.
  - o Develops distinctive, innovative, educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation.
  - o Fosters a challenging, supportive, student-centered environment that is characterized by academic excellence, inspiring and preparing students to serve as ethical, informed citizens and leaders in an increasingly complex, diverse, and global environment.

  Core Values:
  STUDENT CENTERED. We commit ourselves to an unwavering focus on learning, holistic development, and success.
  ACADEMIC EXCELLENCE. We help student attain their full potential as critical thinkers, effective communicators, leaders, and committed life-long learners by providing engaged and integrated learning educational experiences.
  INCLUSIVENESS. We commit to a community of mutual respect, professional behavior, academic freedom and appreciation of individual differences and rich cultural diversity.
  INNOVATION. We encourage innovation, sustainability, and creativity, often in partnership with others, to inspire people, catalyze new ideas, and support economic and community development.
  GLOBAL ENGAGEMENT. We engage with ideas, people, cultures, and places beyond our campus to enrich learning and understanding.
  INTEGRITY. We earn trust through honesty, accountability, and ethical behavior.

  (PAE-2)
- UWRF's Campus Master Plan (i.e., physical plan) includes sustainability at a high level. The plan (adopted in 2011) promotes increased foot and bicycle traffic, removes parking from the center of campus and moved to the perimeter, increases the amount of open spaces and gateways,

highlights the planned reuse and repurposing of existing structures and materials, highlights river buffer zones and restoration, native plantings, building energy efficiency, and environmentally and economically sustainable implementations over a 20-year period. (PAE-3)

- Kelly D. Cain, Ph.D., is the director for the St. Croix Institute for Sustainable Community Development (SCISCD) and serves as the UWRF Sustainability Coordinator. The Sustainability Coordinator is a 12-month FTE appointment. The Coordinator is Chair of the Sustainability Working Group made up of a diverse cross-section of faculty, staff, and students. 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® reporting, the ACUPCC, and others. The Coordinator reports directly to the Vice Chancellor for Administration and Finance, and has significant support, autonomy, and budget to pursue campus and SCISCD objectives. (PAE-1)

Priority Actions

- Implement this (Sustainable Campus Community Plan) in coordination with the Climate Action Plan. Target date for both plans is Spring of 2011-12. (PAE-4, PAE-5)
Budget: Approximately $6,000-$8,000 in staff time for development of each plan.

Diversity and Affordability

This category recognizes efforts at UWRF to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating and 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.

Best Management Practices

- UWRF has a diversity and equity committee that advises on and implements policies, programs, and trainings related to diversity and equity on campus. The committee's activities include:
    - to recommend recruitment and retention policies and programs that encourage the development of a diverse university community;
    - to seek ways to encourage faculty and academic staff development focused on diversity issues;
    - to assess reports and information on the campus climate as it relates to diversity issues and make appropriate recommendations for improvement;
    - to review the status and progress of the University's strategic diversity initiatives and make appropriate recommendations;
    - to establish and maintain communication links between the committee and relevant student organizations so that committee members stay aware of campus issues and events;
    - to provide guidance to the Faculty Senate on policy decisions related to diversity issues;
    - to seek ways to encourage infusion of diversity content into the University curriculum and courses;
    - to identify and refine pathways and strategies for eliminating inequities in educational opportunities and outcomes;
    - to provide appropriate recommendations to facilitate the professional advancement of diverse populations;
    - to represent the needs and interests of diverse campus populations to the broader community;

- o to review and recommend approval of reports related to UW-System diversity initiatives; and
  - o to receive reports on the Library collections and to make recommendations regarding the acquisition of materials regarding diversity [FS 06/07 #58]

Members of the committee include:

Andriel Dees, Chief Diversity Officer, Office of Equity, Diversity and Inclusion

Cyndi Kernehan, Chair of Committee, Professor and Department Chair of Psychology

Torrion Amie, Assistant Director of Student Support Services, Multicultural Academic Services Coordinator, Academic Success Center

Melanie Ayers, Assistant Professor, Psychology

Carolyn Brady, International Outreach and Student Exchange

Ashley Olson, Sociocultural Coordinator, Office of Student Life

Todd Savage, Assistant Professor, School Psychology

Jennifer Willis-Rivera, Director, Academic Success Center, Professor, Communication Studies

UWRF also has an Office of Equity, Diversity, and Inclusion that is dedicated to making diversity, equity, and inclusion a part of the fabric of UWRF. The office employs Andriel Dees as the Chief Diversity Officer. (PAE-6)

- A Campus Climate Survey was conducted in 2010 in an effort to provide an inclusive campus for all faculty, staff, students, and visitors. It was the intention of the Diversity Leadership Committee that the results be used to identify specific strategies to address the challenges facing their community and to support positive initiatives on campus. The recommended next steps included the Diversity Leadership Committee and other campus constituent groups using the results of the internal assessment to help lay the groundwork for future initiatives. (PAE-7)
- The Office of Student Life sponsors various programs to support underrepresented groups within the student body, including the Diversity Organization Coalition. The office also hosts various diversity events to coincide with national campaigns/dates. The College of Education and Professional Studies Diversity Committee also exists to assist with the mission of assisting the growth and development of students so as to enhance their understanding and appreciation of human diversity. (PAE-8)
- UWRF has policies and programs in place to make it accessible and affordable to low-income students. The university currently participates in three federal TRIO programs: Student Support Services, McNair Scholars, and Upward Bound. UWRF also administers the Lawton

Undergraduate Minority Retention Grant Program, which provides need-based assistance to African-American, Hispanic/Latino, Native American, and statutorily defined Southeast Asian-American students who are U.S. citizens or permanent residents. (PAE-10)

- 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. These trainings are available to all employees and students. (PAE-T2-2; PAE-T2-3)

Priority Actions

- Administer or participate in a program(s) to help build a more diverse future faculty (i.e., fellowships, etc., to support terminal degree students from underrepresented groups in gaining teaching experience; mentoring, financial, and/or other support programs to prepare and encourage undergraduate students to pursue further education and careers as faculty members, etc.) (PAE-9)
  Budget: Additional expenditures may range from minimal for mentorship programs to varying amounts depending on fellowships or financial support offered for future faculty development.
- Offer housing options to accommodate the special needs of transgender and transitioning students. (PAE-T2-1)
  Budget: No additional expenditures are anticipated to develop policies or standard practices that accommodate special needs.

