



UNIVERSITY OF WISCONSIN
PLATTEVILLE

2025 SUSTAINABILITY PLAN



FEBRUARY 2020

PREPARED BY

*Amy Seeboth - Wilson
Sustainability Coordinator*

APPROVED BY

*UW-Platteville Environmental
Sustainability Committee*





RECOGNITION

This 2025 Sustainability Plan would not be possible without countless people on campus and beyond. Setting a vision for sustainability and seeing it through truly takes long-term commitment. Special thanks go to Chancellor Shields and Vice Chancellor Smith for setting a high bar for sustainability, and to the Environmental Sustainability Committee for participating in the planning process and providing daily leadership in sustainability: John Peterson, Evan Larson, Chris Frayer, Andrey Ivanov, Chris Underwood, Matt Zielinski, Pete Davis, Cathy Cornet, Ashley Cullen, Sam McKeen, Zach Verden, Sam Hyde, AJ Landeau, and Jada Liermann.

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Plan Overview

University of Wisconsin-Platteville values sustainability. Located within the ecologically unique Driftless Region that was bypassed by the last glacial age, we belong to a land of fertile farms and rolling hills, oak savanahs, and the mighty Mississippi River.

Our academic programs reflect a strong sense of place; we pride ourselves as a teaching institution where our students have the opportunity to enhance our community through coursework that includes applied learning.

Our plan aligns with the 2024 UW-Platteville Strategic Plan which identifies Sustainability as a top objective and with Governor Evers Executive Order 38 which calls for a state Office of Sustainability and 100% clean energy by 2050.

Sustainability is at the core of our values and with this plan, we are proud to set a roadmap for building and operating a healthier, more sustainable campus community over the next five years.

Sustainability Defined

UW-Platteville uses the United Nations definition for sustainability: "meeting the needs of the present without compromising the ability of future generations to meet their own needs." Although environmentalism is always part of sustainability, sustainability is so much more. It is a long-term perspective relating social, economic, and environmental health.

Plan Process

A successful roadmap is one that reflects our campus community's interests. We engaged our community throughout the plan creation.

- **Campus Sustainability Survey** - UW-Platteville surveys its community every other year to learn about sustainability interests and literacy.
- **Environmental Sustainability Committee (ESC)** - A formal University committee, the ESC meets monthly and drove the creation of this plan.
- **Sub-committees** - Expert area committees met to review current trends and recommend future goals between November 2019 - January 2020.

Our plan draws upon existing knowledge and decisions, including metrics comparing our campus to peers, internal data, and current and past campus decisions.

- **Campus Strategic Plan**- UW-Platteville announced a new five-year strategic plan in the fall of 2019. "Creating a culture of sustainability" is one of the top ten objectives in that plan. Our 2025 Sustainability Plan will help campus achieve this larger sustainability goal.
- **Existing Sustainability Plan**- Campus' current sustainability plan was written in 2013 and updated in 2015. Over 60 campus stakeholders were engaged in this planning process.
- **AASHE STARS**- Campus reports on a series of sustainability metrics against national standards for sustainability in higher education. Our latest report was submitted in March 2018; we ranked silver at that time. We submit a new report in March 2020.
- **Sustainability Dashboard** - Campus collects and reports on data related to sustainability on a monthly basis. Visit this dashboard here to take a look at how we are doing.

While this plan was, in many ways, many years in the making, the majority of planning meetings and public engagement were concentrated between fall and winter 2019-2020.

- Previous Sustainability Plan (2013)
- AASHE STARS bench-marking UW-Platteville against peers (2016 & 2018)
- Bi-annual Campus Sustainability Survey (spring 2015, 2017, and 2019)
- Sub-committee meetings (November 2019 - January 2020)
- Environmental Sustainability Committee adopts plan (January - February 2020)
- Campus review of Plan (March 2020)

Plan Process

Many thanks to the following individuals for committing their time and expertise to sub-committees on behalf of their respective campus areas:

Academics

Chanaka Mendis, Office of the Provost
 Will Hoyer, Office of Research and Sponsored Programs
 Haley Rusk, Academic Support Programs
 Travis Nelson, General Education Committee
 Craig Wilson, Division of Professional Studies
 Zach Verden, Student Senate
 Lucas Frey, Undergraduate Research Club
 Benjamin Collins, Faculty
 Scott White, Faculty

Engagement

Ryan Lodico, Student Senate
 Cathy Cornett, Faculty
 Liam Schroeder, United Greek Council
 Mathew Peterson, Residence Housing Association
 Tony Bivens, Campus Programming and Relations / Student Center Advisory Committee
 Matt Zielinski, Residence Life
 Lindsey Dietmeier, Athletics
 Paul Erickson, University Relations

Energy

Cathy Riedl-Farrey, Financial Services
 John Niehaus, Facilities Management
 Pamela Tas, Faculty
 Mehdi Roopaei, Faculty
 Sam Hyde, Wisconsin Association of Energy Engineers
 Adam Schwartz, Wisconsin Association of Energy Engineers
 Sam McKean, Student Senate
 John Fick, Corporate Relations

Food & Dining

Mike Ernst, Dining Services
 Stephanie Young, Dining Services
 AJ Landeau, Green Campus Project
 John Fick, Corporate Relations
 Lisa Emendorfer, Health and Human Performance
 Rachel Emendorfer, Health and Human Performance
 Rami Reddy, School of Agriculture
 Tera Montgomery, School of Agriculture
 Chuck Steiner, Pioneer Farm,
 Mary Penn, Sustainability Office

Built Environment

Chief Hallman, Campus Police
 Kristina Fields, Transportation Engineering
 Sam Mantsch, Transportation Engineering
 John Peterson, Biology
 Austin Polebitski, Environmental Engineering
 Sam McKean, Student Senate
 Adam Opolka, Cycling Club
 Andy Unrau Campus Grounds,
 Katrina Hecimovic, Facilities Project Manager
 Doug Stephens, Campus Planner
 Samir El-Omari, Sustainable & Renewable Energy Systems / Civil Engineering
 Mary Penn, Sustainability Office
 Donita Carmill, Horticulture

Waste

Mike Ernst, Dining Services
 Cris Winkler, Residence Life Custodial Services
 Tony Isabell & Bart Johll, Academic Custodial Services
 Lew Bettinger, Purchasing
 Sean Wolfe & Adam Frieden, ITS
 Kelly Jo Hadfield, Markee Pioneer Student Center
 Josh Chamberland, Pioneer Restore
 Jakob Pflederer, Administrative Assistants, ADA group
 Andy Unrau, Campus Grounds
 Chris White, Custodial
 Janet Frederick, Custodial



Academics

What we teach has big implications. How are we preparing our students to see the world through a long-term systems perspective. This includes interdisciplinary, applied, and critical thinking that help our students envision a better future.

Goal: Increase course catalog sustainability-designated courses by 50% between 2019 and 2025.

Strategies:

- Develop and implement a communication and marketing plan for sustainability in academics by 2021.
- This plan should include at least three events per year to educate faculty on how sustainability can be included in courses.
- Make use of existing resources, such as Coffee and Conversation, to reach faculty in each college.
- Work with the Campus Environmental Sustainability Committee to establish annual event plans in the spring of each year.



Engagement

How we lead has big implications. How are we preparing our students to see the world through a long-term systems perspective. This includes interdisciplinary, applied, and critical thinking that help our students envision a better future.

Goal: Increase campus sustainability knowledge by 50% on the 10 literacy questions on the bi-annual sustainability survey between 2019 and 2025.

Strategies:

- Establish a campus-wide peer to peer education program (such as a green team or ambassador program) by 2020.
- Engage 10% of the university body (faculty, staff, students) in the program by 2025.
- Develop and implement a communication and marketing plan for sustainability by 2021. Emphasize innovative or non-traditional message placement (e.g.garbage can wraps, outdoor interpretive signage etc.).



Energy

Energy, defined as heat & electricity, is one of the primary resources we consume. Our energy decisions not only have financial implications for the institution, but also environmental, and health.

Goal: Reduce our Scope 1 & 2 greenhouse emissions by 1/3 between 2019 and 2025.

Strategies:

- Source 100% renewable electricity by 2025.
- 70% of campus should be engaged in a form of energy training or education by 2025 and 70% of campus should correctly know what percent of campus energy is fossil fuel sourced as measured by the bi-annual campus sustainability survey by 2025.
- Recognizing that energy is tied to building efficiency, strive for more efficient space use and encourage the removal of campus buildings when appropriate.
- Pursue external funding sources to make campus energy improvements.



Food & Dining

What we eat has big implications. It affects our health, our pocketbook, and the planet. As an institution, our food resources impact student success, recruitment and marketing potential, and student learning opportunities.

Goal: Serve at least three additional campus grown foods in Campus Dining by 2025. This is in addition to lettuce from Glenview and tomatoes/herbs from greenhouse.

Strategies:

- Establish a marking/communication strategy for campus' sustainable food and dining initiatives by fall 2020.
- All campus grown food (and possibly local) should be clearly labeled when served in Campus Dining locations by fall 2020.



Physical Infrastructure

How we build the world around us has big implications on the health of our community, our budget, and our planet. Street and sidewalk placement impacts our ability to walk vs. drive, how we manage our land impacts both our viewshed and wildlife habitat, energy efficiency measures built into construction projects impacts our long-term operating budgets. Here we look at how our transportation, buildings, and land management decisions impact campus sustainability.

Goal: Develop & implement a plan for reduce campus operating cost and carbon-footprint of our physical infrastructure by 2025.

Strategies:

- Adopt & implement sustainable land management standards governing all campus lands (campus proper, Memorial Park, Pioneer Farm, and the Platte Mound) by fall 2021.
- Develop a goal for reducing our transportation-related carbon footprint by 2022 and adopt a plan for how we will achieve this goal.
- Develop & implement sustainability standards for existing, new, and renovated campus buildings by 2025.



Waste

Waste has environmental, social, and economic consequences both when initially generated and when disposed of. Reducing "waste" can save money, reduce resource consumption, and improve social well-being. Reusing, fixing, and reinvesting can all be economic generators, creating jobs and improving economies.

Goal: Have a 72% waste diversion rate in 2025 (diverting recycling and compost from the landfill). In 2019, our diversion rate was 45%.

Strategies:

- Switch from standard soda vending machines to the kind requiring a cup by 2025. In the meanwhile, re-institute a bring your own cup discount wherever possible.
- Reduce overall campus paper purchase by 50% by 2025 Adopt a campus waste policy by 2021

2013 Sustainability Plan Progress Summary



In 2013 campus engaged over sixty stakeholders in creating our first ever sustainability plan. This plan identified 104 actions we could take to make our campus more sustainable and ranked these actions based upon how positive an impact they would have on our people, planet, and profit, as well as how feasible they would be.

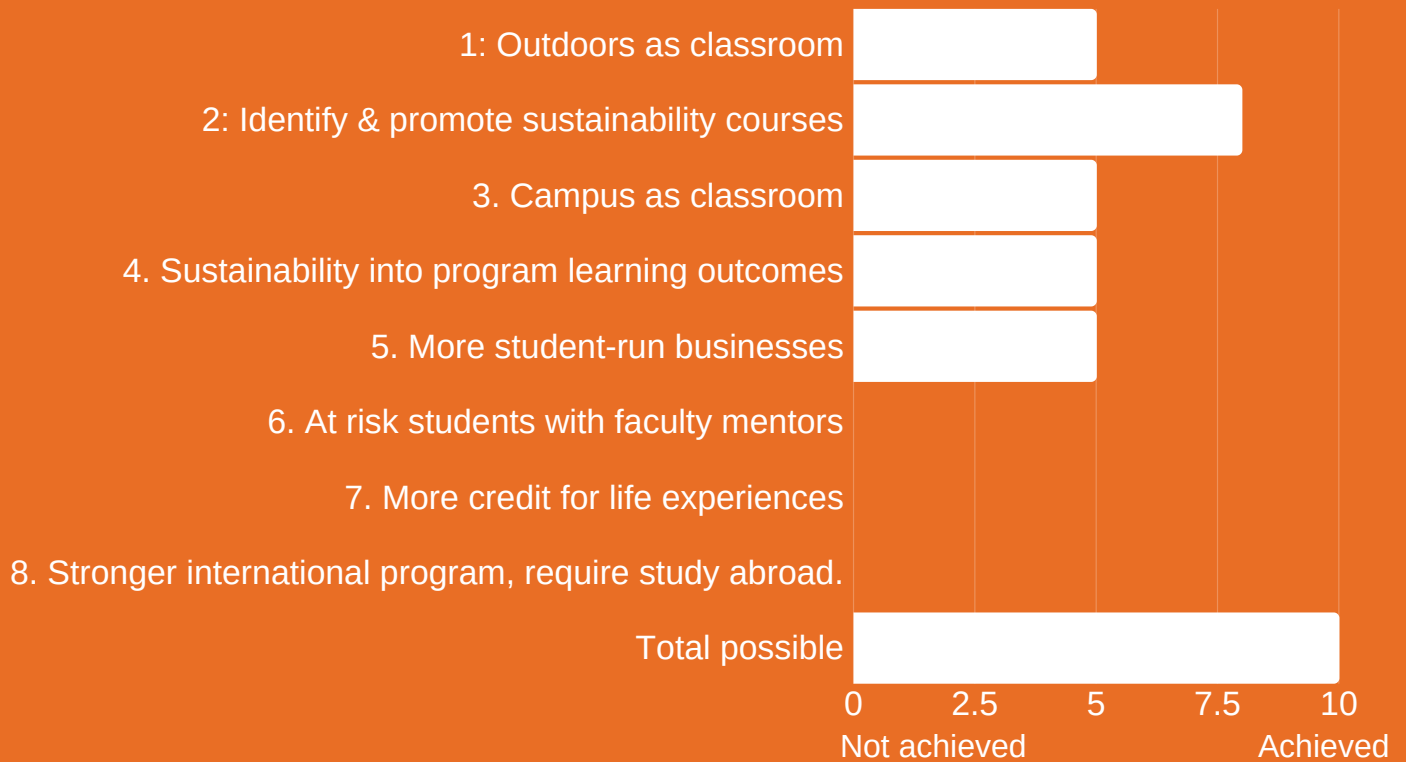
Each of these goals is listed below in priority by topic area along with a status update of the progress made toward that goal since 2013.

<https://campus.uwplatt.edu/sustainability/sustainability-plan>

ACADEMICS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the eight goals related to academics.

PROGRESS SINCE 2013



Priority 1: OUTDOORS AS A CLASSROOM

A 2015 survey of the Colleges of BILSA and LA&E found that 40 unique classes use Memorial Park in their coursework. Since then, an ad hoc committee began to develop a process for communicating these projects to the broader community and with grounds. No process has been finalized.

Priority 2: IDENTIFY & PROMOTE SUSTAINABILITY COURSES

In Sept. 2016, over 30 faculty and staff met to discuss how this could be achieved. An ad hoc committee developed standards and today, 35 courses are listed in the course catalog as "sustainability" or "sustainability-related."
<https://campus.uwplatt.edu/sustainability/sustainability-courses>

Priority 3: CAMPUS AS A CLASSROOM

The new science building slated for construction in 2022 (Sesquicentennial Hall) is being designed with interactive learning features in mind.

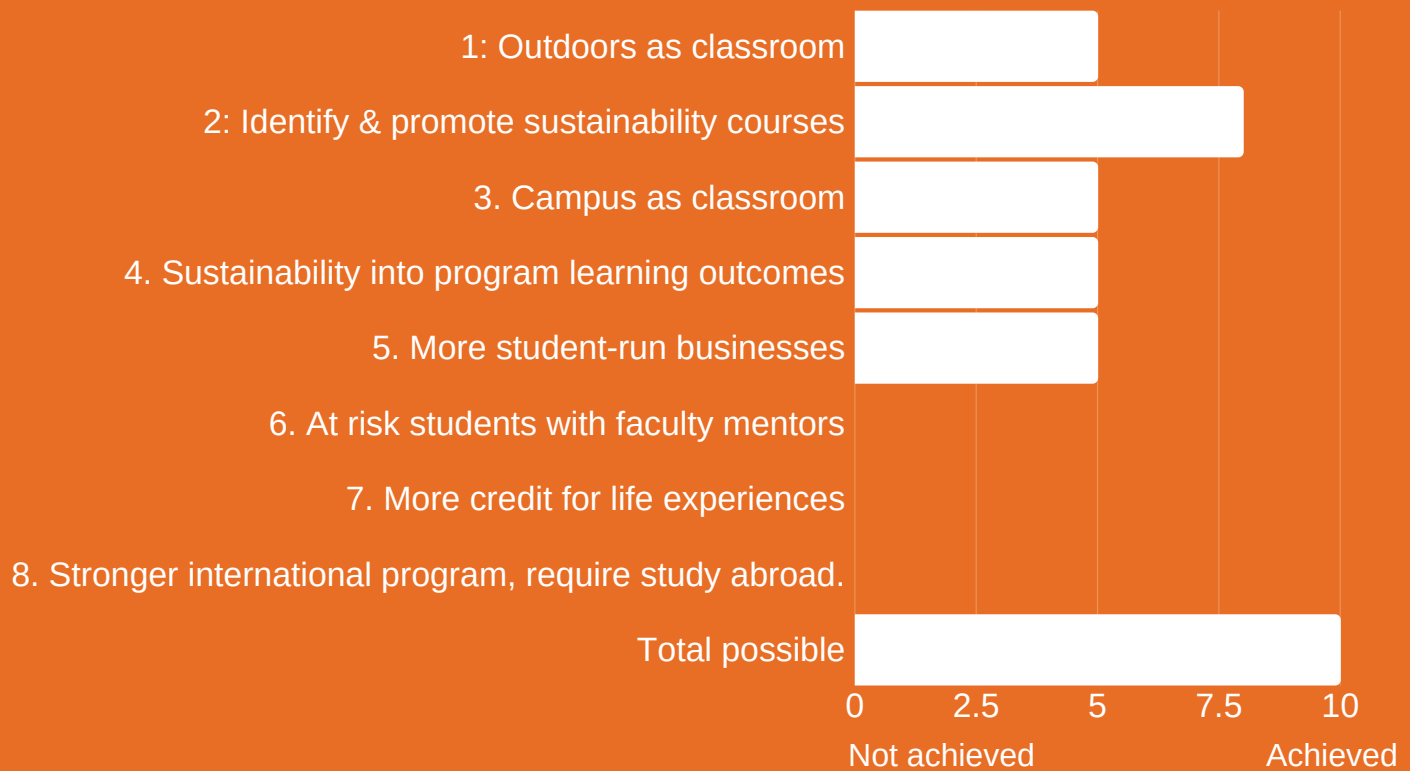
Priority 4: SUSTAINABILITY INTO PROGRAM LEARNING OUTCOMES

There currently is a sustainability general education proposal under review by the general education committee.
<https://campus.uwplatt.edu/sustainability/academics>

ACADEMICS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the eight goals related to academics.

PROGRESS SINCE 2013



Priority 5:

MORE STUDENT RUN BUSINESSES

The student-run Platteville Sunflower Oil Company has been operating since 2014. A student-run hydroponics business started fall 2019 and a student-run ice cream business will start this summer.

Priority 6:

AT RISK STUDENTS WITH FACULTY MENTORS

Academic Support Programs has been investing in program developments to better support at-risk students, including an Academic Intervention process. Campus has also introduced programs such as the SUCCEED Summer Bridge Program that pairs incoming at-risk students with a cohort and faculty mentors.

Priority 7:

MORE CREDIT FOR LIFE EXPERIENCE

With the creation of the Wright Center for Non-Traditional and Veteran Students in 2013, more effort has been placed on recognizing non-academic life experiences. These experiences do not always translate into academic credit.