Human Resources

The area of Human Resources recognizes policies and practices that treat and remunerate workers fairly and responsibly. UWRF's employees define our character and capacity to perform; and so our achievements are only as strong as our community. We can bolster the strength of our community by making fair and responsible investments in our human capital.

Additionally, it is important to recognize faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact our sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of any sustainable campus.

Best Management Practices

- UWRF compensates all of its employees at or above the minimum wage. Total compensation for UWRF's lowest-paid workers was evaluated in 2010 to ensure it was sustainable. (PAE-11)
- UWRF conducts periodic Quality of Life Surveys to measure employee satisfaction. The survey allows for anonymous feedback and covers all departments. The most recent evaluation took place in 2009. (PAE-12)
- UWRF periodically invites staff to attend sustainability workshops. Faculty is also encouraged to attend sustainability in curriculum workshops (national, regional, and on-campus). (PAE-13)
- UWRF covers sustainability topics in new employee orientation and outreach materials. A PDF is offered and maintained on the St. Croix Institute for Sustainable Community Development website and is emailed to new employees each Fall semester. (PAE-14)
- UWRF has an on-site, state licensed childcare program serving children six weeks to ten years of age. It is the intention of the center to provide quality care to the children of UWRF students, employees, and to the community at a reasonable cost. (PAE-T2-4)
- UWRF offers the Employee Assistance Program; a counseling and referral service for employees and their families. A brochure is included in each new employee packet. (PAE-T2-5)
- UWRF and the UW System offer two socially responsible retirement investment options: Social Choice and Social Choice Equity. UW employees are also offered "socially responsible" funds, including TIAA-Cref, Dreyfus Third Century, and Lincoln Delaware Social Awareness. (PAE-T2-6)

Priority Actions

- Develop an ongoing faculty/staff peer-to-peer sustainability outreach and education program where employee sustainability educators are formally designated and receive formal training. (PAE-15)
  Budget: Additional expenditures would likely be minimal; the outreach and education program would likely consist of volunteers who are formally trained (i.e., SCISCD Faculty Fellows).

Investment

UWRF invests a portion of its assets in order to generate income. Ours is a portion of the hundreds of billions of dollars invested by colleges and universities worldwide. Democratic and transparent investment processes promote accountability and engagement by our campus and community. Furthermore, UWRF 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, UWRF can engage with the businesses in which we are invested in order to promote sustainable practices.

Best Management Practices

No best management practices currently exist at UWRF regarding investment and sustainability.

Priority Actions

- Establish an active Committee on Socially Responsible Investment (or similar body) that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. Ensure the body has multi-stakeholder representation including faculty, staff, and students and possibly alumni and trustees. (PAE-16)
  Budget: No additional expenditures are anticipated to establish a formal advisory committee.
- File or co-file a shareholder resolution(s) that addresses sustainability and/or conduct a negative screening of UWRF's entire investment pool. The negative screen may take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid) and should include a letter to all fund managers encouraging them to remove affected holdings as well. (PAE-17)
  Budget: No additional expenditures are anticipated to file resolutions and update investment policies.
- Invest in any of the following:
  - Sustainable industries such as renewable energy or sustainable forestry
  - Businesses selected for exemplary sustainability performances
  - Sustainability investment funds, such as a renewable energy investment fund
  - Community development financial institutions (CDFI)
  - Socially responsible mutual funds with positive screens
  - Community development projects

(PAE-18)
Budget: No additional expenditures are anticipated to update investment strategies.

- Develop a student-managed socially responsible investment fund through which students are able to develop socially responsible investment skills and experience. (PAE-T2-7)
Budget: Development of a student-managed investment fund is likely to require $2,000-$6,000 of staff and faculty time and would require diverting a portion of current investment funds to such a management fund.

- Develop a policy or directive to consider the social and environmental impacts of investment decisions in addition to financial considerations. (PAE-T2-8)
Budget: No additional expenditures are anticipated to develop policies or directives that consider triple-bottom line performance in investment decisions.

- Make a snapshot of investment holdings, including amount invested in each fund and/or company and proxy voting records, available to the public. (PAE-T2-9)
Budget: Approximately $2,000-$5,000 of staff time would be anticipated to compile reports and/or develop a website that details current investment holdings.

Public Engagement

The Public Engagement category recognizes efforts that give back to our community through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understanding of practical, real-world problems. UWRF can contribute to our campus~community by harnessing our financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, UWRF can offer incentives for our graduates to pursue careers that fill community needs, and we can use our prominence to advocate for sustainability in the greater community.