Priority 8:

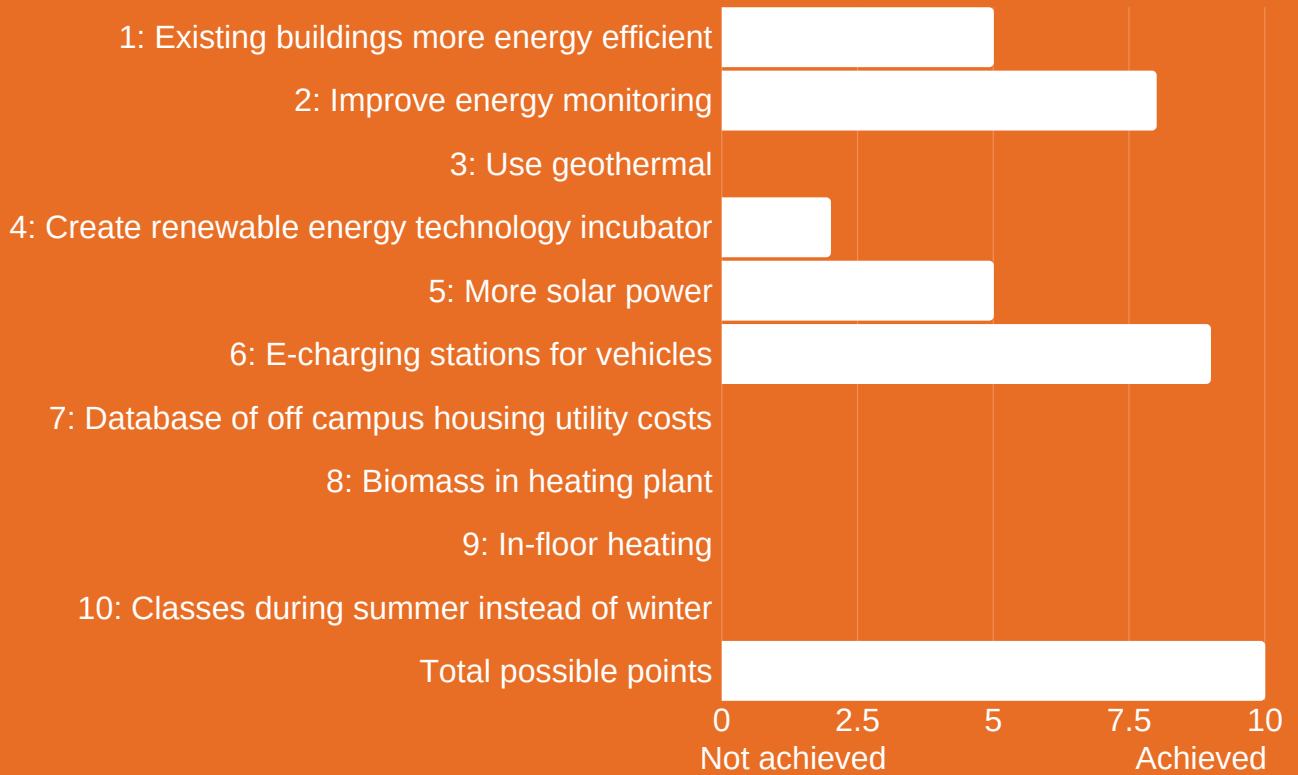
CREATE A STRONGER INTERNATIONAL PROGRAM; REQUIRE STUDY ABROAD

The International Program offers many study abroad options, but the committee was not aware of significant advancements made since 2013.

ENERGY GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the ten goals related to energy.

PROGRESS SINCE 2013



Priority 1:

IMPROVE ENERGY EFFICIENCY OF EXISTING BUILDINGS

Between 2011-2014, campus has invested about \$3.5 million in making energy efficiency improvements. The State Facility Energy report estimates that UW-Platteville has reduced our weather-adjusted energy consumption by 14.5% between 2005-2017. Source: Wisconsin PSC Energy Statistics

Priority 2:

IMPROVE ENERGY MONITORING

In 2014-2016 we added electricity and heat submetering to most of our buildings. We had LUCID dashboard from 2014-2018. In winter 2019 we replaced this system with our new dashboard:
<https://campus.uwplatt.edu/sustainability/dashb>
[oard](https://campus.uwplatt.edu/sustainability/dashb)

Priority 3:

USE GEOTHERMAL HEAT

Ball State, Carleton College, and EPIC systems in Verona all use district geothermal systems. These projects make most sense when doing a heating plant replacement due to age. A system would cost about \$40-50 million and could have a payback of 20-35 years. UW-Platteville has not made any plans to invest in geothermal heat.

Priority 4:

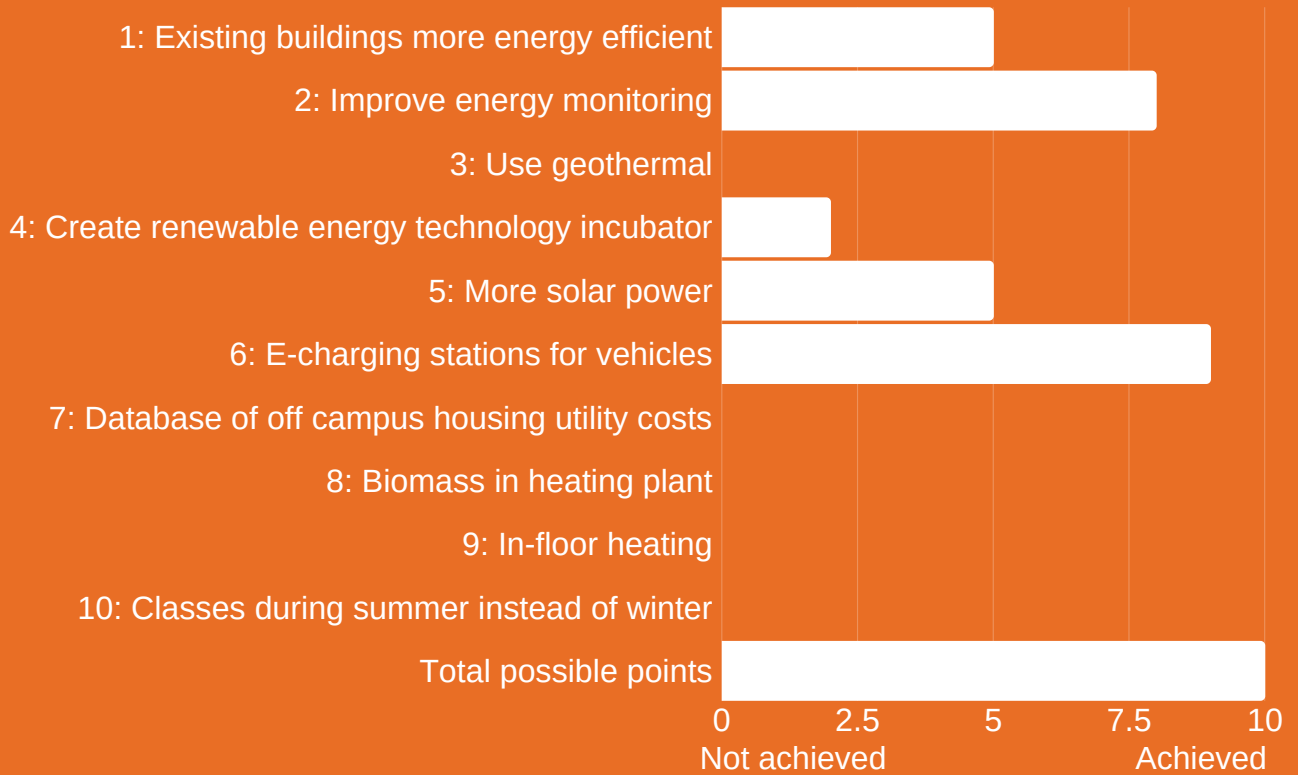
CREATE RENEWABLE ENERGY TECHNOLOGY INCUBATOR

We added a sustainable and renewable energy systems lab to campus in 2015. It is located in Engineering Hall.

ENERGY GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the ten goals related to energy.

PROGRESS SINCE 2013



Priority 5:

MORE SOLAR POWER ON CAMPUS

We currently have two solar projects in the works. One, at Pioneer Farm, would add two wind turbines and up to eight acres of solar to campus. The other is a two-megawatt solar array on Memorial Park. Combined these projects would produce 100% renewable electricity for campus.

Priority 6:

E-CHARGING STATIONS ON CAMPUS

We installed a two-stall charging station at Glenview Commons in fall 2019. Sesquicentennial Hall, slated for construction in 2022, is expected to add several more to campus.

Priority 7:

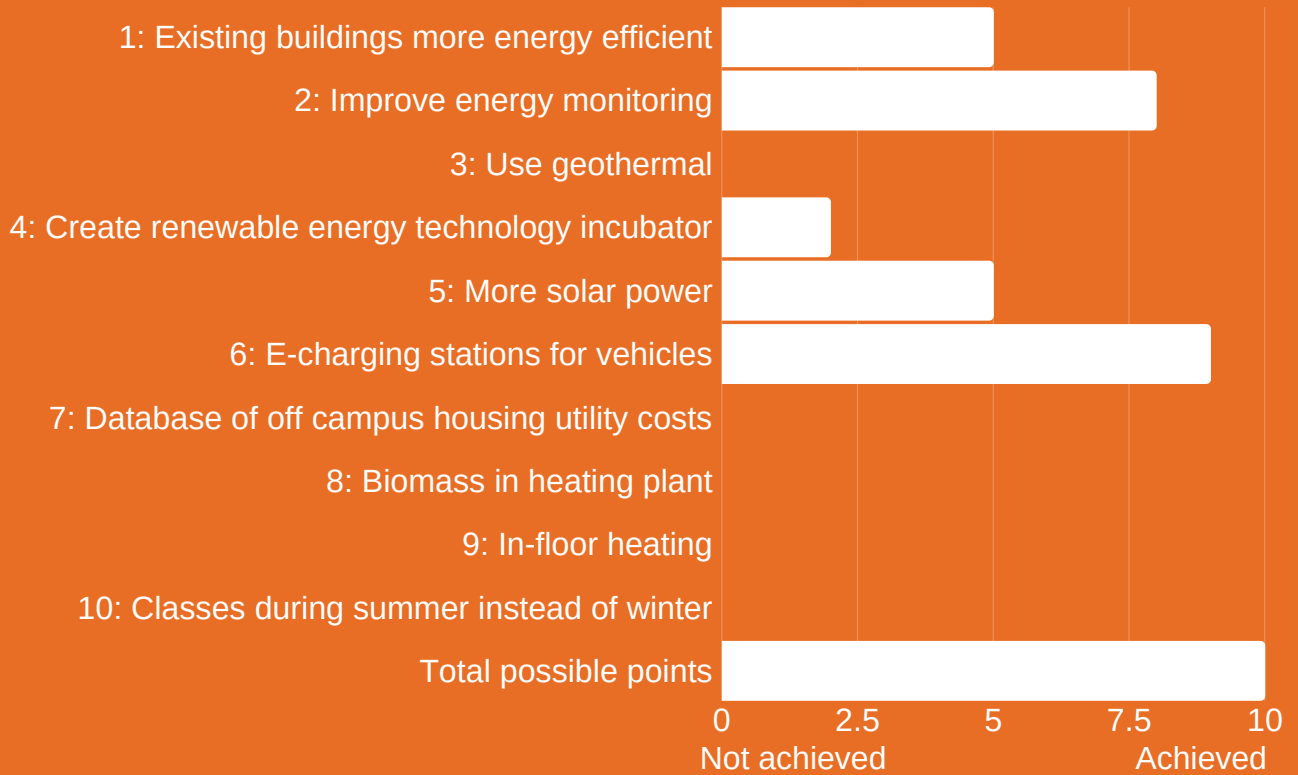
DATABASE OF OFF CAMPUS HOUSING UTILITY COSTS

We have not done this.

ENERGY GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the ten goals related to energy.

PROGRESS SINCE 2013



Priority 8:

USE BIOMASS IN THE HEATING PLANT

A 2013 study found that biomass on campus could potentially have a significant carbon footprint and cost due to the distance we would need to ship our biomass sources.

Central Heating Plant is currently undergoing a conversion to discontinue use of coal which also removes biomass potential. This switch will reduce our heat-related greenhouse gas emissions by about 20%.

Priority 9:

USE IN-FLOOR HEATING

Most of our campus heat is delivered via campus steam pipes, many of our campus buildings use radiant heat, but it is not "in floor", it is baseboard heat.

Priority 10:

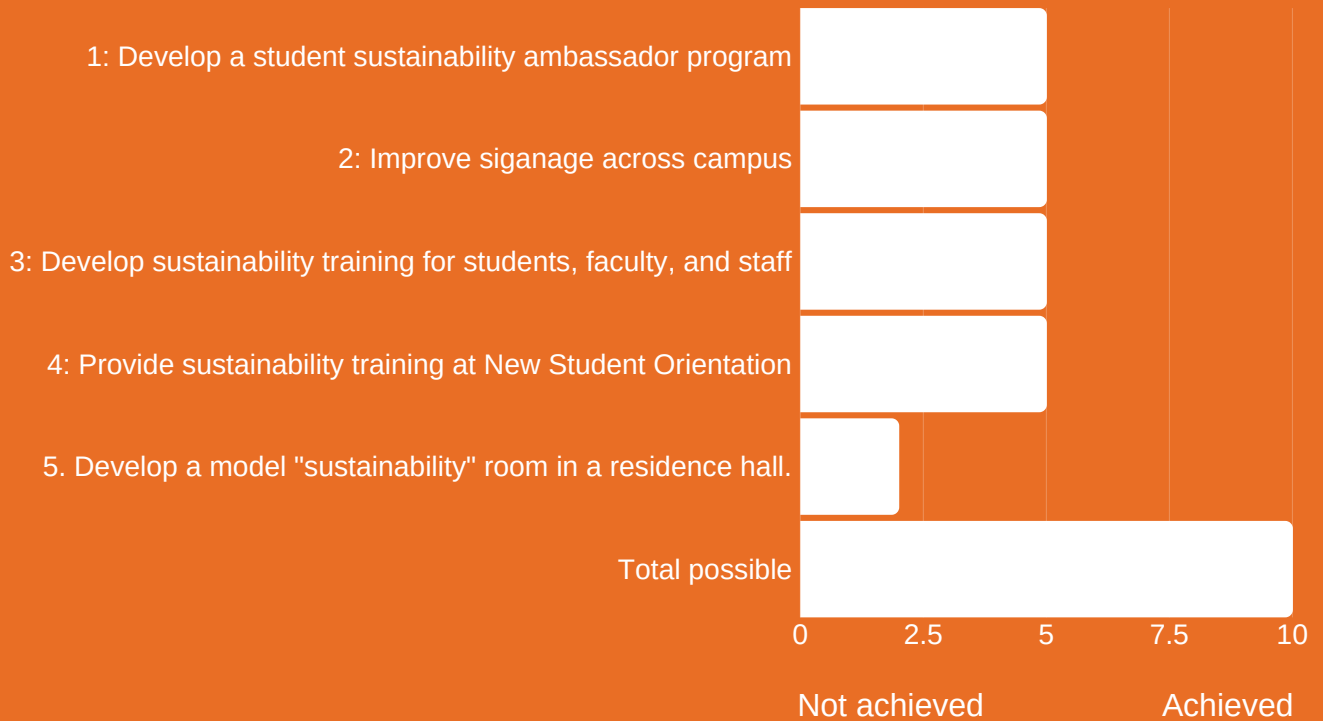
CLASSES DURING THE SUMMER INSTEAD OF WINTER

Overall, air conditioning during the summer months is more energy intensive than winter heating on our campus, given this, there are opportunities to better consider our energy costs when scheduling classes.

ENGAGEMENT GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the five goals related to engagement.

PROGRESS SINCE 2013



Priority 1: DEVELOP STUDENT SUSTAINABILITY AMBASSADOR PROGRAM

We did a test Green Team program in Gardner Hall in 2015. A Leadership Academy group is piloting a campus green team program in spring of 2020 and Morrow Hall, as a Sustainability Interest Community, has a student team of eight RAs that distribute sustainability programming to all residents of that hall.

Priority 2: IMPROVE SIGNAGE ACROSS CAMPUS

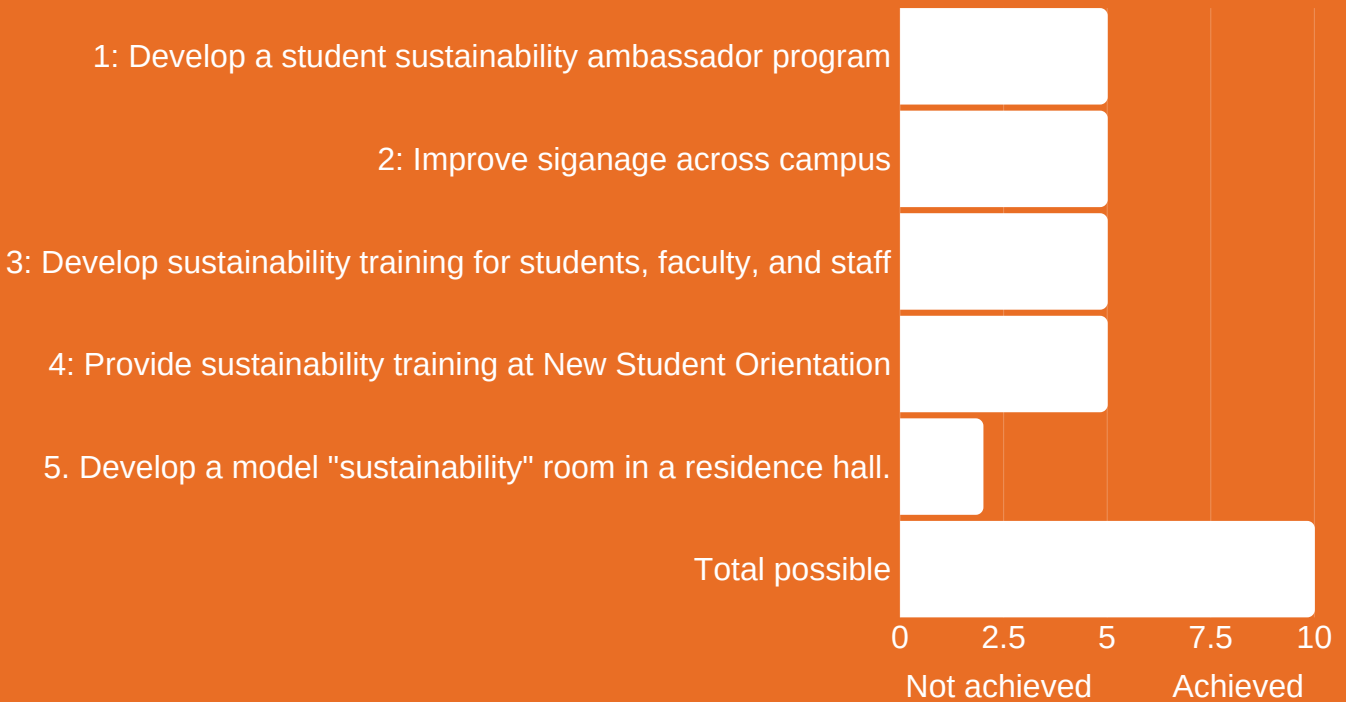
Most of the trash and recycling locations on campus are labeled, several outdoor gardens have plant labels, the Memorial Park arboretum trees are labeled. We received a grant to do more outdoor interpretive signs this year.

We have the transportation sign in the student center and make annual transportation and trail brochures.

ENGAGEMENT GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the five goals related to engagement.

PROGRESS SINCE 2013



Priority 3:

DEVELOP SUSTAINABILITY TRAINING FOR STUDENTS, FACULTY, AND STAFF

The Sustainability Office does events by request and workshops throughout the year.

We have done a new employee training video in the past. We did a test Green Team program in Gardner Hall in 2015. A Leadership Academy group is piloting a campus green team program in spring of 2020.

Priority 4:

PROVIDE SUSTAINABILITY TRAINING AT NEW STUDENT ORIENTATION

We do annual events at Welcome Weekend (Pioneers Pay it Forward, recycling, bus, video). There is room for improvement.

Priority 5:

DEVELOP A MODEL "SUSTAINABILITY" ROOM IN A RESIDENCE HALL

We do not have this, but Morrow Hall, as a Sustainability Interest Community, has a student team of eight RAs that distribute sustainability programming to all residents of that hall.

FOOD AND DINING GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the eight goals related to food & dining.

PROGRESS SINCE 2013



Priority 1:

COMPOST OUR FOODWASTE

In 2013 the University had no compost program. Today, campus composts pre-consumer waste in all dining locations. We compost both pre- and post-consumer foods in Bridgeway Commons. All Residence Halls and some academic buildings have compost bins.

Priority 2:

CREATE A CAMPUS GARDEN

The Edible Campus Garden between McGregor and Royce Halls was started in 2014. It offers year-round volunteer opportunities, summer employment, and educational workshops in fall and spring. It has even provided food to Dining Services.