Best Management Practices

- UWRF maintains formal partnerships within the community of River Falls and the St. Croix River Valley to work together to advance sustainability within the community. These partnerships include but are not limited to:
  - *Powerful Choices Steering 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, adoption of the NEV ordinance, and implementing the property tax financed renewable energy program that provides up to $50,000 per residential owner for renewable energy projects financed at 4% interest over 20 years.
  - *St. Croix Valley Habitat for Humanity:* Formal partnering and integration of students and faculty for conceptual 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.
  - *Natural Step Study Circles:* 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 The Natural Step Circle currently in process.
  - *Osceola Village & School District:* Providing assistance in conceptualizing and designing the 100% energy and food self-sufficiency by 2025 model for the school district population of approximately 10,000 people. (PAE-19)

- UWRF collaborates with other colleges and universities to support and help build the campus sustainability community through presentations, memberships, and other ways. These efforts include but are not limited to:
    - 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.
    - Cain, K. Curriculum Development for Sustainable Communities: A UWRF Model. Upper Midwest Association for Campus Sustainability, College of St. Benedict, St. Joseph, MN, May 19, 2006.
    - Upper Midwest Association for Campus Sustainability (UMACS)
    - Association for the Advancement of Sustainability in Higher Education (AASHE)
    - University of Wisconsin-System Sustainability Coordinator's Consortium
    - American Colleges and Universities Presidents' Climate Commitment (ACUPCC)
    - University of Wisconsin Extension Sustainability Team
    - UWRF hosted the biennial UMACS Conference on April 9-10, 2010.

  (PAE-20)
- As of 2012, UWRF offers 17 sustainability continuing education courses including the Sustainable Management Science Certificate and Sustainable Enterprise Management Certificate. (PAE-21)
- UWRF and the SCISCD engage in public policy advocacy for sustainability through involvement in multiple advocacy groups and committee chair seats. These efforts include:
    - POWERful Choices!
    - Environmental Task Force
    - Joint Eco-Municipality Resolution: UWRF, River Falls School District, City of River Falls

  (PAE-24)
- UWRF participates in a voluntary pledge program whereby graduating seniors seek socially and environmentally responsible employment and/or to help positively change the ethical practices at their current employer. Students receive a wallet-sized card with pledge and resources, a green wristband imprinted with "Graduation Pledge Signer", and access to additional resources. Information can be found at http://www.graduationpledge.org. (PAE-T2-10)

Priority Actions

- Increase opportunities for UWRF's student body to participate in community service; and implement measures to track number of students participating and volunteer hours in community service programs. Programs currently exist, such as "Destinations" and "Pay it Forward" but number of students participating and total hours volunteered is not accurately tracked. (PAE-22; PAE-23)
  Budget: Minimal additional expenditures are anticipated to implement methods to track the number of students and volunteer hours participating in existing programs.
- Investigate the possibility of joining the Fair Labor Association or Worker Rights Consortium to ensure that apparel bearing the UWRF logo is manufactured in a responsible manner by companies that protect the rights of workers. (PAE-25)
  Budget: Dues of approximately $500 annually for joining the FLA and $1,500 for WRC; additional expenditures on apparel and contract development may also apply.
- Implement methods to include community service achievements on student transcripts. (PAE-T2-11)
  Budget: Minimal expenditures are anticipated to incorporate community service achievements on transcripts.
- Investigate the possibility of hosting a farmers' market for the community and/or facilitating a Community Supported Agriculture (CSA) drop-off point for students, faculty, and staff.
  Budget: Expenditures can vary from rental of a dedicated space for CSA drop-offs to $10,000 or more for development and operation of a fully functional farmer's market at varying scales.

Conclusion

UWRF has made exemplary strides during the initial push to address sustainability in higher education, evidenced by our Silver STARS® rating. Using this widely accepted and comprehensive metric, we now have a clear image of where we stand compared to other colleges and universities in North America and a roadmap to strengthen our position as the premier sustainability institution in the nation. Our past efforts offer a springboard towards this goal and should be maintained and improved upon.

This plan has explicitly outlined our achievements and recommended priority actions with approximate budgets to achieve those recommendations. Should UWRF choose to remain not only relevant but a leader in a rapidly evolving world where higher education is expected to be an economic driver at the forefront of innovation, community development and leadership, these recommendations will likely prove invaluable in prioritizing efforts and expenditures to achieve holistic outcomes across broad university efforts.

The UWRF SCCPlan provides the roadmap for slow and incremental progress, or rapid transformation to not only a Gold or Platinum STARS® rating, but to the reputation as a true national leader for disruptive entrepreneurship in sustainable campus and community performance.
The choice is ours.

Appendix A – Chancellor's Charge Memo

December 15, 2009

TO: Sustainability Working Group:
                    Dale Braun, Campus Planner
                    Kelly Cain, Director of Sustainability
                    Brian Copp, Professor of Sociology
                    Dale Gallenberg, Dean, College of Agriculture, Food & Environmental Sciences
                    Claire Kilian, Director, Master of Business Administration
                    Greg Koehler, Associate Director of Facilities Management
                    Katrina Larson, Director of Outreach
                    Jim Madsen, Professor of Physics
                    Dean Olson, Chair & Associate Professor, Agricultural Engineering Technology
                    Sandi Scott-Duex, Director of Residence Life
                    Mike Stifter, Director of Facilities Management
                    Bo Storozuk, Student
                    Tim Thum, Senior Facilities Engineer, Facilities Management
                    Jerry Waller, Director of Dining Services
                    Pam Weller, Lecturer, Plant & Earth Science
                    Lisa Wheeler, Vice Chancellor for Administration & Finance
                    Mary Wright, Professor of Teacher Education

CC: David Rainville, Professor of Chemistry and Faculty Senate Chair
                    Fernando Delgado, Provost & Vice Chancellor for Academic Affairs
                    Josh Brock, Student Senate President

FR: Dean Van Galen, Chancellor

RE: **Formal Charges to Sustainability Working Group**

Let me begin by expressing my unequivocal support for sustainable community development as outlined in Goal 2 of the strategic plan, Living the Promise and to reaffirm the University's commitment to the American College & University Presidents Climate Commitment of which UWRF is a charter signatory.

I understand that the Sustainability Working Group was established in 2007 as an ad hoc Faculty Senate Committee with the primary responsibility for helping the campus realize both the various elements of Goal 2 of the strategic plan goal and to deliver on our commitment to address climate change under the American College & University Presidents Climate Commitment.   I request the leadership of the Sustainability Working Group in ensuring that our actions in both of these areas move forward based on effective planning and coordination.