Priority 3:

GROW OUR OWN FOOD

Dining Services serves food grown on campus: The hydroponics system in Glenview grows lettuce for campus as of fall 2019. The greeroof grows tomatoes (2018), the Greenhouse has grown tomatoes and herbs since before 2013. Dairy Science is planning to make ice cream for campus starting fall 2020. In the past, the Edible Campus Garden and the Platteville Sunflower Oil company student-run business have provided food to dining.

Priority 4:

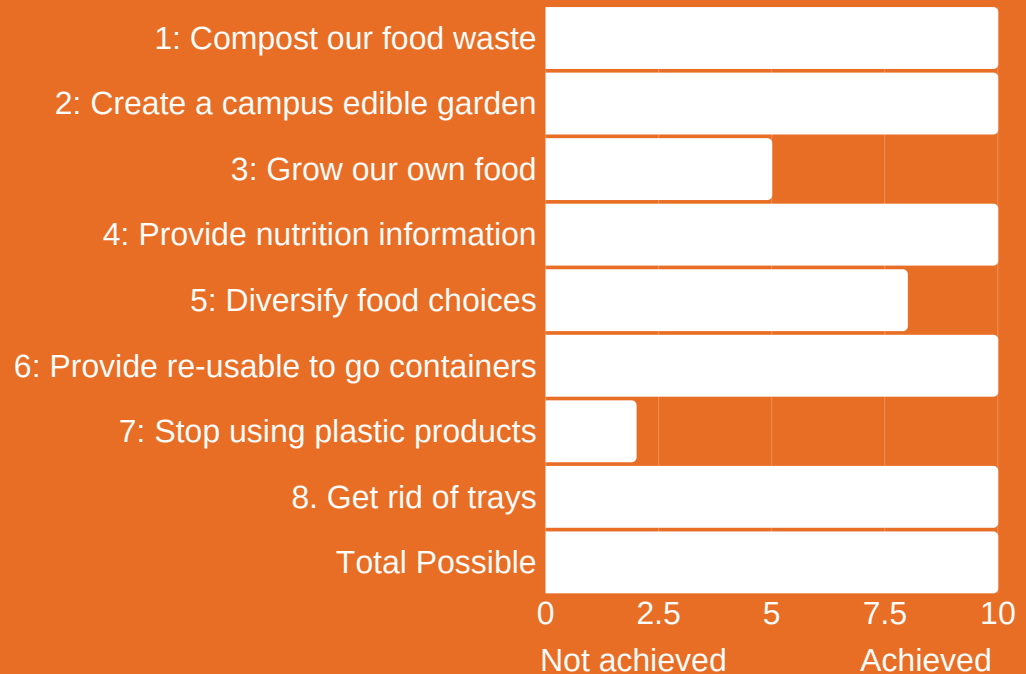
LABEL NUTRITION CONTENT

The Dining Nutrition System started in 2016 and shares all ingredients and nutritional content online at <https://campus.uwplatt.edu/dining/nutrition-system>

FOOD AND DINING GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the eight goals related to food & dining.

PROGRESS SINCE 2013



Priority 5:

DIVERSIFY OUR FOOD CHOICES

Over the past five years, Dining Services has invested in providing menu's that address a wide range of dietary needs. Meals have been made mix and match so they are more accommodating and flexible; you can also speak with the campus dietician to plan for special needs at any time.

<https://campus.uwplatt.edu/dining/special-dietary-needs>

Priority 6:

REUSEABLE TO-GO CONTAINERS

In fall 2019, The Crossing implemented the OZZI reusable "to-go" container system.

Customers can use the container by investing \$4. When they return the container, they can retrieve their \$4.

Priority 7:

STOP USING PLASTIC PACKAGING

GWAM dining facility in Glenview Commons discontinued use of plastic "to go" bags and straws in fall of 2019.

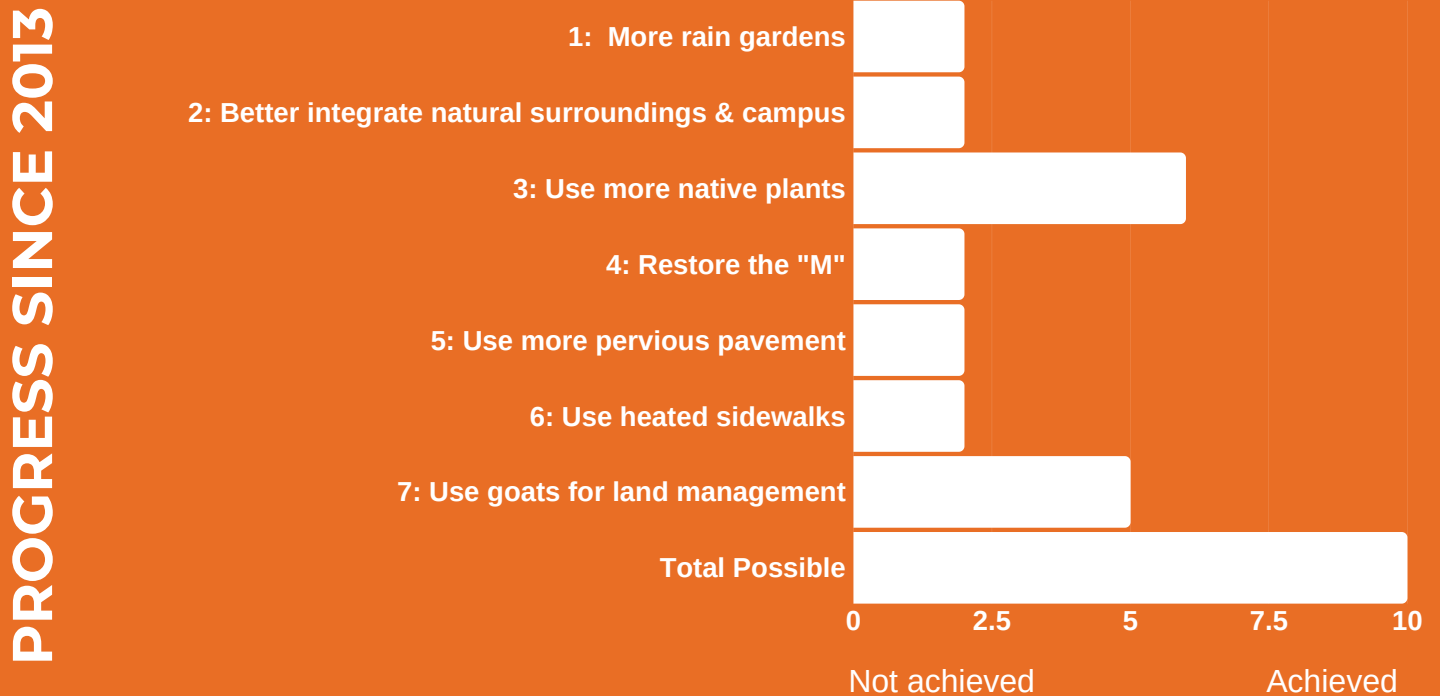
Priority 8:

GET RID OF TRAYS

In 2012, campus still used trays in the all you care to eat facility. Today, Bridgeway, the only all you care to eat facility on campus, is trayless!

PHYSICAL ENVIRONMENT

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the seven goals related to physical environment.



Priority 1: MORE RAIN GARDENS

There have not been a significant investment in rain gardens since 2013, but Sesquicentennial Hall, slated for construction in 2022, has a number of rain gardens planned as part of the project.

Priority 2: BETTER INTEGRATE NATURAL SURROUNDINGS AND CAMPUS

There has been no formal policy or definition around this subject. Sesquicentennial Hall is designed with landscaping to reflect the Driftless Region. We have connected campus to the regional trail.

Priority 3: USE MORE NATIVE PLANTS

Native Driftless gardens have been added throughout campus proper.

Priority 4: RESTORE THE "M" MOUND

A few student projects have worked on the M since 2013, no significant restoration work or policy has been created.

Priority 5: MORE PERVIOUS PAVEMENT

The trail behind Stadium, installed since 2013, uses pervious pavement.

PHYSICAL ENVIRONMENT

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the seven goals related to physical environment.



Priority 6:

HEATED SIDEWALKS

While there are currently no heated sidewalks on campus, a request has been put in add this infrastructure to Sesquicentennial Hall.

Priority 7:

GOATS FOR LAND MANAGEMENT

Goats were used to eat invasive vegetation in a portion of Memorial Park during the summer of 2017 (as part of Green Fund). The School of Agriculture has been considering developing a goat herd.

WASTE GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the ten goals related to waste.

PROGRESS SINCE 2013



Priority 1:

DEVELOP A SURPLUS PROCESS

In 2013, we began a cost recovery surplus program, "Pioneer Restore" which collects any unwanted item on campus (other than hazardous waste), and properly disposes of it using the hierarchy of sell, donate, recycle, landfill.

<https://www.campus.uwplatt.edu/go/restore>

Priority 2:

COMPOST FOOD WASTE

In 2013 the University had no compost program. Today, campus composts pre-consumer waste in all dining locations. We compost both pre- and post-consumer foods in Bridgeway Commons. All Residence Halls and some academic buildings have compost bins.

Priority 3:

START A MOVE-OUT DONATION PROGRAM

In 2014 the Sustainability Office started a small move out donation day. Since then, we have rolled out a donation program in every residence hall at the end of both semesters called Ditch the Dumpster. Home goods go to Goodwill, food goes to Pioneer Provisions, and large furniture goes to Pioneer Restore. This program diverts about 10 tons from the landfill each year.

Priority 4:

USE APPROPRIATE AMOUNT OF CLEANDING SUPPLIES

Campus has invested in chemical dispensers that help manage the quantity of chemicals used.

WASTE GOALS

Of the 104 goals identified in the 2013 Campus Sustainability Plan, below is a progress update on each of the ten goals related to waste.

PROGRESS SINCE 2013



Priority 5:

GO DIGITAL (TEXT BOOKS, PCARDS, EVALUATIONS, HOMEWORK)

The textbook center is transitioning to e-books, p-card use is significantly higher than it was in 2013.

Priority 6:

REUSEABLE TO-GO CONTAINERS IN DINING

In fall 2019, The Crossing implemented the OZZI reusable "to-go" container system. Customers can use the container by investing \$4. When they return the container, they can retrieve their \$4.

Priority 7:

REQUIRE GREEN SHIPPING FOR INFORMATION TECHNOLOGY

A committee at UW-System level is currently working on centralizing IT purchases so that they can be distributed in re-usable containers, thereby minimizing Styrofoam and packaging.

Priority 8:

STOP SELLING FOOD WITH DISPOSABLE PLASTIC PACKAGING

GWAM dining facility in Glenview Commons discontinued use of plastic "to go" bags and straws in fall of 2019.

2017 AASHE STARS Progress Report



The Association for the Advancement of Sustainability in Higher Education, Sustainability Reporting and Tracking System (AASHE STARS) is the national standard for sustainability in higher education. UW-Platteville completed reporting in 2016, 2018, and will in March 2020. The AASHE STARS system is updated every few years, our latest report was version 2.1; our report will be in version 2.2 this winter.

In the following pages, we compare UW-Platteville's 2017 report to every other UW-System campus who also reported under version 2.1.

<https://reports.aashe.org/institutions/university-of-wisconsin-platteville-wi/report/>

AASHE STARS OVERVIEW

UW-Platteville Ranked silver of five possible ratings in STARS: Reporter, Bronze, Silver, Gold, and Platinum. UW-Platteville achieved 92.16 out of 207 total possible points to be granted a silver rating in 2018.



UW-Platteville (2017)

Six other UW-System Institutions also reported under STARS version 2.1:



Green Bay (2017)



Madison (2019)



Oshkosh (2018)



River Falls (2018)



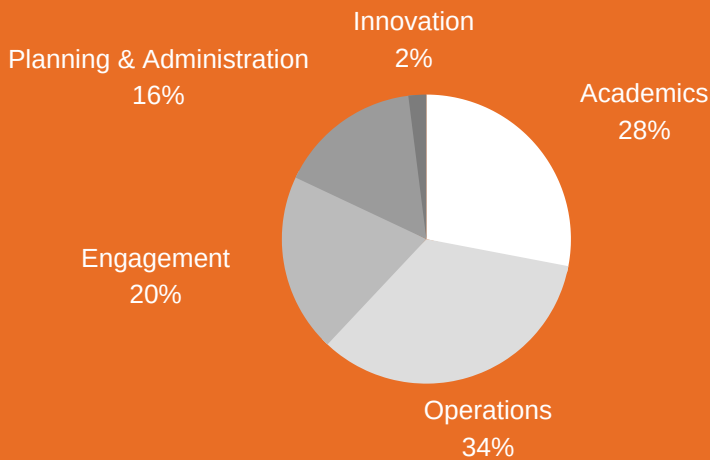
Stevens Point (2018)



Whitewater (2018)

AASHE STARS OVERVIEW

STARS is organized by five topic areas. Academics is worth 28% of the total score, engagement (20%), operations (34%), planning & administration (16%), and innovation & leadership (2%). In the following report we regroup the points to match our 2025 Sustainability Plan themes: Academics, Engagement, Energy, Food & Dining, Physical Environment, and Waste.



ACADEMICS

Do you include sustainability throughout academic and research opportunities?



ENGAGEMENT

Do you offer campus and public engagement opportunities for sustainability.



PLANNING & ADMINISTRATION

Do you address sustainable coordination, diversity & affordability, investment, and wellbeing.



INNOVATION & LEADERSHIP

Do you do anything above and beyond these other considerations?



OPERATIONS

Do you address air & climate, buildings, energy, food & dining, grounds, purchasing, waste, water, and transportation

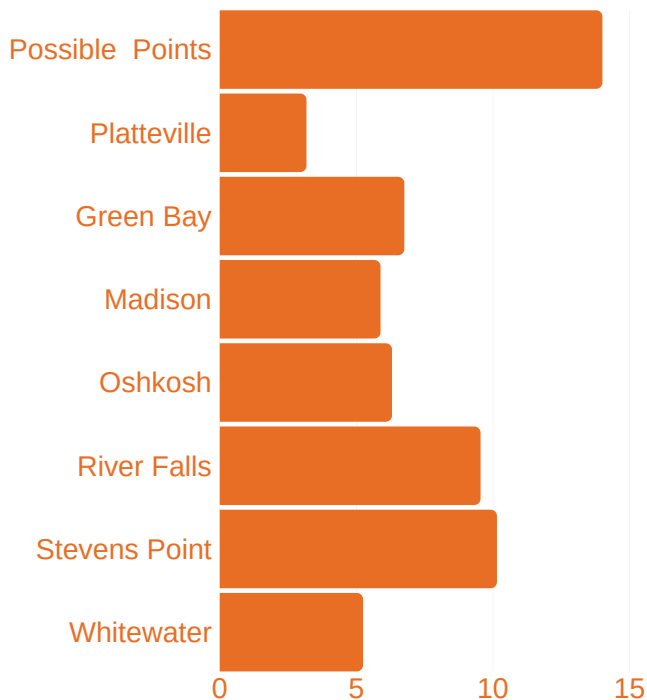


ACADEMICS

ACADEMIC COURSES

Institution conducts an inventory to identify its sustainability course offerings.

We had an ad-hoc committee evaluate learning outcomes for our classes, this was a more rigorous methodology than our peers used and it counted against us.

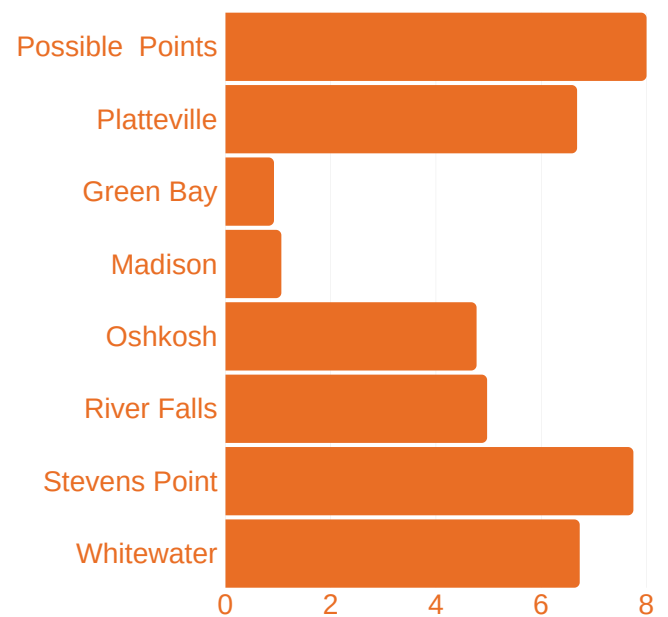


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

LEARNING OUTCOMES

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

Our the general education standards used in 2017 met this requirement.



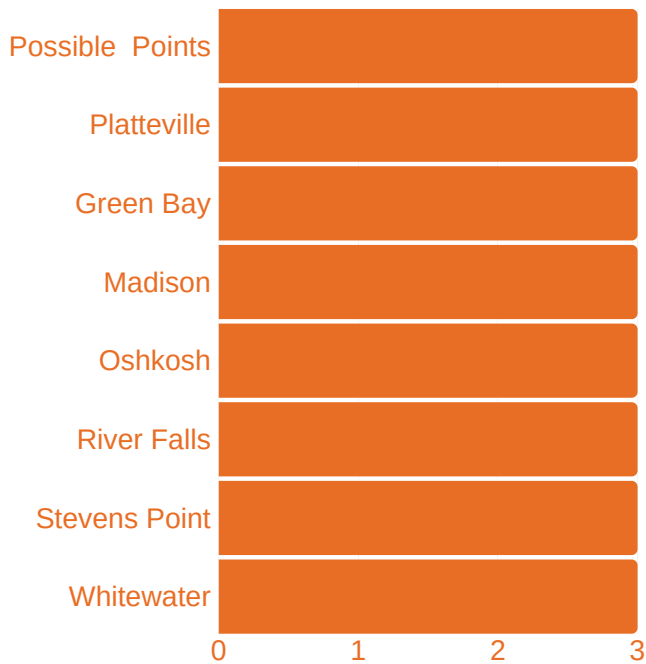
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

ACADEMICS

UNDERGRADUATE PROGRAM

Institution offers at least one sustainability-focused, undergraduate-level major, degree program, minor or concentration.

We offered at least six.

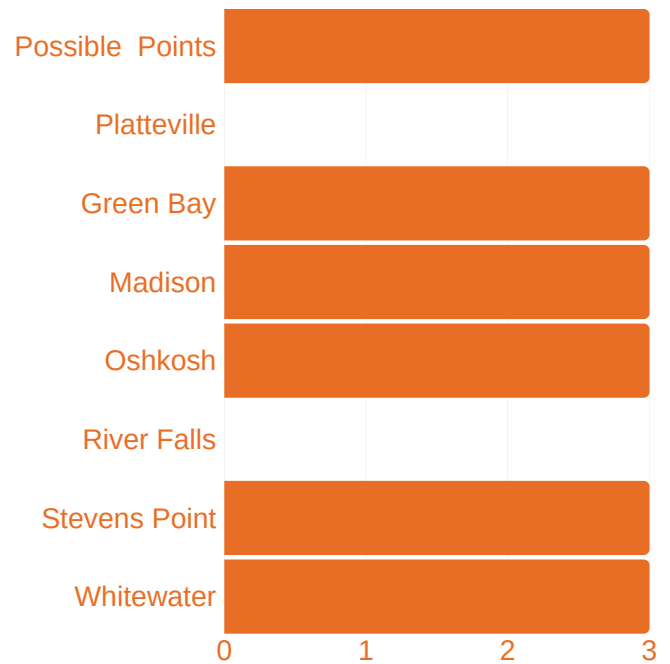


[See credit information v. 2.1](#)
[See credit information v. 2.2](#)

GRADUATE PROGRAMS

Institution offers at least one sustainability-focused, graduate-level major, degree program, minor, concentration or certificate.

We didn't have any in 2017.