In pursuing a more sustainable campus, it is important to encourage broad understanding of and wide engagement by our campus and beyond. Our approach to sustainable campus community development should be integrative and inclusive, and should foster a culture of learning and action that is globally informed and socially inclusive. Our commitment to this effort must be strong, and should position UW-River Falls as a leader in the State of Wisconsin and, at least in some areas, a national leader.

Thus, I respectfully provide you with the attached "charges" and ask that it guide your work for the remainder of the 2009-2010 academic year. Thank you.

Chancellor's Charge to Create a Sustainable Campus Community Plan (SCCP)

I request that the Sustainability Working Group, working closely with the Office of Integrated Planning and other groups and individuals as appropriate, develop a comprehensive Sustainable Campus Community Plan (SCCP) by the end of the 2009-2010 academic year.

The SCCP should:

- Identify and summarize all major sustainability-related efforts since the 2007 start date of Living the Promise, and earlier, as appropriate;
- Outline a comprehensive plan that integrates the wide range of activities at UWRF into a single cohesive plan;
- Articulate options and opportunities, and provide recommendations of how UWRF can effectively pursue its on-going commitment to sustainable campus community development through 2012 and beyond;
- Include a relative short list of "priority activities" that should be pursued over the next three years that have high potential for significant impact and are achievable in light of our finite resources. For each of these, the plan should specify:
  - The individual or group that is recommended to take primary ownership
  - The associated financial costs
  - Potential sources of funding
- Consider the needs and aspirations of the many internal and external constituencies, including students, faculty, staff, administration, alumni, and local and regional communities.

The SCCP should be submitted to the Faculty Senate and Student Senate, as well as the Chancellor's office, during the spring, 2010 semester in a timeframe that would enable those governance bodies to have an opportunity to consider and affirm the SCCP should they choose to do so.

Chancellor's Charge to Develop a Climate Action Plan (CAP)

I request that the Sustainability Working Group, working closely with the Office of Integrated Planning and other groups and individuals as appropriate, develop a Climate Action Plan by the end of the 2009-2010 academic year.

The CAP should:

- Reaffirm the University's commitment as described in the American Colleges and Universities Presidents Climate Commitment (ACUPCC);
- Develop a Climate Action Plan that is based on this commitment including the goal of achieving carbon neutrality;
- Include options and recommendations (technical and programmatic) to help UWRF achieve carbon neutrality, and establish a target date based on these options for the campus to achieve its carbon neutrality goal;
- Extend the 2006-2007 assessment of the campus carbon footprint (ca. 31,000 metric tons) and establish an annual process and responsibility center for future annual footprint calculations and reporting;
- Consider the needs and aspirations of the many internal and external constituencies, including students, faculty, staff, administration, alumni, and local and regional communities.

The CAP should be submitted to the Faculty Senate and Student Senate, as well as the Chancellor's office, during the spring, 2010 semester in a timeframe that would enable those governance bodies to have an opportunity to consider and affirm the CAP should they choose to do so.

Appendix B – Faculty Sustainability Survey

Sustainability Survey Results, December 2008
(Please reference the UWRF Sustainability Survey for questions corresponding to responses

ChairDept	ChairFna	ChairLnam	1	1aListSustainProgr	2	2aListLearnOutco	3	3aListCoursesSustainFo	4	4aListCoursesSustainRelated	5	5aListCoursesNonCreditSu	6Ce
Agricultural Economics	David	Trechter	☐		☐		☑	AGEC 445 - Land Use and Sustainable Agriculture Law	☑	AFES 330 – Agricultural Human Resource Management AGEC 250 – World Food and Population AGEC 450 – Natural Resource Economics	☐		☐
Agricultural Education	James	Graham	☑	Graduate, Ag Education: Sustainable Community Development	☑	Graduate, Ag Education: Sustainable Community Development	☑	Graduate, AGED 707, Sustainable Community Development, 3cr Graduate, AGED 715, Community Engagement for Sustainability, 3cr Graduate, AGED 720, Sustainability Based Education Programming, 3cr	☐		☐		☐
Agricultural Engineering Technology	Dean	Olson	☐		☑	AET: Agricultural Engineering Technology option AET: Environmental Engineering Technology option AET: Mechanized Systems Management option	☑	AGEN 325 Alternate Energy Systems	☐		☐		☐
Animal and Food Science	Steven	Kelm	☐		☐		☑	Undergraduate, ANSC 389: Sustainable Animal Production Systems, Up-to 3cr	☑	Undergraduate, ANSC 115: Animal Welfare Undergraduate, ANSC 222: Introduction to Biotechnology Undergraduate, FDSC 110: The Science of Food	☐		☐
Art	Michael	Padgett	☐		☐		☐		☐		☐		☐

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6aListCertificatesS	7Im	7aPr	8Ass	9Inc	10Fa	11Ne	12Pe	13Tot	14Fac	15NamesSustainResearchers	16Su	17Su	18P	19E	20T	21InterestInParticipating
	☐	☐	☐	☐	☐	☐	☐	7	4	Gregg Hadley and Brenda Boetel – Economic Assessment of Grazing Systems Juliet Tomkins – USDA Challenge grant to assess feasibility of a sustainable ag major David Trechter – various survey projects for county, city, village, and town comprehensive land use plans, some of which include sustainability dimenions; survey of green energy demand by public institutions in western Wisconsi	☐	☑	☐	☐	☐	
	☐	☐	☑	☐	☐	☐	☐	2	0		☐	☐	☐	☐	☐	Tim Buttles
	☐	☐	☐	☐	☐	☐	☐	4	1	Dean Olson: Waste Fryer Oil Conversion to Biodiesel Dean Olson: Utilizing an oil press to produce vegetable oil from soybeans to produce Biodiesel.	☑	☐	☑	☐	☐	Dean Olson
	☐	☐	☐	☑	☑	☐	☐	14	1	Gary Onan, Use of deep bedding system for finishing hog operations as an alternative to high-density confinement operations	☐	☐	☐	☑	☐	Gary Onan Sylvia Kehoe
	☐	☐	☐	☐	☐	☐	☐	12	0		☐	☐	☐	☐	☐	

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ChairDept	ChairFna	ChairLnam	1	1aListSustainProgr	2	2aListLearnOutco	3	3aListCoursesSustainFo	4	4aListCoursesSustainRelated	5	5aListCoursesNonCreditSu	6Ce
Biology	Karen	Klyczek	☐		☐		☑	Undergrad, ESM/BIOL 389, Costa Rica Coast-To-Coast: A Model of Ecotourism and Sustainability, 3 cr., B. Mogen Undergrad, BIOL 379, Internship, and BIOL 499, Independent study: Students occasionally do projects focused on sustainability with the DNR, etc.	☑	Undergrad, BIOL 150, General Biology: Units on Conservation Biology, Population growth, various instructors	☑	CAS Community Outreach lecture: The Science, Economics (and Myth?) of Corn Ethanol, B. Mogen, Sep 2007 Model Science Academy lectures (for secondary teachers): Peak oil and effect on natural ecocosystems; Ecology of environmental problems, Joseph Gathman Summer 2008	☐
Chemistry	Jeffrey	Rosenthal	☐		☐		☐		☑	Chem 200 Environmental Chemistry, 3 cr. (A variety of topics covered are relevant to the course.) Chem 230 General Organic Chemistry, 3 cr. (Some sections cover the production and efficiency of biodiesel from vegetable oils. Students are asked to compare the physical and chemical properties of biodiesel as compared to regular diesel.) Chem 247, Synthetic and Analytical Techniques in Organic Chemistry II, 1 cr. (Green chemistry experiments including solvent-free, microwave accelerated and microscale experiments.	☐		☐
English	Laura	Zlogar	☐		☐		☑	Undergraduate, ENGL 228, Literature of Environmental Justice	☑	Undergraduate, ENGL 235, American Autobiography	☐		☐
Geography & Mapping Sciences	John	Heppen	☐		☑	Human Geography - Africa Human Geography - Europe Human Geography - Latin America Human Geography - Asia	☑	Human Geography - Africa Human Geography - Europe Human Geography - Latin America Human Geography - Asia GIS Theory & Methods Advanced GIS Geoprocessing (Digital Image Processing)	☐		☐		☐
History & Philosophy	Brian	Copp	☐		☐		☐		☑	Undergrad, HIST 389, Special Topics: Environmental History Undergrad, HIST 351, Colonial History (USA pre-Colombus) Undergrad, HIST 202, Latin American History (Rainforest Ecology) Undergrad, PHIL 301, Environmental Ethics: Liberalism and Capitalism	☐		☐

6aListCertificatesS	7Im	7aPr	8Ass	9Inc	10Fa	11Ne	12Pe	13Tot	14Fac	15NamesSustainResearchers	16Su	17Su	18P	19E	20T	21InterestInParticipating
	☐	☐	☐	☐	☐	☐	☐	14	2	John Wheeler, Flood plain vegetation and soil erosion in the Santa Ana River valley Joseph Gathman, Peak oil and effect on natural ecosystems	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	14	0		☐	☐	☐	☐	☐	Stacey Stoffregen, Karl Peterson, Scott Brown, and Jeff Rosenthal
	☐	☐	☐	☐	☐	☐	☐	35	1	Dr. Greta Gaard, Literature of Environmental Justice	☐	☐	☐	☐	☑	
	☐	☐	☐	☑	☐	☑	☐	5	1	John Heppen, Advising MA projects related to sustainability for four graduate students	☐	☐	☐	☐	☐	Charlie Matt John
	☐	☐	☐	☐	☐	☐	☐	9	0		☐	☐	☐	☐	☐	Brian Copp, Sociology Ryan Fischer, Hist Visiting Asst Prof Imtiaz Moosa, Possibly from perspective of ethics.

ChairDept	ChairFna	ChairLnam	1	1aListSustainProgr	2	2aListLearnOutco	3	3aListCoursesSustainFo	4	4aListCoursesSustainRelated	5	5aListCoursesNonCreditSu	6Ce
Journalism	Colleen	Callahan	☐		☐		☐		☑	JOUR 101 Introduction to Mass Communication (3 cr.)	☐		☐
Marketing Communications	Steve	Olsen	☐		☐		☐		☑	Undergrad, MARC 100 Undergrad, ENG 266 Undergrad, ENG 367 Undergrad, MARC 370	☐		☐
Modern Language	Kristine	Butler	☐		☐		☐		☐		☐		☐
Music	David	Milne	☐		☐		☐		☐		☐		☐
Physics	Earl	Blodgett	☐		☐		☐		☐		☐		☐
Political Science	Wes	Chapin	☐		☐		☑	Undergrad, Pols 355: Environmental Law, 3cr	☑	Undergraduate, POLS 230, Contemporary Ideologies, 3 cr	☐		☐
Psychology	Michael	Reich	☐		☐		☐		☐		☐		☐
Sociology, Anthropology & Criminal Justice	Edward	Robins	☐		☐		☑	Undergrad, Soci 245, Environmental Sociology Undergrad, Anth/Socio 395, Belize Study Tour	☑	Undergrad, Anth 100, Intro to Anthropology Undergrad, Anth 348, Faces of Culture	☐		☐
Biotechnology	Lisa	Kroutil	☐		☐		☐		☐		☐		☐
Film Studies	Robin	Murray	☐		☐		☐		☐		☐		☐
International Studies Program	Charles	Rader	☐		☐		☐		☑	GEOG 120 – Human Geography, 3 cr. GEOG 340 – Europe, 3 cr. GEOG 343 – Africa cr. INTS 200 – Introduction to International Studies, 3 cr. AGEC 250 – World Food and Population, 3 cr. AGEC 450 – Natural Resource Economics, 3 cr. ESM 377 – Business Ecology 3 cr. ESM 105 – Introduction to Environmental Science 3 cr.	☐		☐
Broad Field Social Studies	Kurt	Leichtle	☐		☐		☐		☑	History 389 Topics in History: Environmental History and Education currently being piloted.	☐		☐
Accounting and Fin	Reza	Rahgozar	☐		☐		☐		☐		☐		☐
Computer Sci & Info	Ahmad	Abuhejleh	☐		☐		☐		☐		☐		☐