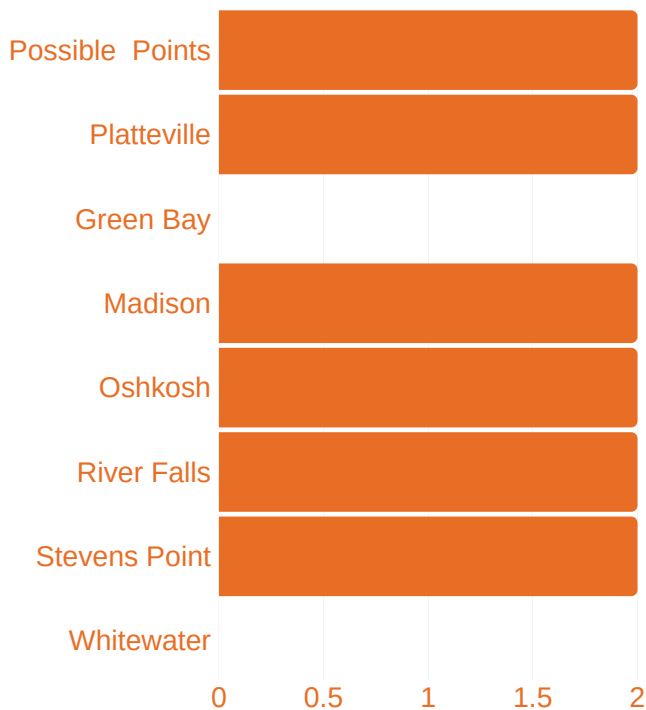
[See credit information v. 2.1](#)
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ACADEMICS

IMMERSIVE EXPERIENCE

Institution offers at least one immersive, sustainability-focused educational study program.

We offer several.

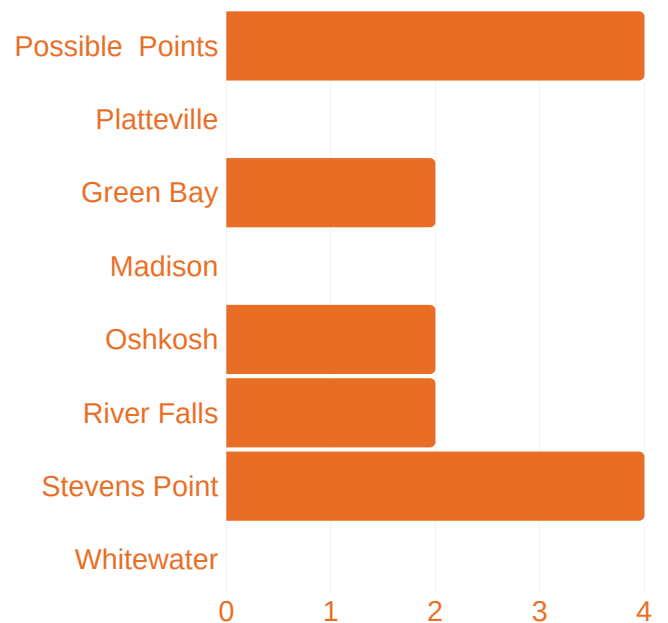


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

SUSTAINABILITY LITERACY ASSESSMENT

Institution conducts an assessment of the sustainability literacy of its students.

We do this, but in 2017 we didn't ask enough questions. It was fixed for our spring 2019 survey.



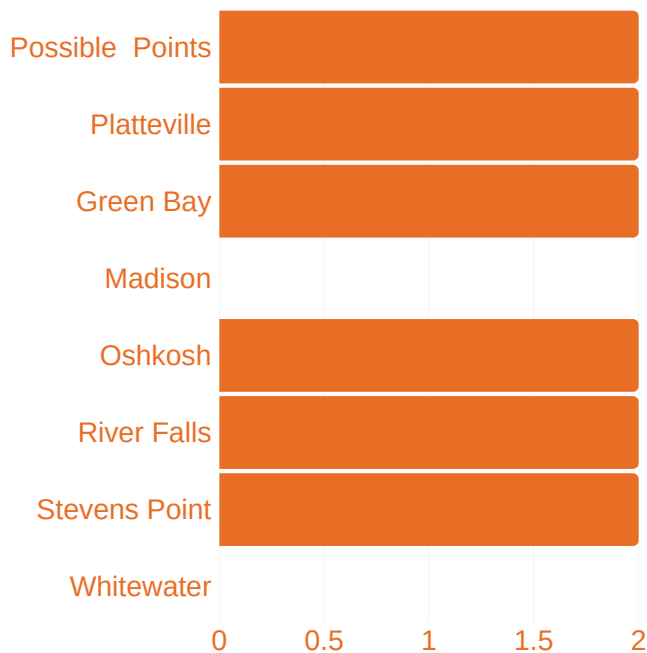
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

ACADEMICS

INCENTIVES FOR DEVELOPING COURSES

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

Our "Green Fund" offers funding for course development.

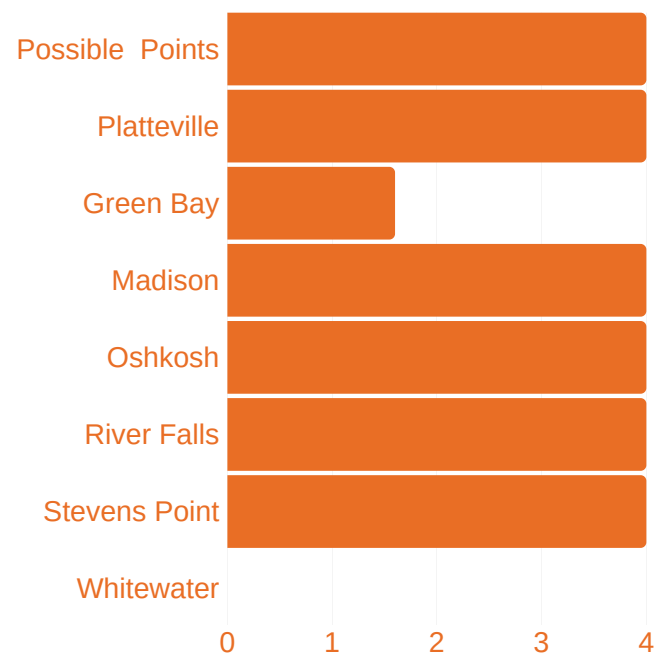


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

CAMPUS AS A LIVING LABORATORY

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus.

We do many class & senior design projects applied to campus.



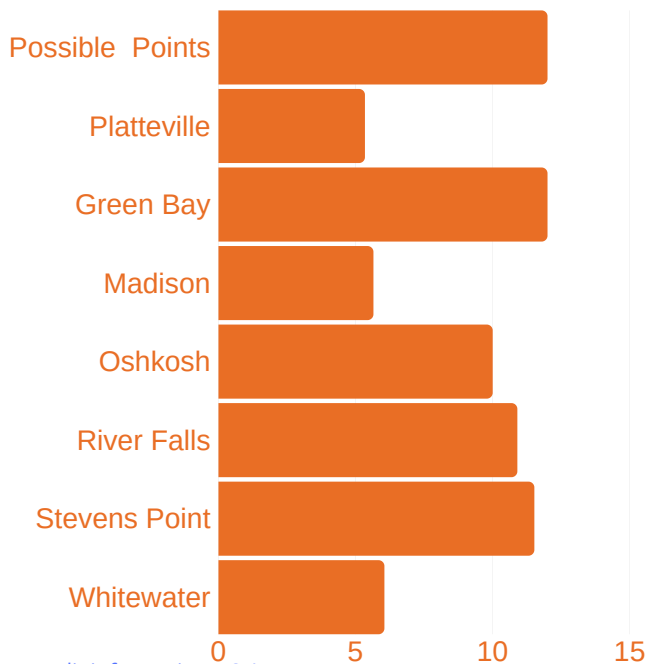
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

ACADEMICS

RESEARCH AND SCHOLARSHIP

Institution conducts an inventory to identify its sustainability research activities and initiatives.

We inventoried all faculty and their research interests.

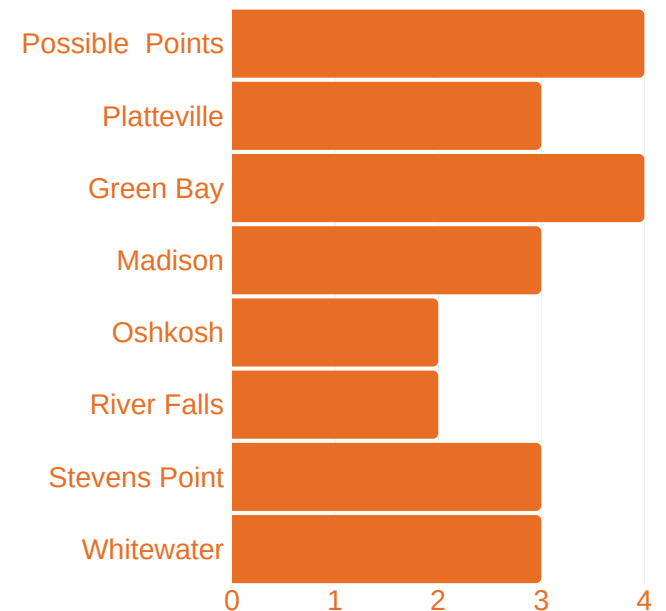


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

SUPPORT FOR RESEARCH

Institution has programs to encourage and/or support sustainability research related to sustainability. Including sustainability in funding advantages, tenure decisions, and library support.

In 2017 we had the Pioneer Engagement Scholars Program and the Green Fund to do this.



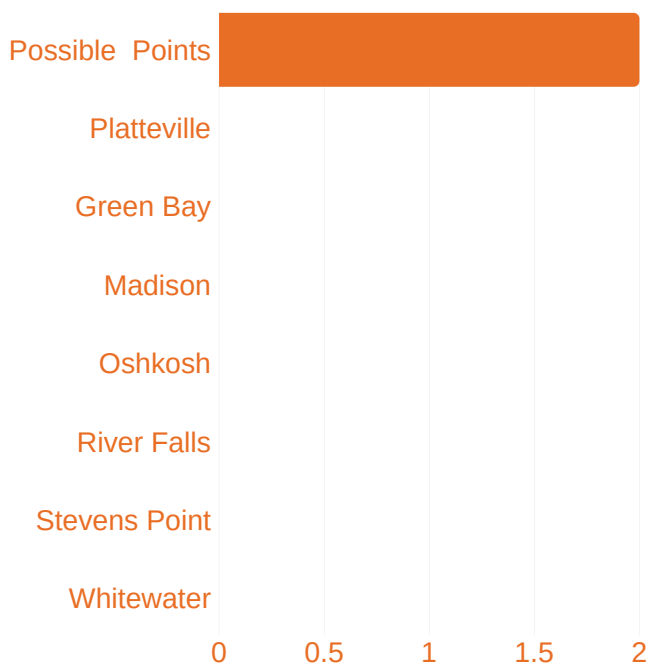
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

ACADEMICS

OPEN ACCESS TO RESEARCH

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

We did not to this in 2017.

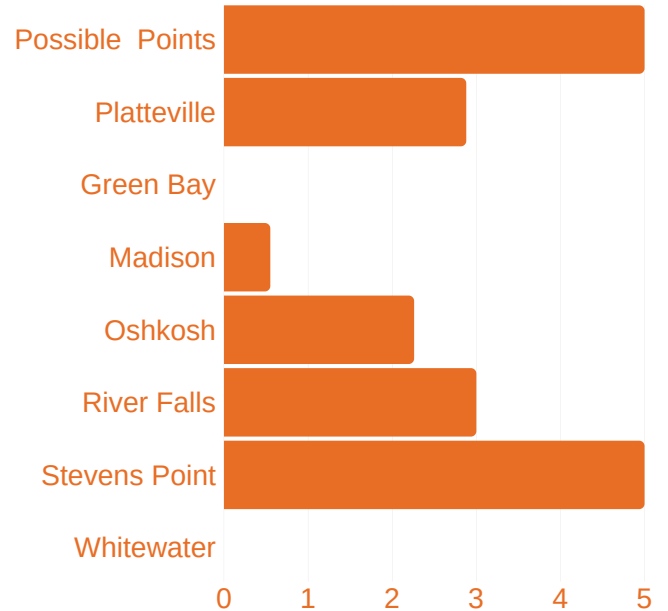


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

CONTINUING EDUCATION

Institution offers continuing education courses that address sustainability and/or has at least one sustainability-themed certificate program through its continuing education or extension department.

We completed a full inventory of continuing education courses related to sustainability.



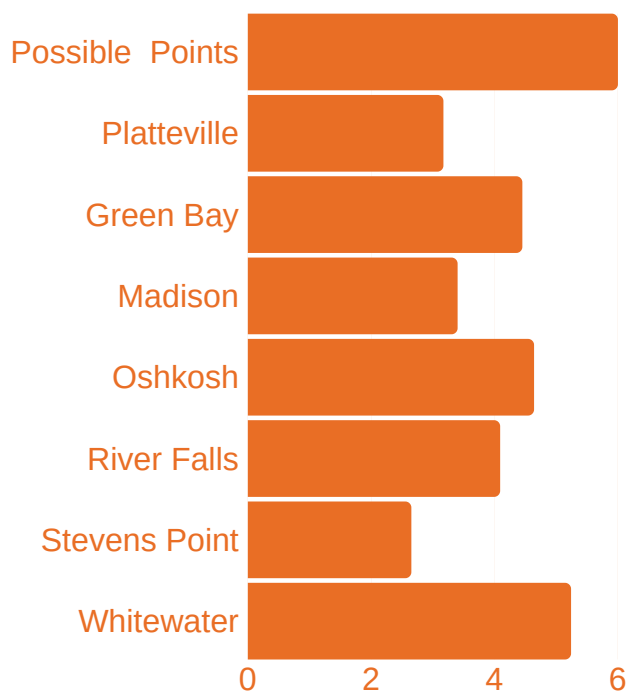
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

ENERGY

BUILDING ENERGY CONSUMPTION

Institutions grid-purchased electricity, electricity from on-site renewables, district steam/hot water, energy from all other sources (excluding transportation fuels), per gross square feet reduced by baseline.

We had a roughly 14% decline in building energy consumption since 2011.

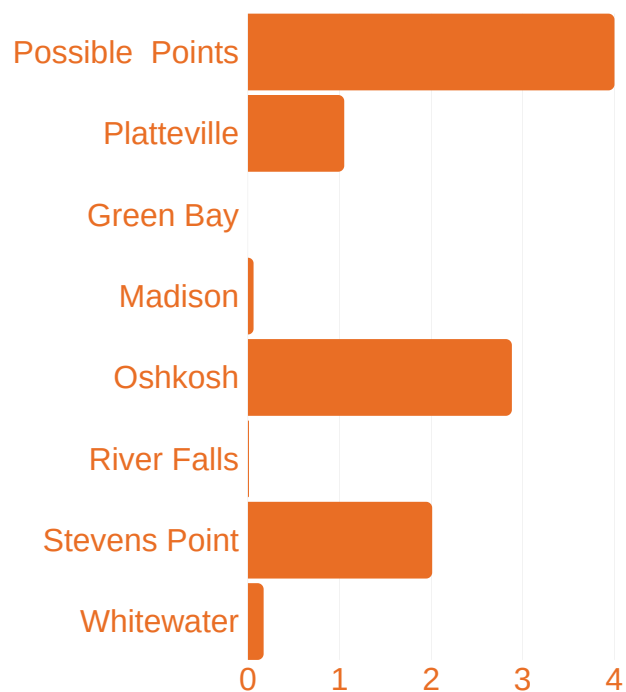


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

CLEAN AND RENEWABLE ENERGY

Institution A) generates electricity from clean and renewable energy sources on campus, B) uses renewable sources for non-electric, on-site energy generation, C) catalyzes the development of off-site clean and renewable energy sources, or D) purchases the environmental attributes of electricity in the form of RECs, GOs, or renewable electricity from a certified green power purchasing option.

We have 20kw wind turbine, 5 kw solar. 10% RECS.



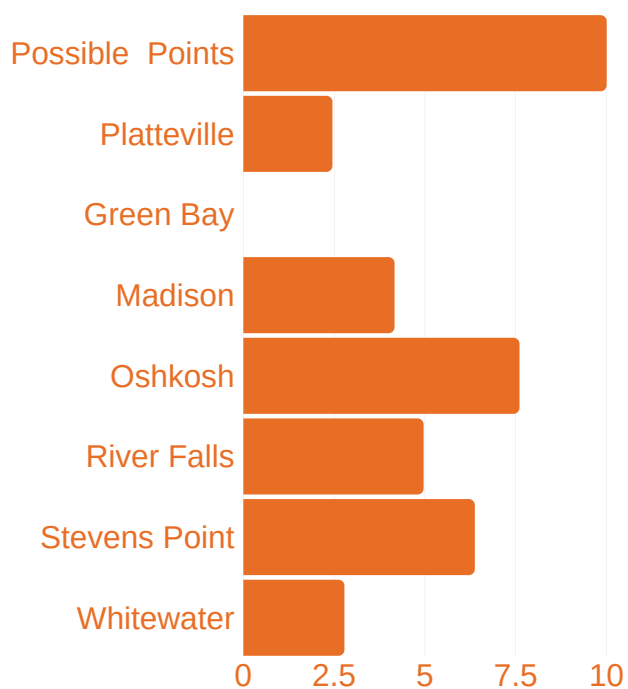
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[See credit information v. 2.2](#)

ENERGY

GREENHOUSE GAS EMISSIONS

Institutions has conducted a greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions. Meets per gsf performance measures.

We complete this inventory every other year.



[See credit information v 2.1](#)

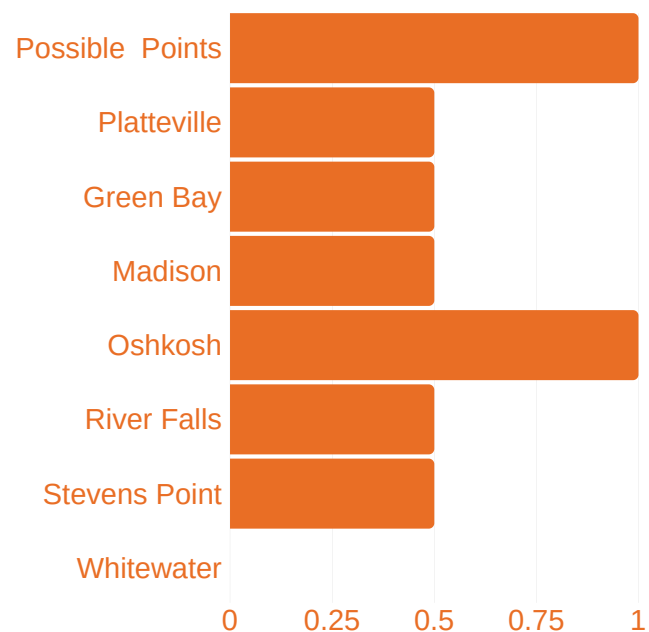
[See credit information v. 2.2 part 1](#)

[See credit information 2.2 part 2](#)

OUTDOOR AIR QUALITY

Institution has 1) adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus and/or 2) completed an inventory of significant air emissions from stationary sources on campus.

We must comply with and report to WI DNR air quality standards.



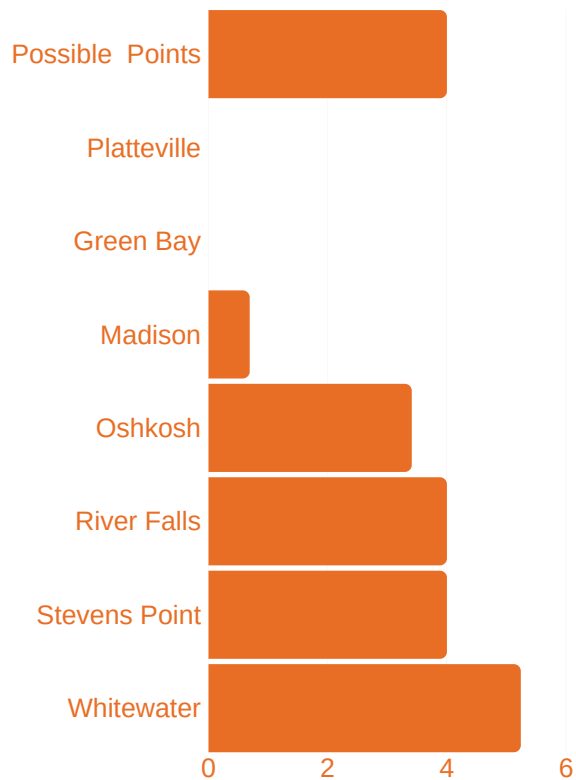
[See credit information v 2.1](#)

ENGAGEMENT

STUDENT EDUCATOR PROGRAM

Percentage of students enrolled in an ongoing peer-to-peer sustainability outreach and education program for students (sometimes known as an “Eco-Reps” program).