6aListCertificatesS	7Im	7aPr	8Ass	9Inc	10Fa	11Ne	12Pe	13Tot	14Fac	15NamesSustainResearchers	16Su	17Su	18P	19E	20T	21InterestInParticipating
	☐	☐	☐	☐	☐	☐	☐	9	0		☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☑				☐	☐	☐	☐	☐	Tracy O'Connell
	☐	☐	☐	☐	☐	☐	☐	13	0		☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	29	0		☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	9	0		☐	☐	☐	☐	☐	Earl Blodgett
	☐	☐	☐	☐	☐	☐	☐	4	1	Neil Kraus, Research Not Specified	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	8	0		☐	☐	☐	☐	☐	
	☑	☑	☑	☐	☐	☐	☐	7	0		☐	☐	☐	☐	☐	Brian Copp
	☐	☐	☐	☐	☐	☐	☐	0	0		☐	☐	☐	☐	☐	Lisa Kroutil – Chemistry and Biotechnology
	☐	☐	☐	☐	☐	☐	☐	18	0		☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	1	1	Charles Rader, Development of GIS Databases for Sustainable Development.	☐	☐	☐	☐	☐	Charles Rader - Geography and Mapping Sciences – International Studies
	☐	☐	☐	☐	☐	☐	☐				☐	☐	☐	☐		
	☐	☐	☐	☐	☐	☐	☐	8	0		☐	☐	☐	☐		
	☐	☐	☐	☐	☐	☐	☐				☐	☐	☐	☐		

ChairDept	ChairFna	ChairLnam	1	1aListSustainProgr	2	2aListLearnOutco	3	3aListCoursesSustainFo	4	4aListCoursesSustainRelated	5	5aListCoursesNonCreditSu	6Ce
Economics	Hamid	Tabesh	☐		☐		☐		☑	Econ. 100, Modern Economics Econ. 150 Econ 201, Principles of Economics courses Econ 202, Principles of Economics courses Econ 328, Economic Development Econ 329, Economic Development Econ 312, Political Economy of Discrimination (Detailed explanation on how Econ classes incorporate sustainability topics included)	☐		☐
Management and	Brian	Huffman	☐		☐		☐		☐		☐		☐
Communicative Dis	Michael	Harris	☐		☐		☐		☐		☐		☐
Health and Human Performances	Deb	Allyn	☐		☑	Outdoor Education Minor	☐		☑	Undergrad, PED 201, Outdoor Ed Concepts and Skills, Summer, 3cr Undergrad, PED 202, Outdoor Ed Concepts and Skills, Winter, 3cr Undergrad, PED 301, Foundations of Outdoor Leadership, 3cr	☐		☐
Social Work	Ogden	Rogers	☑	Undergraduate, Social Work	☑	Undergraduate, Social Work	☑	?All social work classes	☑	?All social work classes	☐		☐

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6aListCertificatesS	7Im	7aPr	8Ass	9Inc	10Fa	11Ne	12Pe	13Tot	14Fac	15NamesSustainResearchers	16Su	17Su	18P	19E	20T	21InterestInParticipating
	☑	☐	☐	☐	☐	☐	☐	8	3	Professor Jackie Brux, Economic Development of Less Developed Countries, and Association for International Development (AID) Professor Pascal Ngoboka, Comparative Economic systems, Uganda tour Professor John Walker, Political Economy of Discrimination Dr Walker current research examining earnings differences between self-employed women and men in St. Croix County fits into sustainability. Currently, he has two manuscripts listed below. 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) The Characteristics of Self-Employed Women and Men in St. Croix County Wisconsin (under review Center for Economic Research --UWRF)	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	10	0		☐	☐	☐	☐		
	☐	☐	☐	☐	☐	☐	☐	8	0		☐	☐	☐	☐		
	☐	☐	☐	☐	☐	☐					☐	☐	☐	☐	☐	Paul Shirilla
	☐	☐	☐	☑	☑	☑	☑	3	1	Ogden Rogers: Social Work implication of implementation of International Humanitarian Law	☑	☑	☐	☑	☐	

ChairDept	ChairFna	ChairLnam	1	1aListSustainProgr	2	2aListLearnOutco	3	3aListCoursesSustainFo	4	4aListCoursesSustainRelated	5	5aListCoursesNonCreditSu	6Ce
Teacher Education	Teri	Crotty	☐		☑	TED 710, Social Studies in Elementary School ESM 500, Environmental Education TED 340, Pre-K Curriculum TED 335, Kindergarten Curriculum TED 424, Inquiry Learning	☑	TED 326 Place Based Science	☑	TED 715, Science in Elementary School, 3cr TED 311 – Elementary Techniques Social Studies TED 710 – Social Studies Methods TED 335, Kindergarten Curriculum TED 424/624, Inquiry Learning: Society and Environment in Early Elementary	☐		☐

6aListCertificatesS	7Im	7aPr	8Ass	9Inc	10Fa	11Ne	12Pe	13Tot	14Fac	15NamesSustainResearchers	16Su	17Su	18P	19E	20T	21InterestInParticipating
	☐	☐	☐	☑	☐	☐	☐		2	Brenda and Mary Wright – Studying our Teaching and Learning through the Lens of Sustainability	☐	☑	☐	☐	☐	

NOTE: The compilation of survey results outlined above has inadvertently omitted a portion of the response from the Accounting and Finance Department. Those results are included in the survey response beginning on page 61:

Dear UWRF College Deans and Department Chairs,

UWRF's "Living the Promise" Strategic Plan Goal 2 commits our campus to promoting sustainability. For your reference, that goal is highlighted at the bottom of this page.