We did not do this.

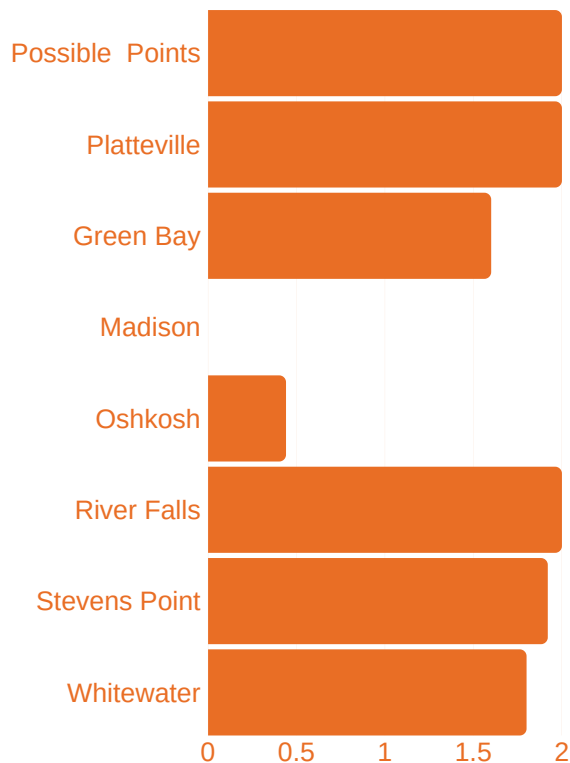


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

STUDENT ORIENTATION

Percentage of incoming student who experience sustainability prominently in student orientation activities and programming.

During Welcome Weekend, we had an informational video at start of movie night, waste handling education at picnic lunch, Pioneers Pay it Forward volunteer activities, free bus rides.



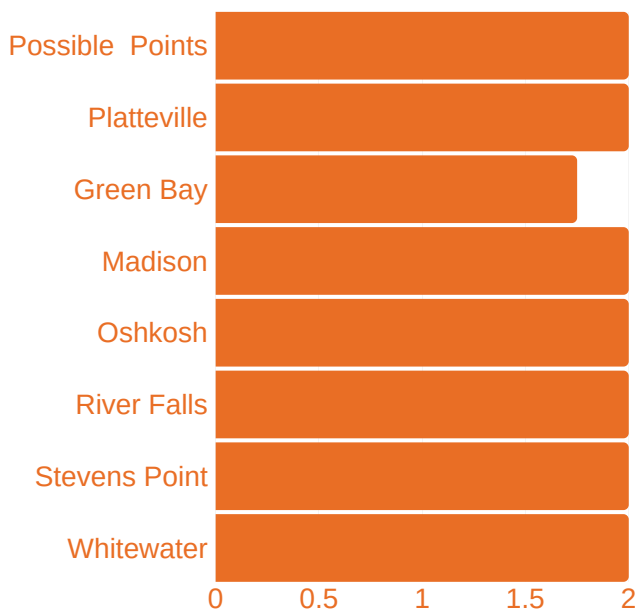
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ENGAGEMENT

STUDENT LIFE

Institution has co-curricular sustainability programs and initiatives.

We had many in 2017.

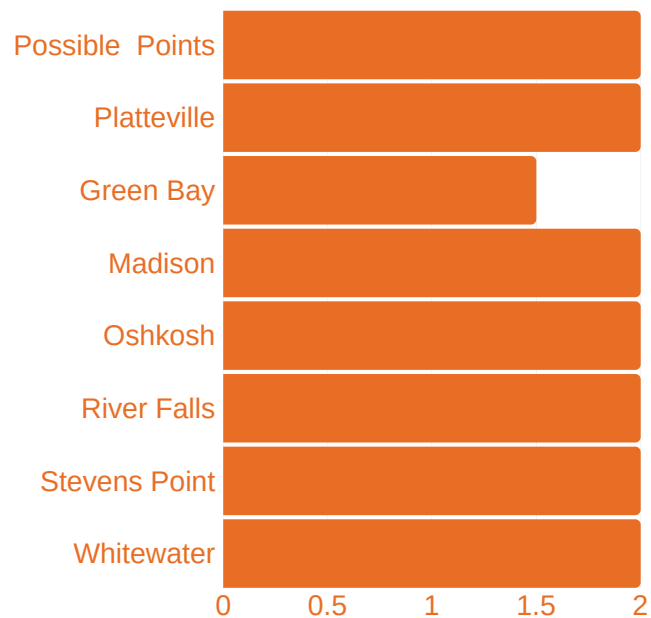


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

OUTREACH MATERIALS AND PUBLICATIONS

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge.

We provided: website, monthly e-newsletter, facebook, instagram, lucid dashboard, no-mow signs, compost signs, transportation and trail brochures.



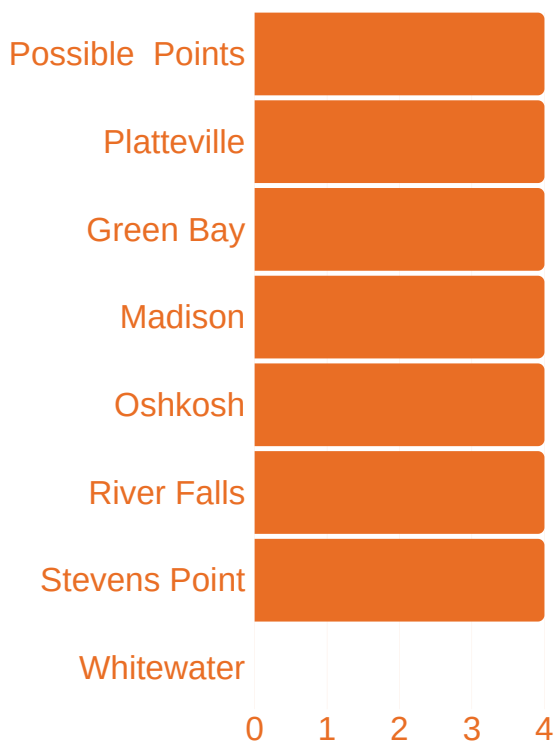
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

ENGAGEMENT

OUTREACH CAMPAIGN

Institution holds at least one sustainability-related outreach campaign directed at students and/or employees that yields measurable, positive results in advancing sustainability.

We do Recyclemania.

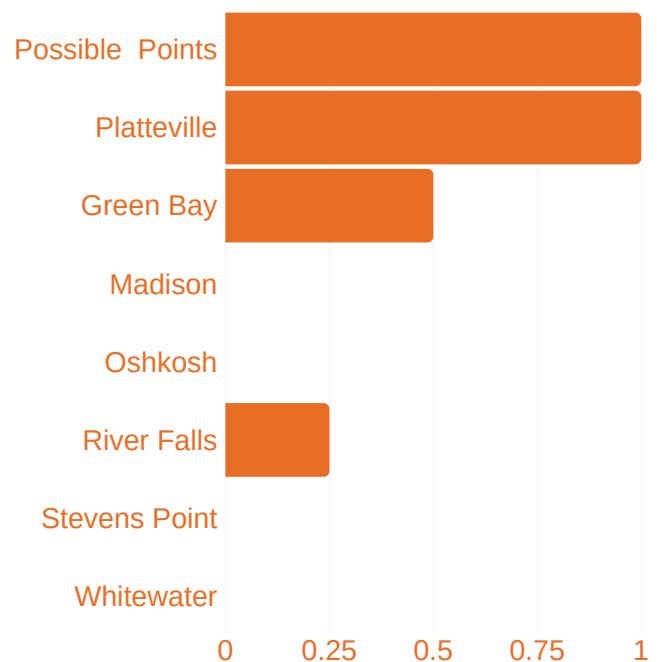


[See credit information v. 2.1](#)
[See credit information v. 2.2](#)

ASSESSING SUSTAINABILITY CULTURE

Institution conducts an assessment of campus sustainability culture that focuses on sustainability values, behaviors and beliefs.

We do a bi-annual campus sustainability survey



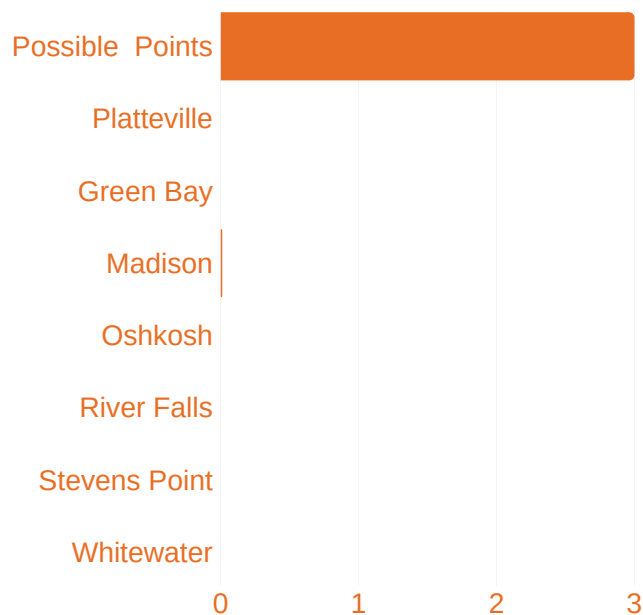
[See credit information v. 2.1](#)
[See credit information v. 2.2](#)

ENGAGEMENT

EMPLOYEE EDUCATORS PROGRAM

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

We didn't do this in 2017.

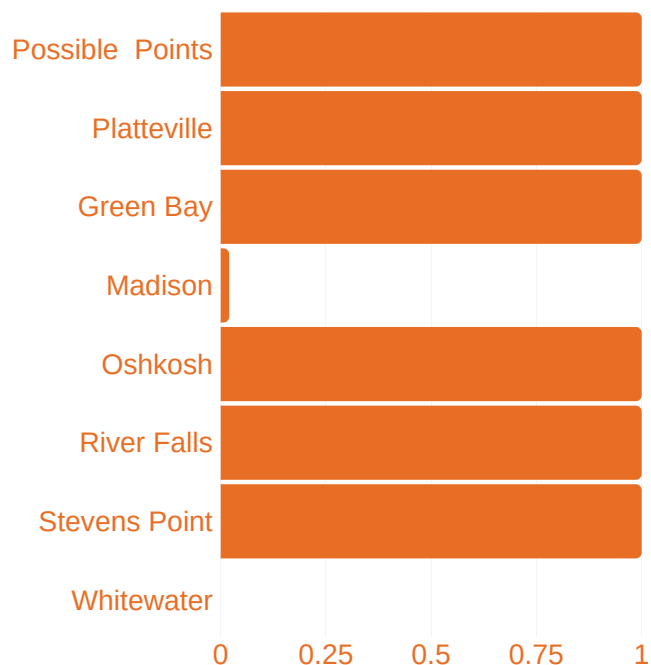


[See credit information v. 2.1](#)
[See credit information v. 2.2](#)

EMPLOYEE ORIENTATION

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees.

In the past, a five minute video was shown to all new employees who attended the new employee fair (recycling, bus, etc)



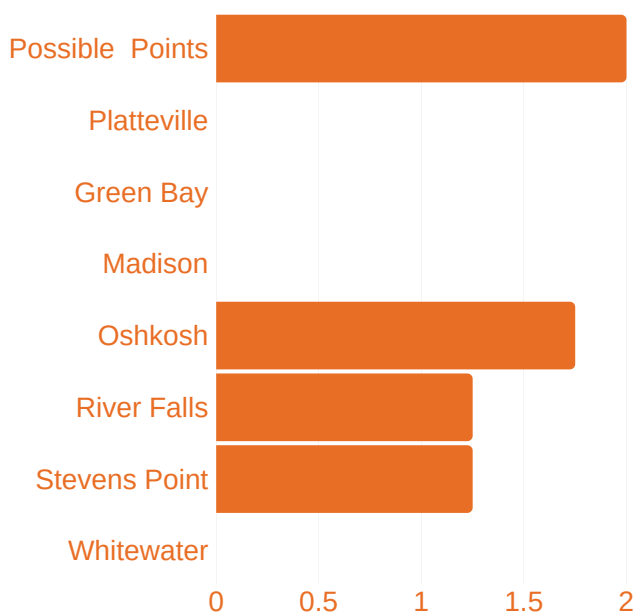
[See credit information v. 2.1](#)
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ENGAGEMENT

STAFF PROFESSIONAL DEVELOPMENT

Institution's staff participate in sustainability training or professional development opportunities that are provided or supported by the institution.

We didn't do this in 2017.

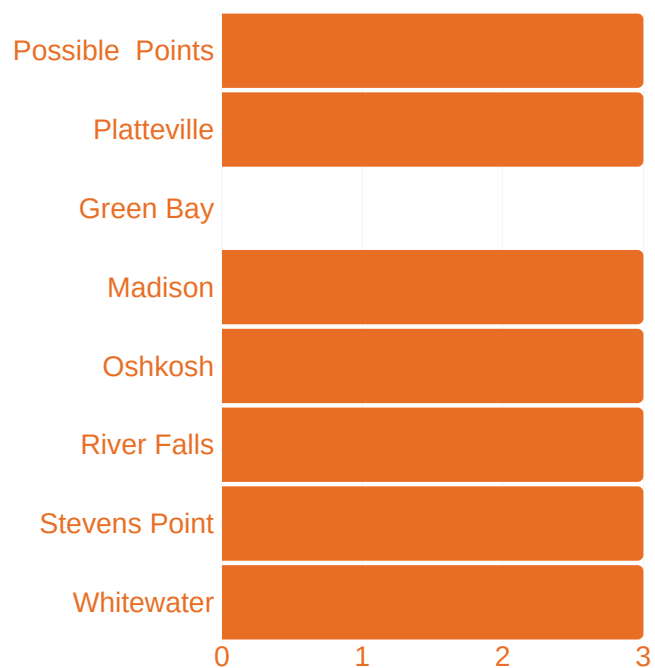


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[See credit information v. 2.2](#)

COMMUNITY PARTNERSHIPS

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

We partner on the community garden, Main Street Sustainability film events, and PCA trail brochure.



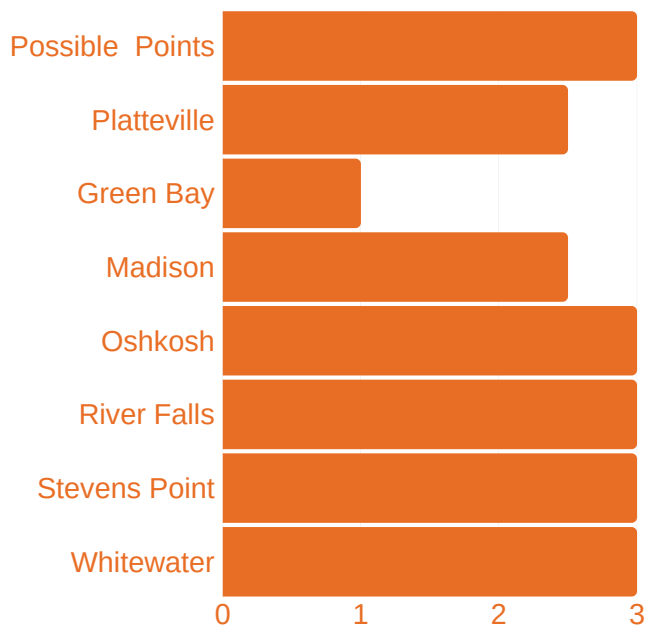
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

ENGAGEMENT

INTER-CAMPUS COLLABORATION

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

We are a member of Greenschools email listserve, UW-System network with monthly calls and annual gathering.

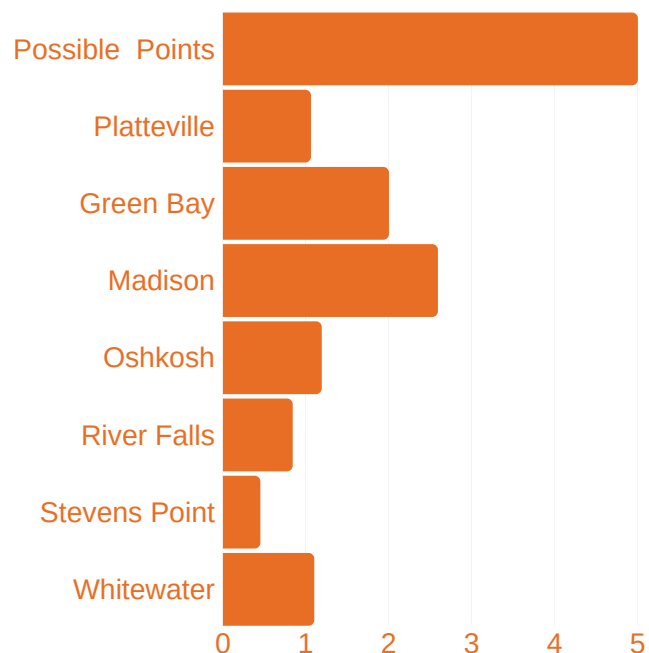


[See credit information v 2.1](#)
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COMMUNITY SERVICE

Percentage of students engaged in community service.

We have data from the PIC, but it is self reported and we believe that our number is lower than in reality.



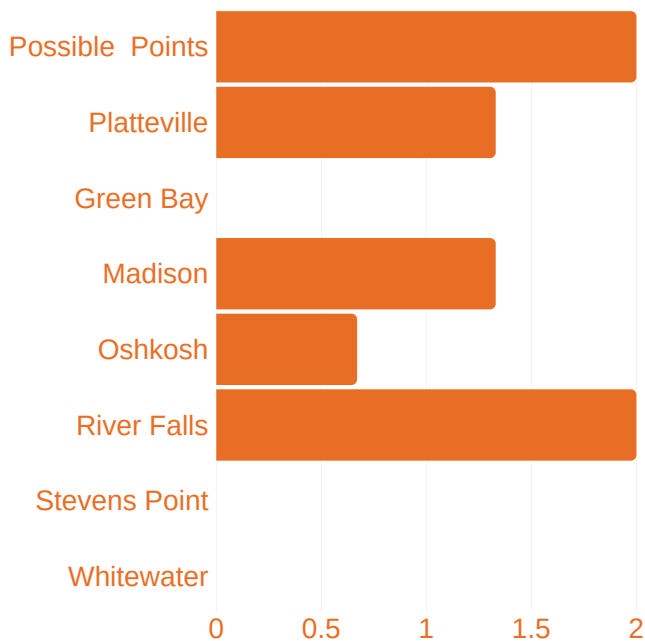
[See credit information v 2.1](#)
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ENGAGEMENT

PARTICIPATION IN PUBLIC POLICY

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability.

Partnered with city on transportation safety, policy recommendations to state.

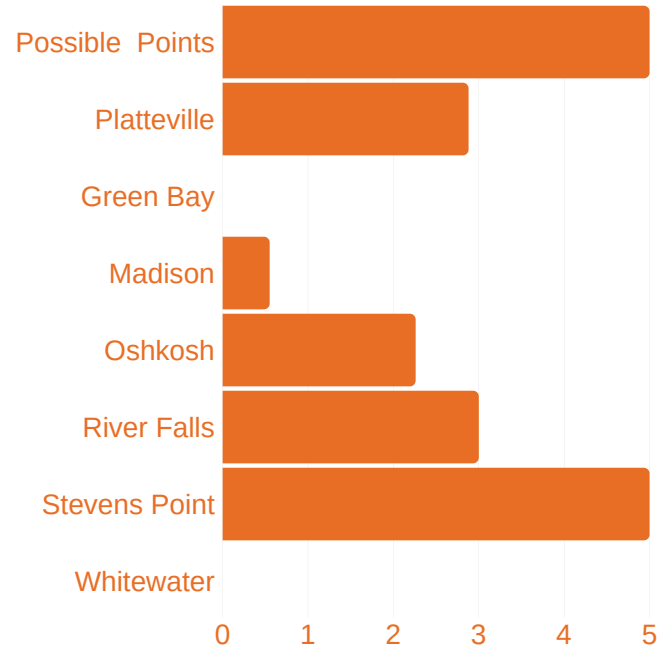


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

TRADEMARK LICENSING

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

We didn't do this in 2017.



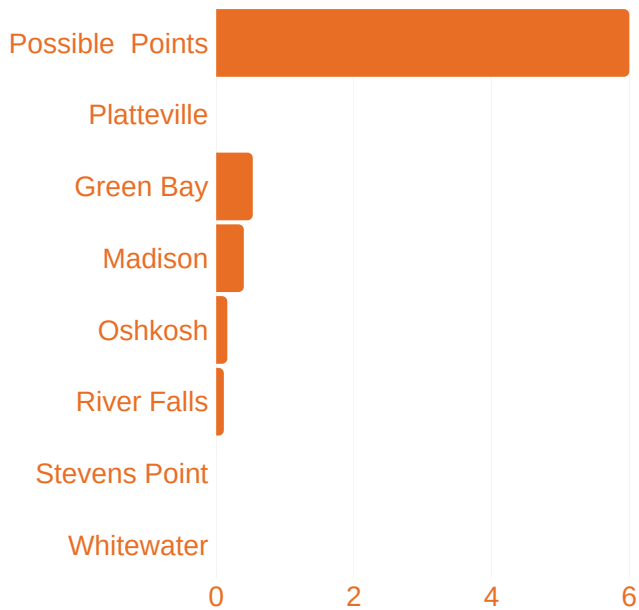
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[See credit information v. 2.2](#)

FOOD & DINING

FOOD & DINING PURCHASES

Percentage of food expenditures meeting 3rd party sustainability standards or local vs conventional standards.

We have not completed an audit of our food purchases to know the answer this question.

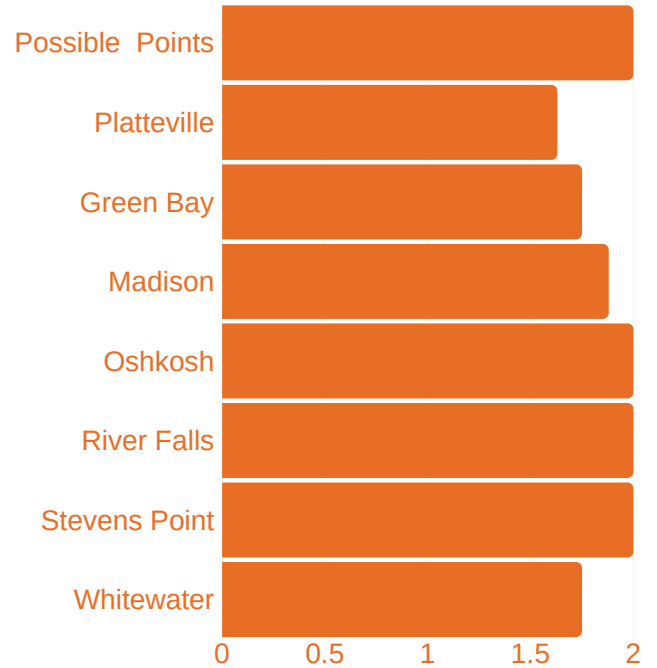


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

SUSTAINABLE DINING

Credit is given for programming that increases sustainable dining opportunities and reduces food waste.

We offer at least 14 programs from their list of 20.



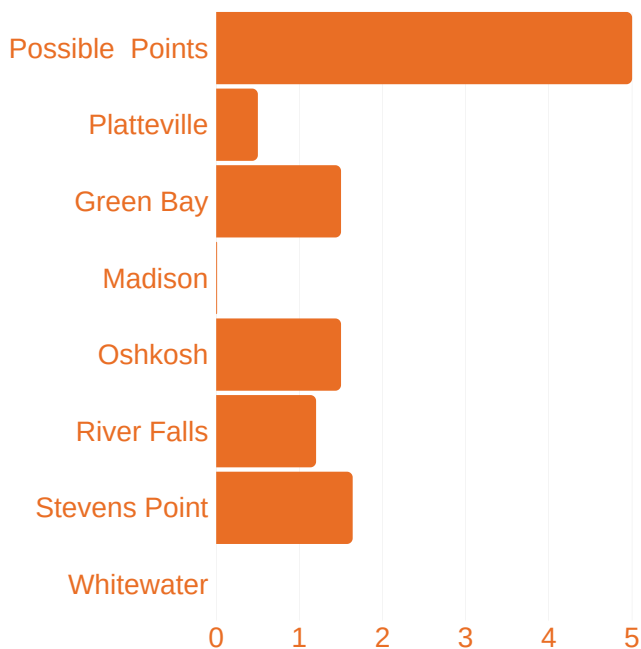
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[See credit information v. 2.2](#)

PHYSICAL INFRASTRUCTURE

OPERATIONS & MAINTENANCE

Campus owns and operates buildings that are 1) certified under a green building rating system for existing buildings (e.g. LEED O+M) or 2) operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies.

We use internal sustainability standards used by the Wisconsin Department of Administration.

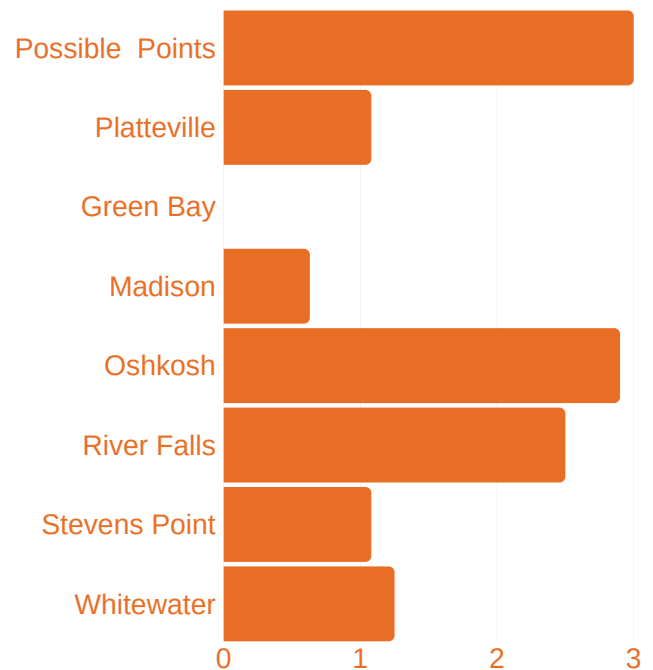


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

DESIGN & CONSTRUCTION

Campus owns buildings that were constructed or underwent major renovations in the previous five years and are 1) certified under a green building rating system for new construction and major renovations (e.g. LEED BD+C) or 2) designed and built in accordance with formally adopted green building guidelines and policies.

We use internal sustainability standards used by the Wisconsin Department of Administration.



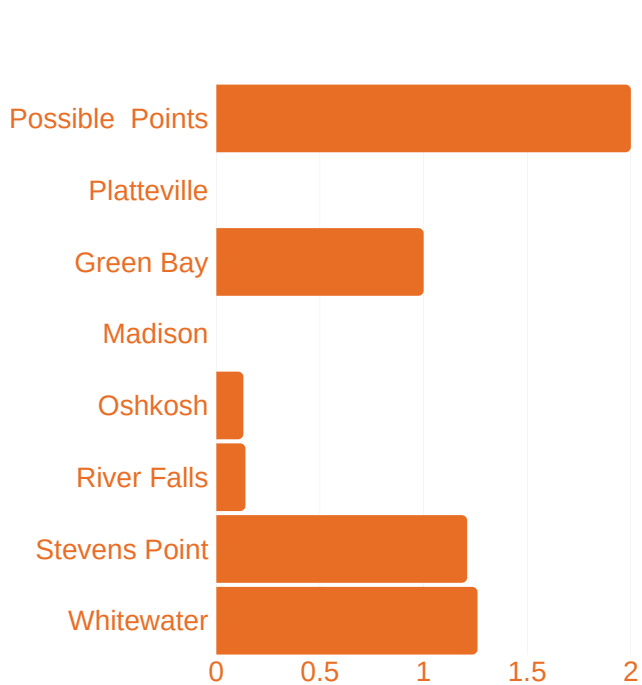
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

PHYSICAL INFRASTRUCTURE

LAND MANAGEMENT: LANDSCAPE

Campus grounds include areas that are managed under 1) an Integrated Pest Management (IPM) program and/or 2) a sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

We did not do this in 2017

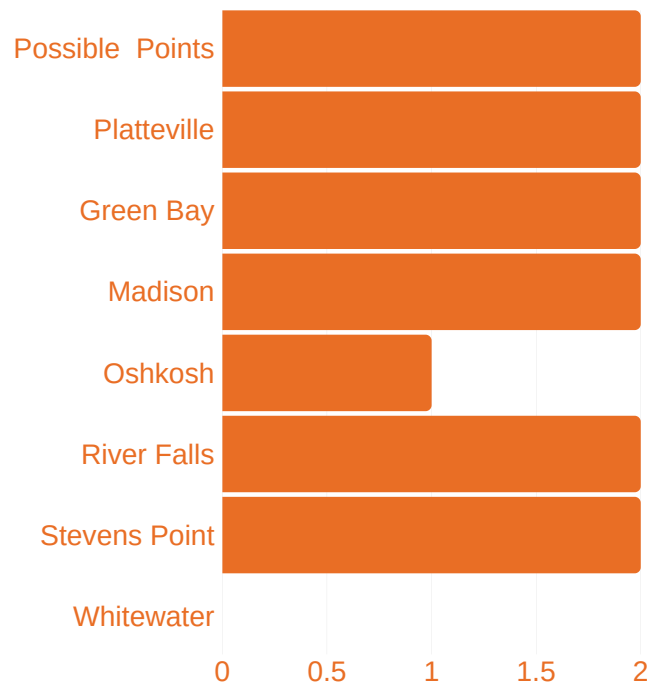


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

LAND MANAGEMENT: BIODIVERSITY

Campus conducts an assessment to identify endangered and vulnerable species and/or environmentally sensitive areas on institution owned or managed land.

We did this as part of our campus Land Management plan.



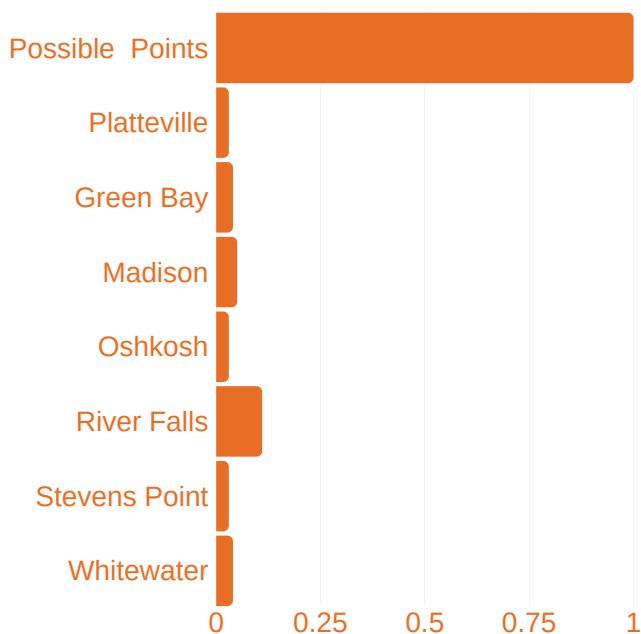
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

PHYSICAL INFRASTRUCTURE

TRANSPORTATION: CAMPUS FLEET

Campus supports alternative fuel and power technology by including in its motorized fleet vehicles that are hybrid, electric and/or alternatively fueled.

We had a few off-road electric vehicles for on-campus use.

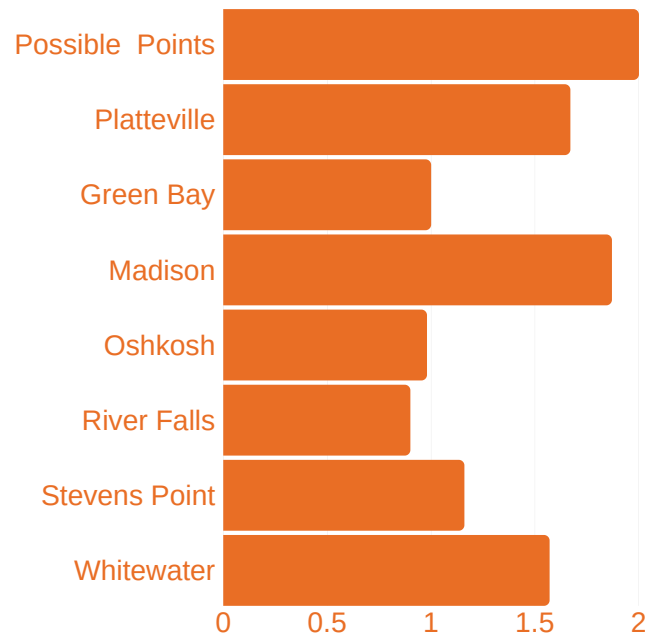


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

TRANSPORTATION: STUDENT COMMUTE MODAL SPLIT

Campus conducts a survey to gather data about student commuting behavior. Points are given for percentage of students using more sustainable commuting modes.

Most of our students walked to class.



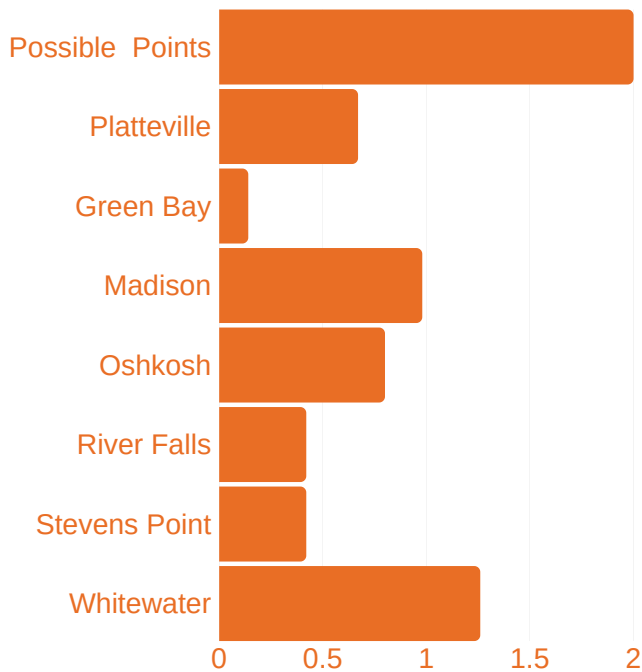
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

PHYSICAL INFRASTRUCTURE

TRANSPORTATION: EMPLOYEE COMMUTE MODAL SPLIT

Campus conducts a survey to gather data about employee commuting behavior. Points are given for percentage of employees using more sustainable commuting modes.

Many of our faculty and staff drove to work.

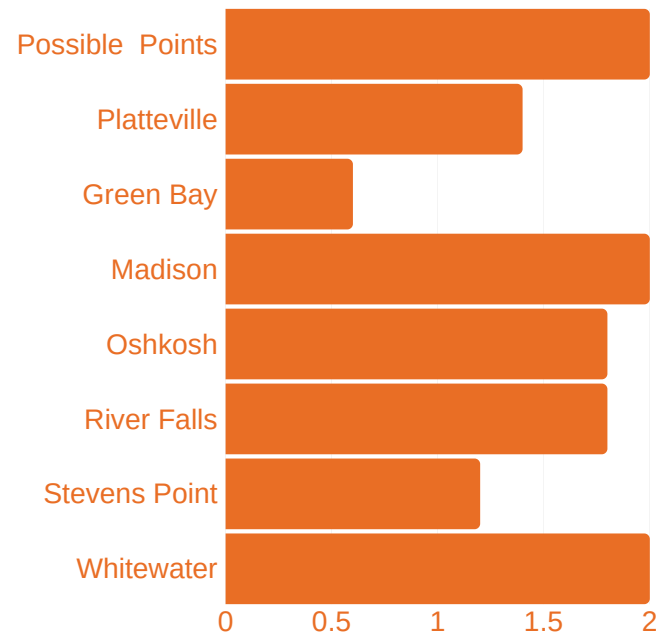


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

TRANSPORTATION: SUPPORT FOR SUSTAINABLE TRANSPORTATION

Campus has implemented strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting.

We offered many options, including the city bus and taxi, ridesharing, and busing to Chicago at academic breaks.



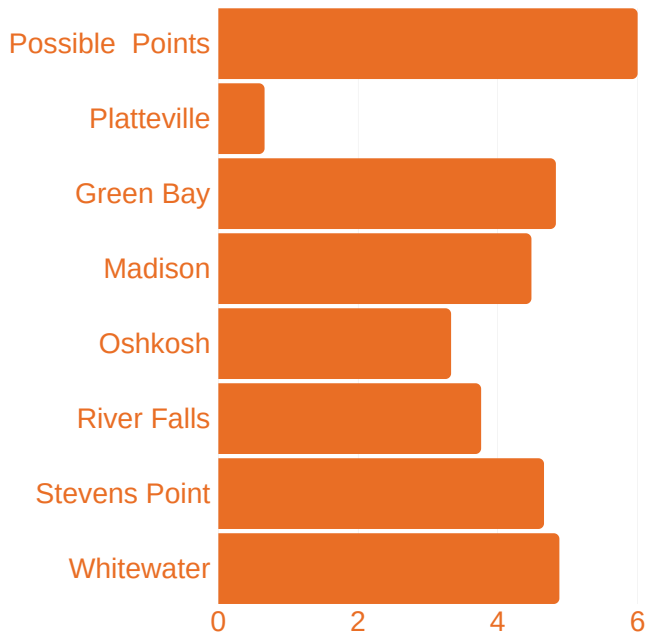
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

PHYSICAL INFRASTRUCTURE

WATER: WATER USE

Campus has data on potable water use, total water use (potable and non-potable), numbers of campus users, gross square feet of floor area, and area of vegetated ground & has reduced water per user and/or land area vs baseline.

While we track water use, we did not see a significant decline from our baseline.

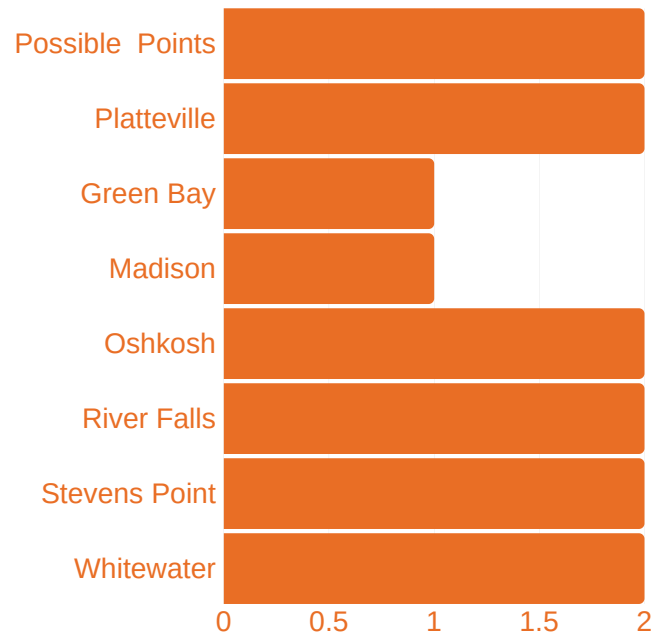


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

WATER: RAINWATER MANAGEMENT

Campus uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

We have significant stormwater management standards on campus.



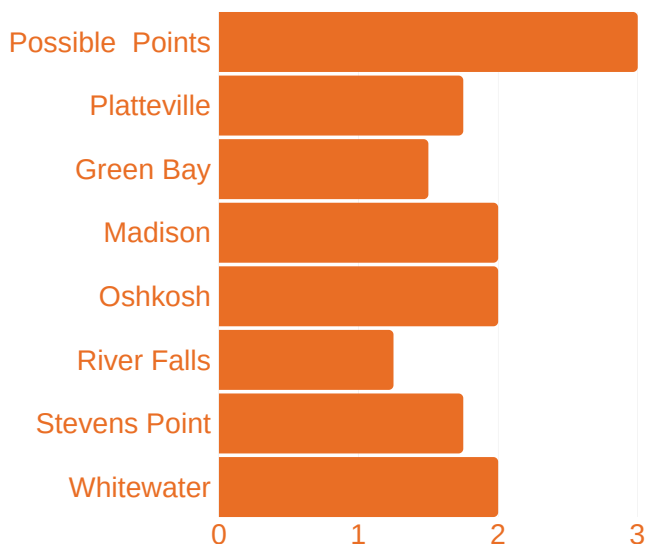
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

WASTE

SUSTAINABLE PROCUREMENT

Institution 1) has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, 2) employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water using products, systems and building components, or 3) has published sustainability criteria to be applied when evaluating products and services.