The attached survey has been developed in collaboration with the Sustainability Working Group (SWG), who is charged with addressing Goal 2. We have identified a national standard, the Sustainability Tracking Assessment and Rating System (STARS), as our campus's tool of choice for benchmarking UWRF's current level of sustainability throughout all facets of UWRF. STARS is an assessment tool that is credibly comprehensive. It is provided by the Association for the Advancement of Sustainability in Higher Education (AASHE) and has a high sustainability ideal, which assists campuses in clearly identifying specific action steps toward improved sustainability. The tool is structured with the intent that no campus will initially meet all of its sustainability standards, and that change will be driven at participating campuses toward conforming to STARS nationally accepted standards. Flexibility is inherent throughout the assessment, and it is generally **not prescriptive** in how sustainability is implemented on each campus and within each department.

Please complete the attached survey, which will comprise your department's contribution to STARS. It will assist UWRF in establishing a benchmark of the University's current level of sustainability with regard to curriculum, research, and faculty and staff development and training. It is important that we receive participation from 100% of our campus's departments to generate an accurate benchmark. **It is anticipated that many UWRF department responses to questions will be "no" or "not applicable"**, which is typical of most US campuses during initial benchmark. Based on benchmark results, UWRF will coordinate and measure annual progress toward incorporating sustainability in departments and across campus according to STARS standards.

As a second objective of this survey, the final question asks whether you or members of your Department are willing to participate in the expansion of sustainability efforts on campus. We are attempting to identify those who want to become more involved in sustainability at UWRF.

> *UW-River Falls Strategic Plan Goal 2.2 - Promoting sustainability across all dimensions of the campus and beyond*
> *2.2.1 - Infuse broadly defined sustainability issues, as appropriate, throughout the graduate and undergraduate curriculum, including general education, major, minor and elective courses, and in research and scholarly activity, internships, and service learning opportunities.*

Please complete the survey below and return it to Brian Copp by Friday, December 12, 2008. It may be completed electronically or by paper. UWRF is under deadline to submit aggregate data compiled from this survey to AASHE, which requires us to collect data from departments no later than this date. Curriculum sustainability data for inclusion with the UWRF's report being submitted to AASHE are being compiled by Matt Fitzgerald. If you have questions or concerns while filling-out the survey, please contact Brian (x3260) or Matt (x3572).

Thank you for your assistance and commitment in gathering this important information.

Sincerely,

Brian Copp   Terry Brown

Sustainability Working Group   Provost / Vice Chancellor for Academic Affairs
Curriculum Subcommittee Chair

SURVEY KEY

UWRF Definition of Sustainability: We define sustainability as that which "meets the needs of the present without compromising the ability of future generations to meet their own needs" (the United Nation's Bruntland Commission, 1987). We believe sustainability is more than recycling, alternative energies or dimming the lights. In recognition of our responsibility to future generations, at UWRF sustainability is demonstrated by our belief that society must adopt a fundamental set of (ecologic, social and economic) values, principles, and practices that frame how we think, choose, and act upon daily decisions in personal, professional and civic life.

Sustainably-Focused Course: The course's objective is to educate students on the topic of sustainability, or the course's objective is to use sustainability as a lens for examining a topic or issue.

Sustainably-Related Course: In a portion of the course, it incorporates the concept of sustainability. Or, the course covers a specific topic area that relates to sustainability or its principles. See below Topic Areas and Principles.

Sustainability Topic Areas: To assist you in identifying courses or programs which contain sustainability content, a well organized list of sustainability topics categorized by Business and Trade, Communities and Society, Danger Signs, and Environment are available at the Sustainable Development web site below. As an advantage to using this site, issues surrounding these topics and subtopics are explained in brief for easy consumption. Be forewarned that links to outside articles and links are not adequately maintained. http://www.sdgateway.net/topics/default.htm

Sustainability Principles: Sweden's four Natural Step principles concisely relay sustainability principles that are generally at the foundation of all widely pursued or adapted sustainability principles and models. They are:

1. Eliminate our contribution to the progressive buildup of substances extracted from the Earth's crust (for example, heavy metals and fossil fuels)
2. Eliminate our contribution to the progressive buildup of chemicals and compounds produced by society (for example, dioxins, PCBs, and DDT)
3. Eliminate our contribution to the progressive physical degradation and destruction of nature and natural processes (for example, over harvesting forests and paving over critical wildlife habitat); and
4. Eliminate our contribution to conditions that undermine people's capacity to meet their basic human needs (for example, unsafe working conditions and not enough pay to live on).

Learning Outcomes: *Sustainability courses or programs, for example, help students to achieve one or more of the following outcomes:*
1. Understand and be able to effectively communicate the concept of sustainability;
2. Develop and use an ethical perspective in which they view themselves as embedded in the fabric of an interconnected world;
3. Become aware of and explore the connections between their chosen course of study and sustainability;
4. Develop technical skills or expertise necessary to implement sustainable solutions;
5. Understand the way in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises;
6. Contribute practical solutions to real-world sustainability challenges;
7. Synthesize understanding of social, economic, and environmental systems and reason holistically.

UWRF SUSTAINABILITY SURVEY

College: _____ Department: _____

Department Chair Name: _____

Department Chair Signature: _____ Date: _____

CURRICULUM

Introduction: This section seeks to recognize institutions that have formal programs and courses that address sustainability or incorporate sustainability topics into their curriculum. A primary function of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are positioned uniquely to prepare students in all fields of study to understand and address sustainability challenges and how those challenges relate to their field. Institutions that conduct courses relevant to sustainability issues help to equip their students to lead society to a sustainable future by contributing to a healthy economy, society and environment.