We comply with UW-System Procurement rules that do this.

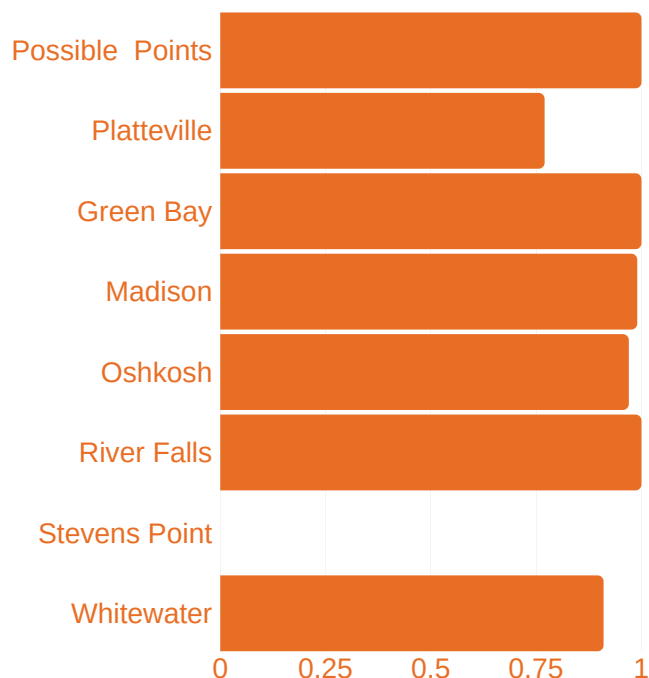


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

ELECTRONICS PURCHASING

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment.

76% of our electronics are EPEAT Gold registered.



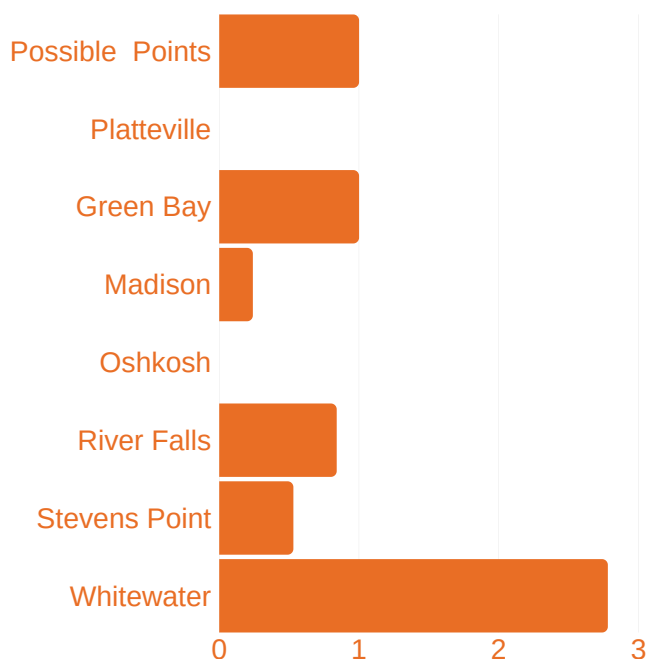
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

WASTE

CLEANING AND JANITORIAL PURCHASING

Institution's main cleaning or housekeeping department and/or contractor purchases cleaning and janitorial paper products that are certified to meet multi-criteria sustainability standards.

We have not done an audit.

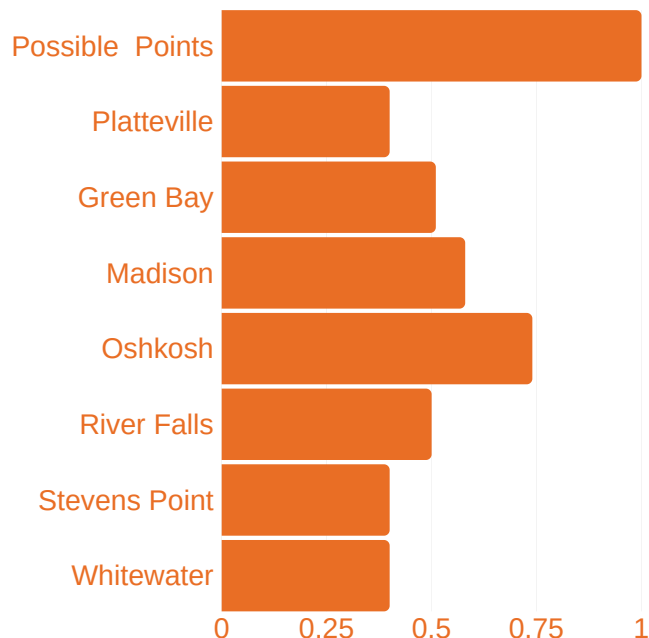


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

OFFICE PAPER PURCHASING

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

All of our office paper must be 30% recycled by UW-System procurement rules.



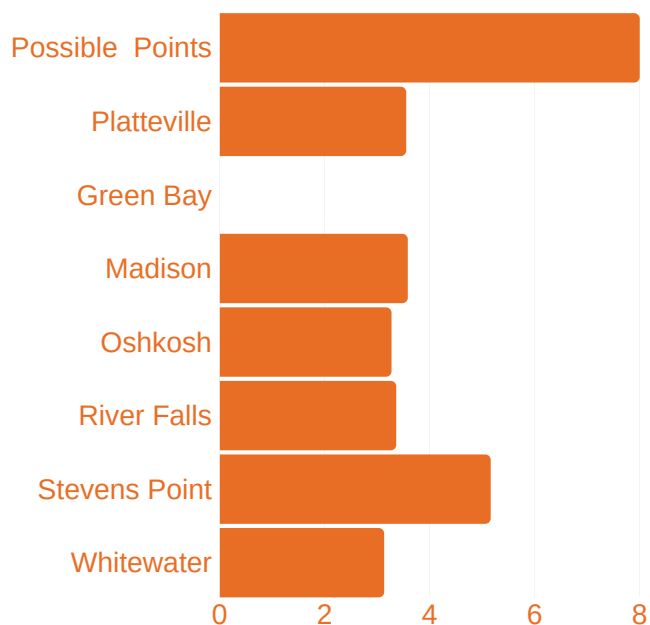
[See credit information v 2.1](#)
[See credit information v. 2.2](#)

WASTE

WASTE MINIMIZATION AND DIVERSION

Institution has data on the weight of materials recycled, composted, donated/re-sold, and disposed in a landfill or incinerator; and numbers of campus users.

62% of our waste was diverted from the landfill.

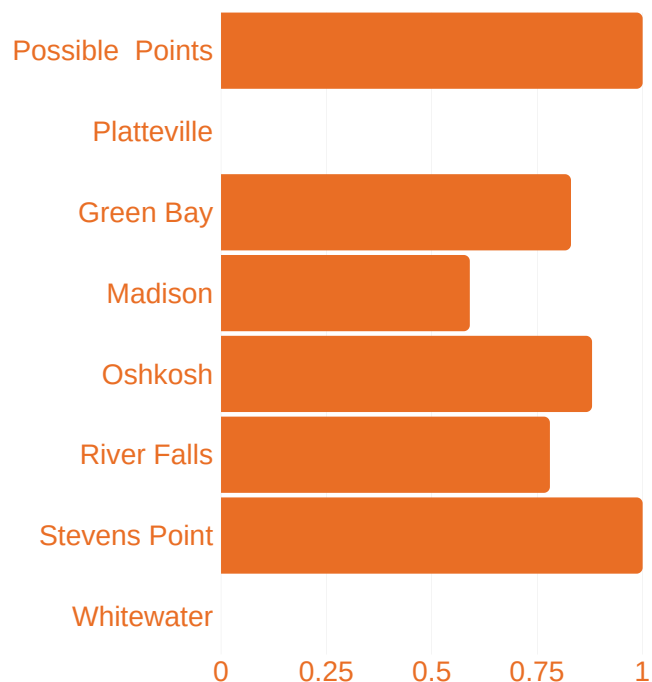


[See credit information v 2.1](#)
[See credit information v. 2.2](#)

CONSTRUCTION AND DEMOLITION WASTE DIVERSION

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

We did not pursue this.



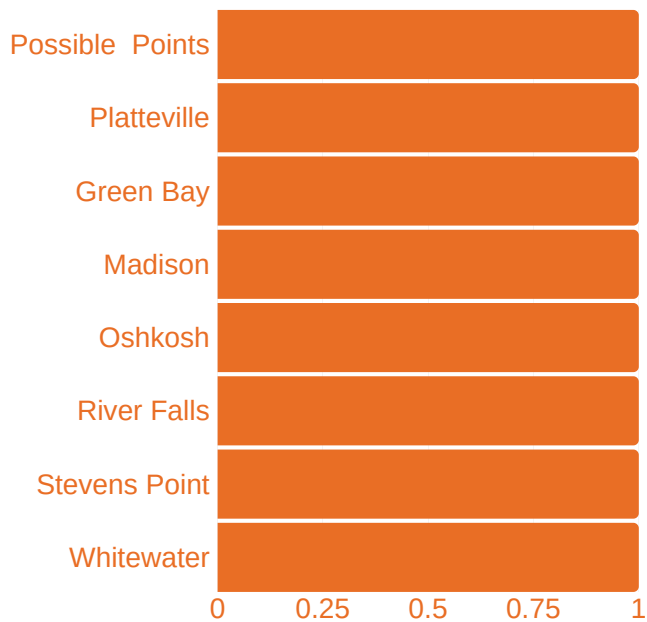
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[See credit information v. 2.2](#)

WASTE

HAZARDOUS WASTE MANAGEMENT

Institution has strategies in place to 1) safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and minimize the presence of these materials on campus; and/or 2) recycle, reuse, and/or refurbish electronic waste.

Yes, by UW-System regulations.



[See credit information v 2.1](#)

[See credit information v. 2.2](#)

2019 Campus Sustainability Survey Report



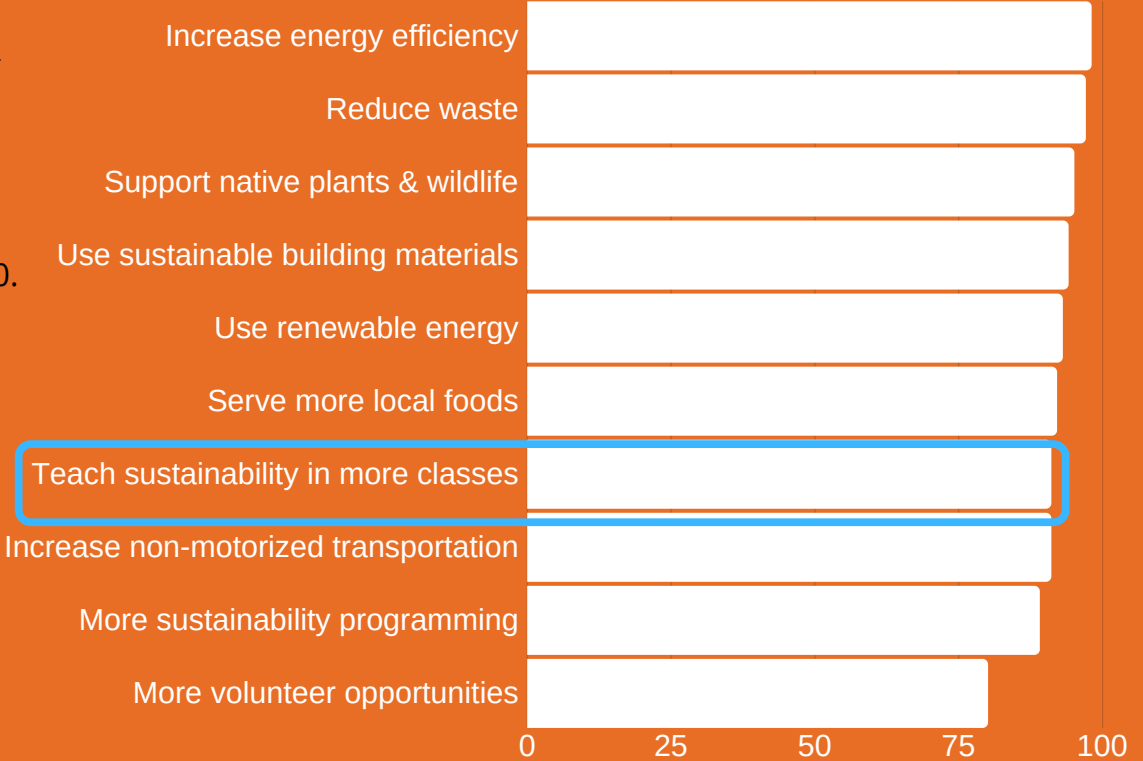
UW-Platteville completes a bi-annual survey to gauge sustainability awareness, literacy, engagement, and interest among our students, faculty, and staff. A statistical representation of our campus students and all faculty and staff are invited to take this survey. We conducted this survey in spring 2015, 2017, 2019. In 2019, there was a 36.31% response rate among faculty/staff, and 15.95% response rate among students.

<https://campus.uwplatt.edu/sustainability/sustainability-survey>

ACADEMICS

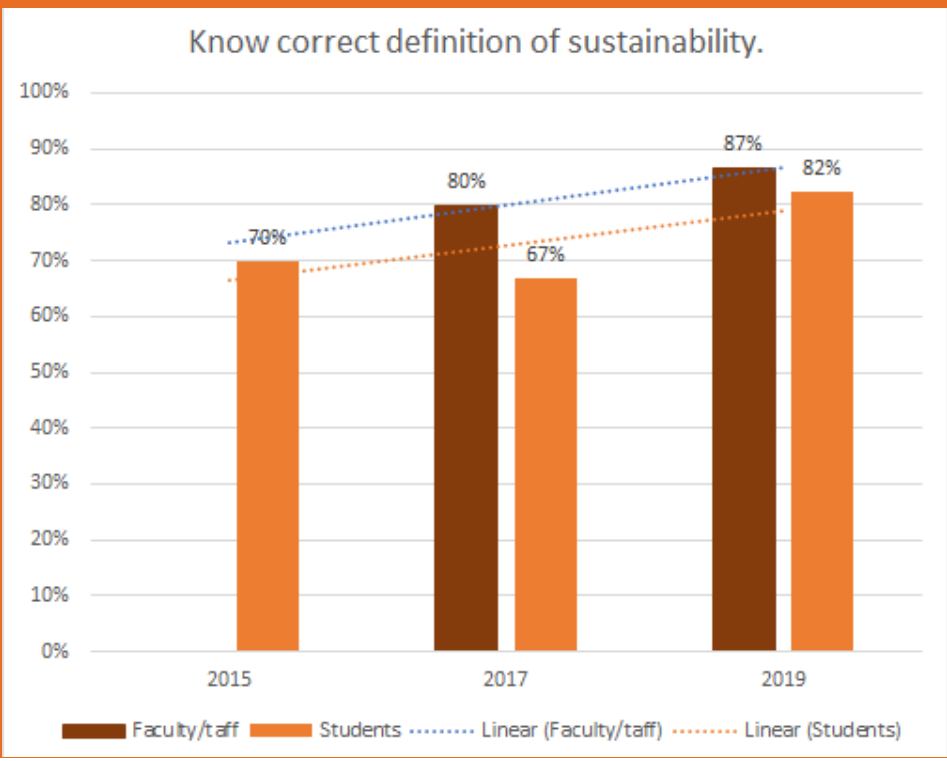
How interested are you in the following?

- Ranks 7th on the list of 10.
- Interest was up 17% between '17 and '19



Know correct definition of sustainability

"Meeting the needs of the present without compromising the ability of future generations."

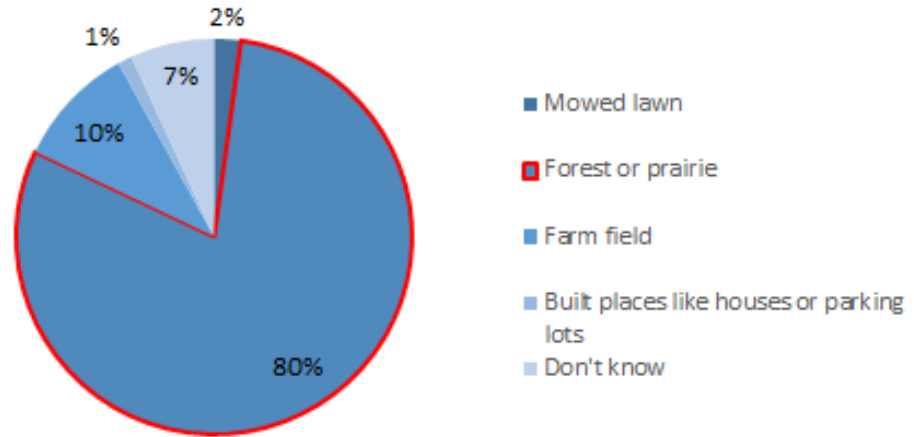


ACADEMICS

STORMWATER KNOWLEDGE

Stormwater Knowledge:

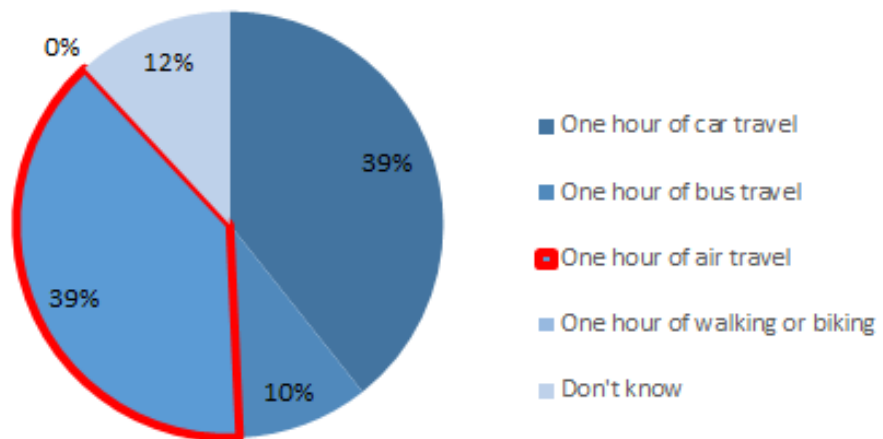
During a rainstorm or snowmelt, water needs a place to go. Historically, most water would be absorbed by the ground and remain in our local water table. Humans have altered the landscape, however, and made it difficult for water to be



TRANSPORTATION KNOWLEDGE

Transportation Knowledge:

Transportation accounts for about 1/3 of the United States carbon footprint each year. Which of the following transportation methods produces the most carbon?

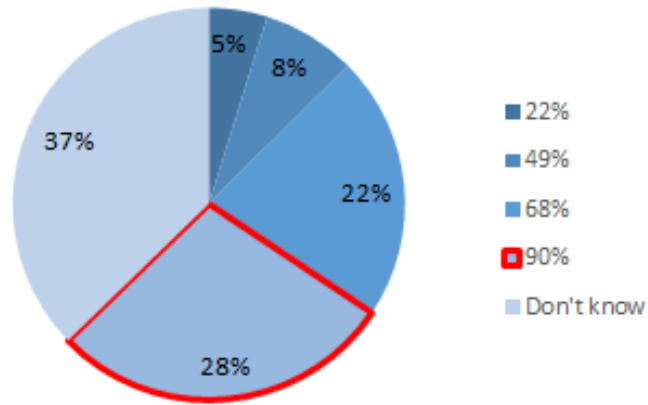


ACADEMICS

ENERGY KNOWLEDGE

Energy Knowledge:

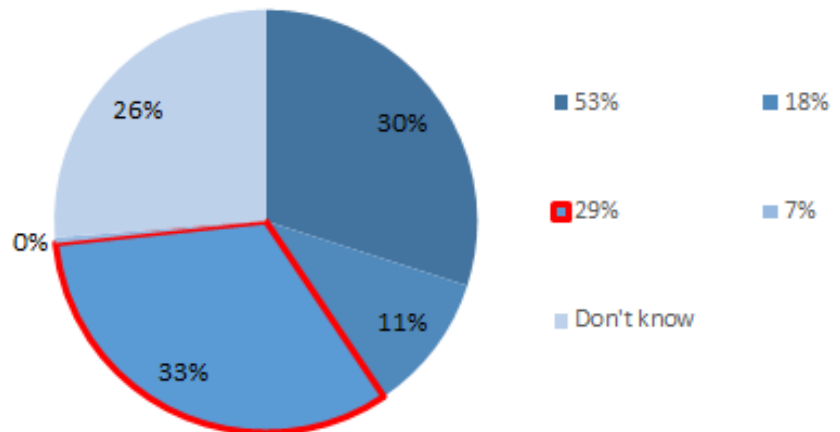
Coal and natural gas are fossil fuels used to generate electricity. When they are burned, they release chemicals such as carbon dioxide, sulfur dioxide, and mercury into the atmosphere. Approximately what percentage of UW-Platteville's el



ECOLOGICAL FOOTPRINT KNOWLEDGE

Ecological Footprint Knowledge:

The United States represents 5% of the world's population. Approximately what percent of the world's biological resources does the United States consume?