1) **Programs:** Does your department have an undergraduate or graduate sustainability-focused academic major, concentration, certificate or minor?   X **Yes**   □ **No**

If yes, please list those (See Survey Key page for definition of "Sustainability-focused")

Example: Graduate, Sustainable Community Development Both the accounting and finance majors are focused on the economic sustainability Triple Bottom Line sustainability factor.

2) **Learning Outcomes:** Regardless of whether your Department has a sustainability-based program, does your department have undergraduate or graduate degree programs which have sustainability listed as a learning outcome?
X **Yes**   □ **No**
If yes, please list those programs (See Survey Key page for a list of example "Learning Outcomes")

Example: Undergrad, American Literature 1. Graduating accounting students will be able to use financial statements to make decisions. 2. Graduating accounting students will be able to help managers make decisions using internal and external information. 3. Graduating accounting students will be able to evaluate accounting systems.   All focus on economic sustainability.

3) **Courses, Sustainability-<u>Focused</u>:** Are there courses in your department that specifically target the concept of sustainability, or use sustainability as a lens to examine a topic or issue?   □ **Yes**   X **No**
If yes, please list those courses (See Survey Key page for definition of "Sustainability-focused")

> Example: Graduate, AGED 715, Community Engagement for Sustainability, 3cr

4) **Courses, Sustainability-<u>Related</u>:** Are there courses in your department that incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue? X **Yes**   □ **No**
If yes, please list those courses (See Survey Key page for definition of "Sustainability-related")

> Example: Undergrad, ESM 303, Hydrology and Water Quality, 3cr
> ACCT 231, ACCT 232, ACCT 321, ACCT 322, ACCT 356, ACCT 357, ACCT 366, ACCT 430, and ACCT 461 all address economic sustainability.

5) **Courses, Non-Credit:** Does your department provide non-credit sustainability-related or focused courses?
□ **Yes**   X **No**
If yes, please list those non-credit courses (See Survey Key page for definition of "Sustainability-focused/related")

> Example: Permaculture Design Workshop

6) **Certificates:** Does your department provide a non-academic sustainability-focused certificate program?
□ **Yes**   X **No**
If yes, please list those certificate programs (See Survey Key page for definition of "Sustainability-focused")

> Example: Master Gardener Certificate Program

7) Does your department provide an immersive, sustainability-focused study program that lasts at least three weeks off campus, overseas, or on-campus? It must either 1) concentrate on sustainability, including its social, economic, and environmental dimensions, or 2) examine an issue or topic using sustainability as a lens? (i.e. Costa Rica Study Tour)
□ **Yes**   X **No**

If yes, do you have policies, programs and other practices in place to offset the negative social and environmental impacts of the immersive programs, including environmental impact of travel to and from the site?   N/A

8) Does your department conduct an assessment of the sustainability literacy of your students while entering, during, or upon completion of their program requirements?   □ **Yes**   X **No**

FACULTY & STAFF DEVELOPMENT & TRAINING

<u>Introduction</u>: This section seeks to recognize institutions that have incorporated sustainability into their faculty and staff training and development programs. Faculty and staff members' daily decisions impact an institution's sustainability

performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavioral changes that promote sustainability is an essential activity of a sustainable campus.

9) Are incentives offered to faculty in your department to develop sustainability courses and/or incorporate sustainability into their courses or departments?   □ **Yes**   X **No**

10) Have faculty or staff in your department received sustainability training or professional development through a program made available to the whole campus? □ **Yes**   X **No**

11) Did new faculty and/or staff receive an orientation that included sustainability as a topic? No

12) Have faculty or staff in your department participated in a peer-to-peer sustainability outreach and education program which requires peer educators to take formal training or orientation?   □ **Yes**   X **No**

RESEARCH

Introduction: This section seeks to recognize institutions that are conducting research related to or focused on sustainability. Conducting research is a major function of many colleges and universities. By researching sustainability issues, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges. Sustainability research leads toward solutions that support ecological health, economic prosperity, and social well-being.

13) How many total faculty members are in your department (includes faculty and instructional academic staff)? __7___

14) How many of your department's faculty members are engaged in sustainability research? __0___
(Research that is separate from research that directly informs teaching)

15) Please provide name and title of research for each faculty member engaged in sustainability research:

> Example: Dean Olson, Waste Fryer Oil Conversion to Biodiesel
>
> Dawn Hukai, Sustainability webpage available through www.uwrf.edu/~W1082888

16) If faculty in your department conducted sustainability research, did they receive internal funding?   □ **Yes**   X **No**

17) If faculty in your department conducted sustainability research, did they receive external funding? □ **Yes**   X **No**

18) Did you employ strategies to increase external funding for sustainability research? □ **Yes**   X **No**

19) Does your department provide, or has it received, incentives to encourage your faculty to conduct sustainability research? Incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. □ **Yes**   X **No**

20) Does your department distinguish interdisciplinary, multi-disciplinary and/or trans-disciplinary research, from mono-discipline research for the sake of promotion and/or tenure?   □ **Yes**   X **No**

CAMPUS PARTICIPATION

21) We would appreciate input and assistance from individuals across campus who wish to participate in the effort to expand sustainability on our campus, as it could materialize in any of a large number of ways that can be identified at a later date. STARS will be utilized as a guide to assist in that process. Please list below individuals in your college/department who have indicated that they are willing to participate in this process.

Dawn Hukai

Please submit your completed survey by email or interoffice mail to Brian Copp no later than December 12, 2008.

Brian Copp
Soc, Anthro & Criminal Justice
330 KFA
brian.e.copp@uwrf.edu