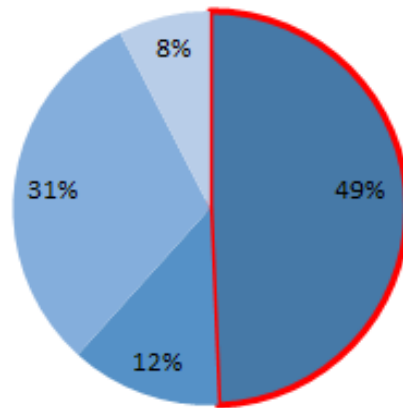
ACADEMICS

WASTE KNOWLEDGE

Waste Knowledge:

UW-Platteville disposes of approximately 900 tons of waste each year. Of this, we recycle approximately 34%, compost 10%, and send the rest, 56%, to the landfill.

Which of the following is the most sustainable way to minimize use of the la



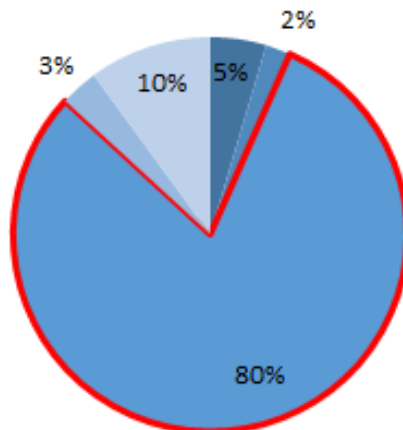
- Reduce: Avoid buying brand new items and items in a lot of disposable packaging
- Reuse: Shop used, bring your own bag
- Recycle: Turn used products into something new (includes composting)

DRIFTLESS AREA KNOWLEDGE

Driftless Area Knowledge:

UW-Platteville is located in an ecologically unique area featuring unusual species such as cacti and rattlesnakes, rolling hills, and a high proportion of organic farms.

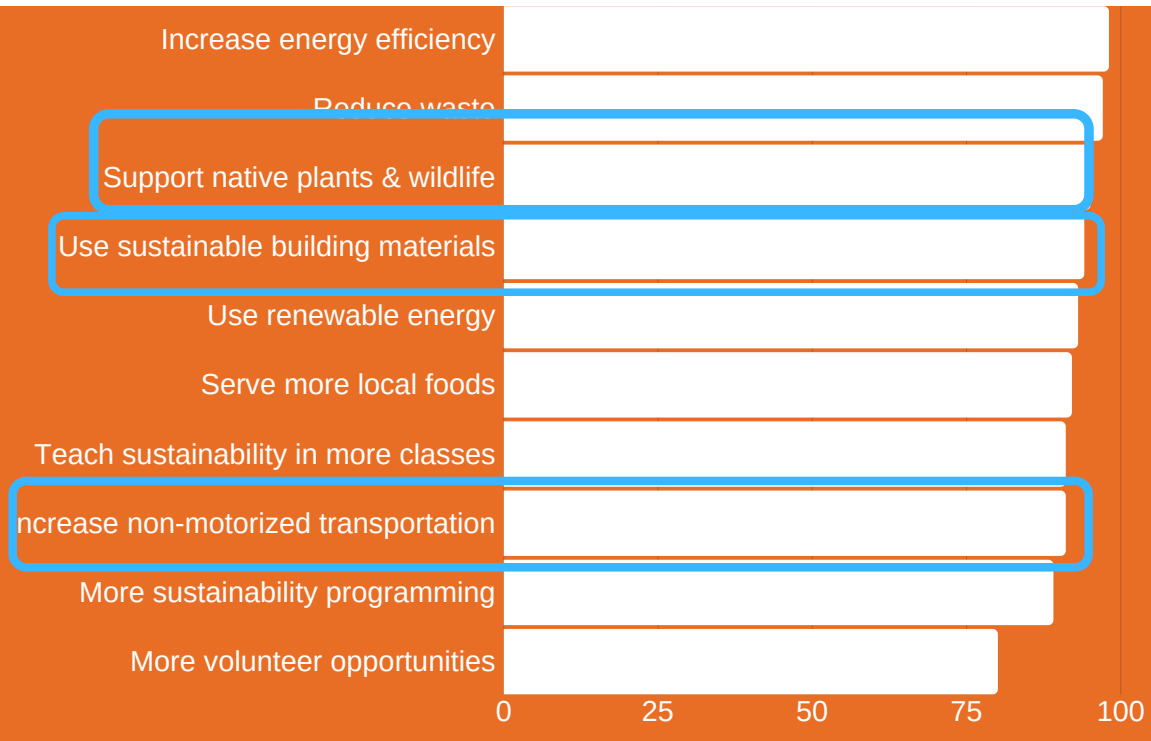
What is this area most often called?



- Southwest Wisconsin Area
- Terminal Moraine Area
- Driftless Area
- Semi-arid Area
- Don't know

BUILT ENVIRONMENT

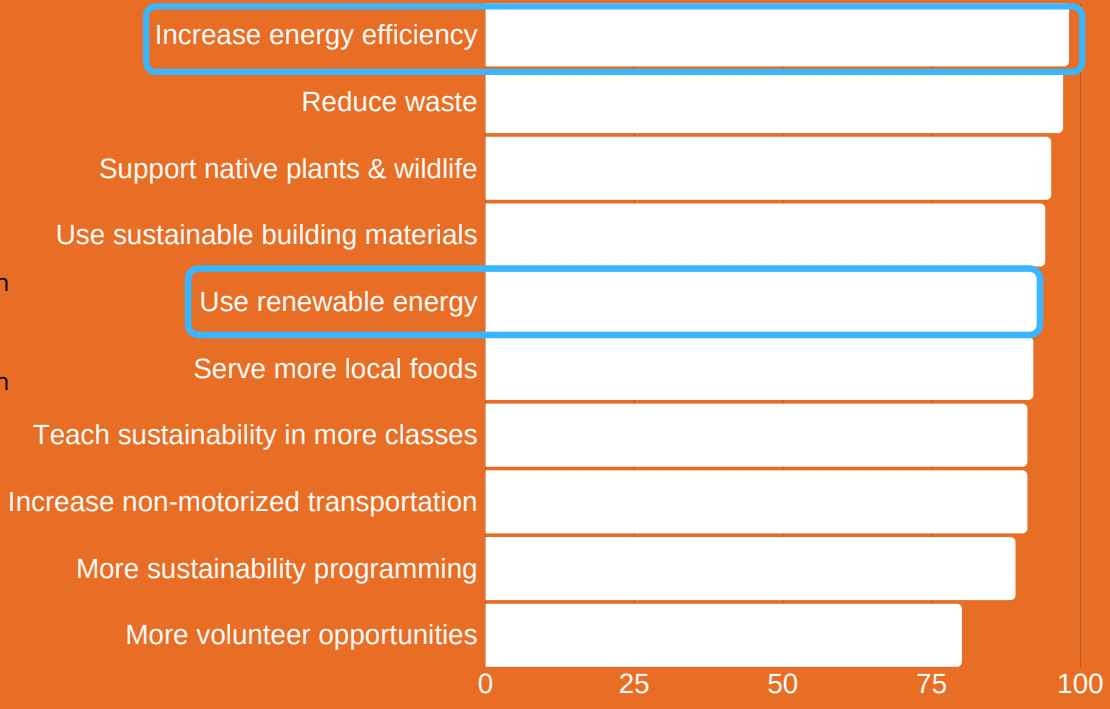
How interested are you in the following?



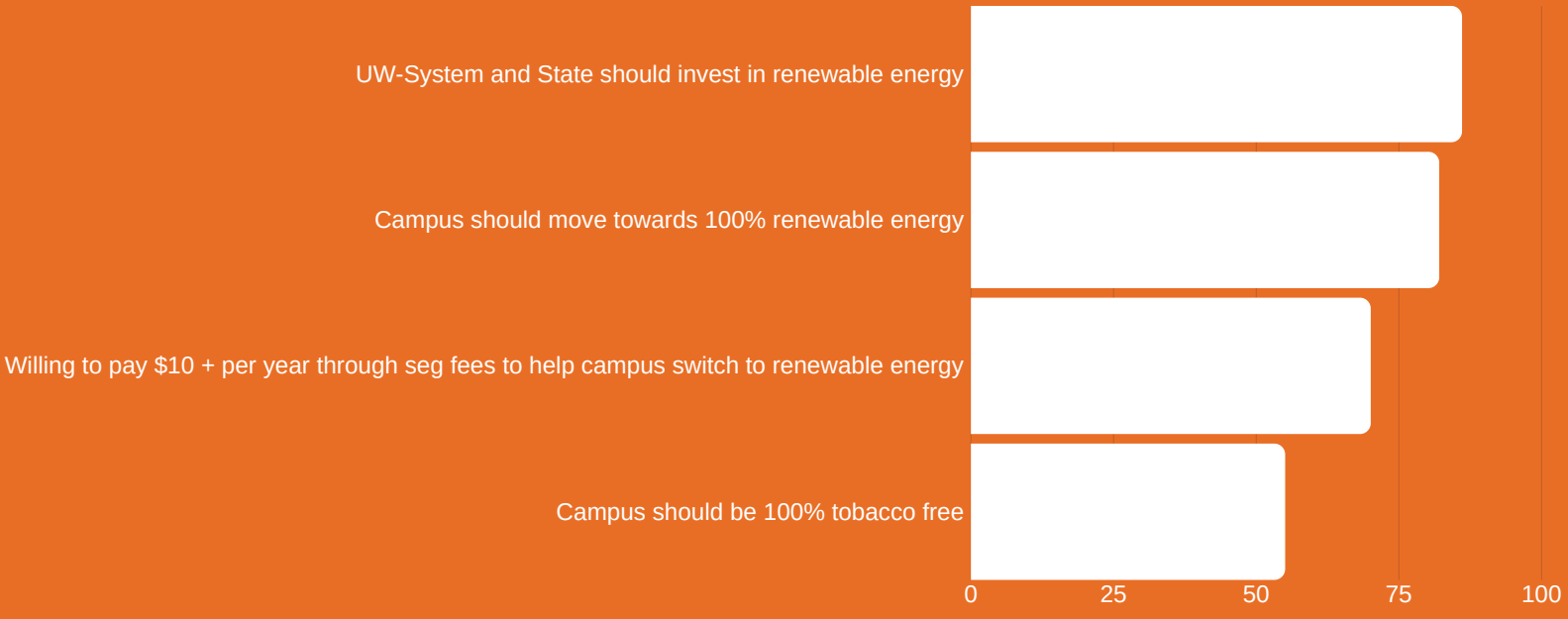
ENERGY

How interested are you in the following?

- Ranks 1 & 5 on the list of 10.
- **Energy efficiency:** Those expressing "extreme interest" was up 19% between '17 and '19
- **Renewable Energy:** Those expressing "extreme interest" was up 30% between '17 and '19



Student Referendum - Spring 2019, 1,531 voters



ENERGY - RENEWABLE REVOLUTION

Student Support

AD HOC GROUP, SPRING 2019

100% renewable energy by 2024 petition signed by over 300 students in a few weeks

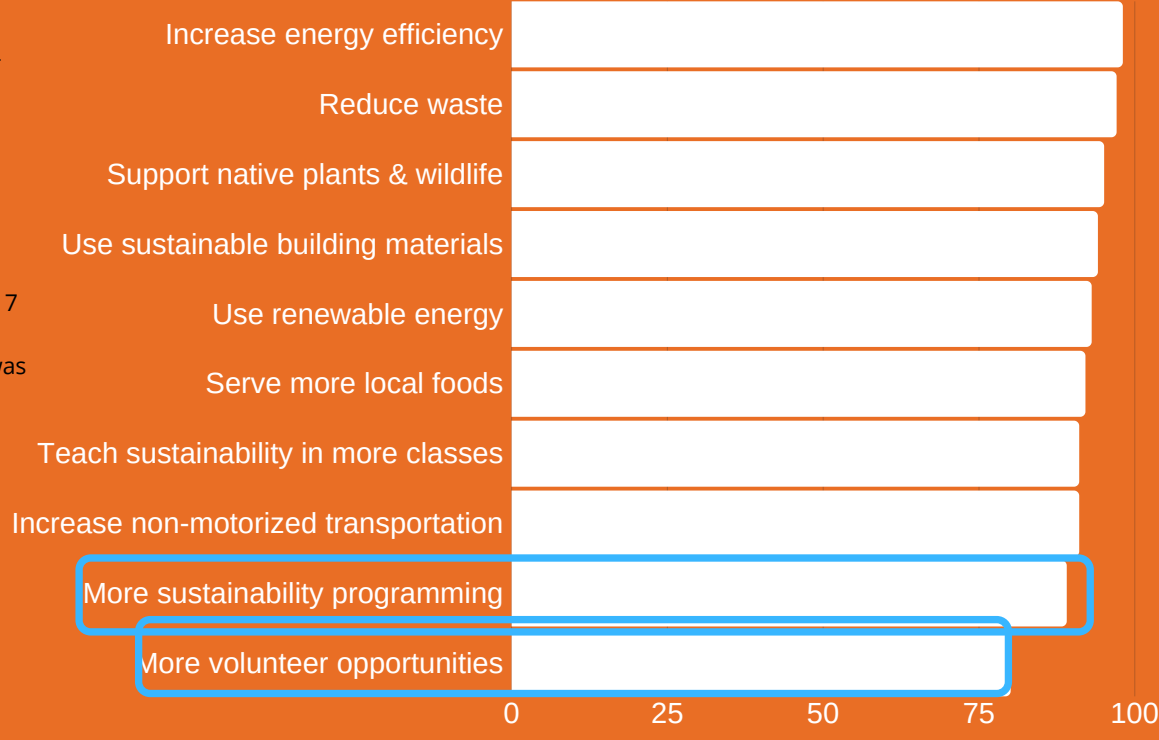
100% renewable energy as soon as possible resolution adopted by:

- Student Senate
- Residence Hall Association
- United Greek Council
- Green Campus Project
- American Marketing Association
- Cycling Club

ENGAGEMENT

How interested are you in the following?

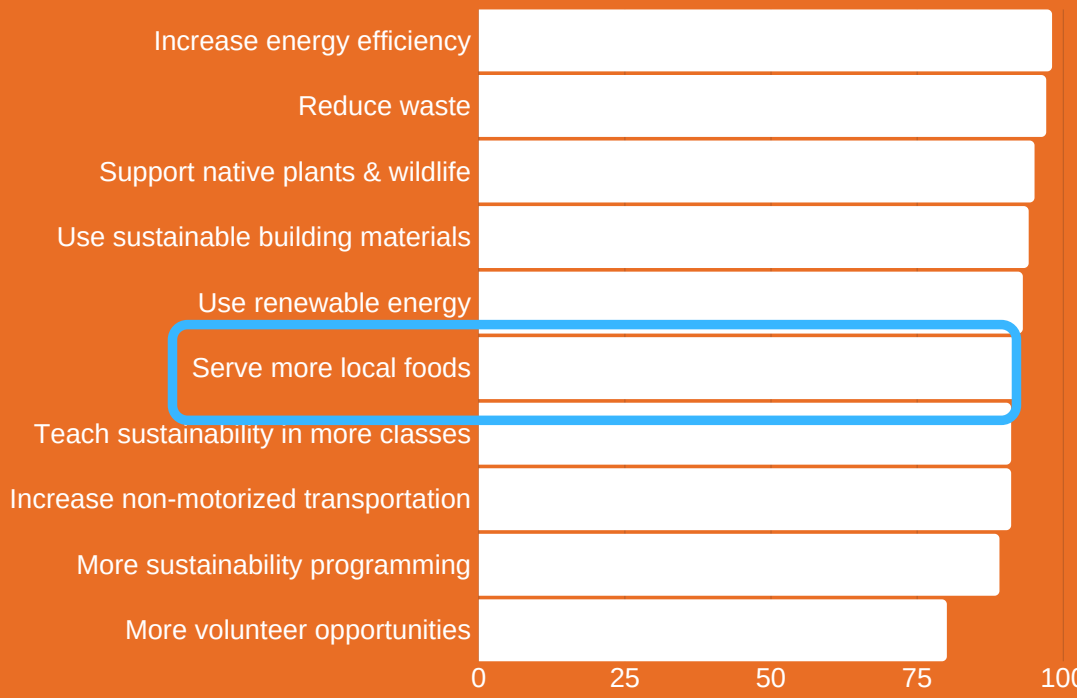
- Ranks 9 & 10 on the list of 10.
- "Extreme" interest in volunteer opportunities was up 47% between '17 and '19
- "Extreme" interest in programming was up 37% between '17 and '19



FOOD & DINING

How interested are you in the following?

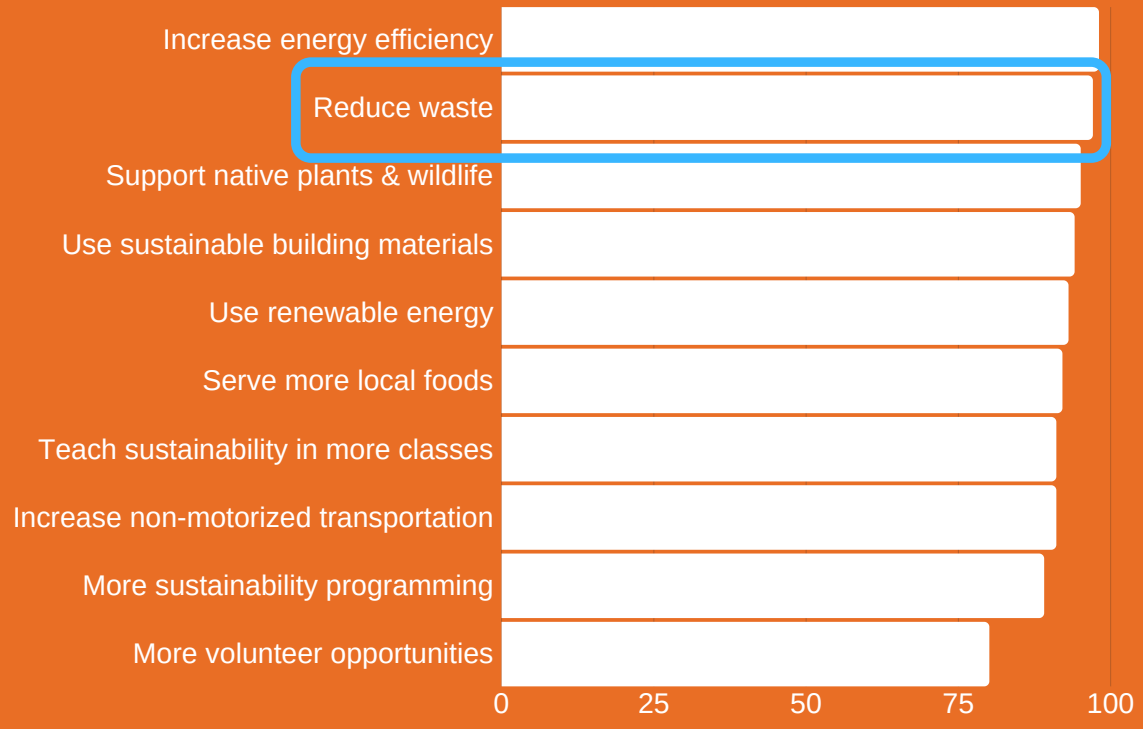
- 94% of our campus would like to see more local food served on campus.
- Ranks 6th on the list of 10.
- Up 18 % from the 2017 survey.
- Question is specific to local foods and unfortunately does not include other sustainability variables (perhaps this question could be improved for future surveys)



WASTE

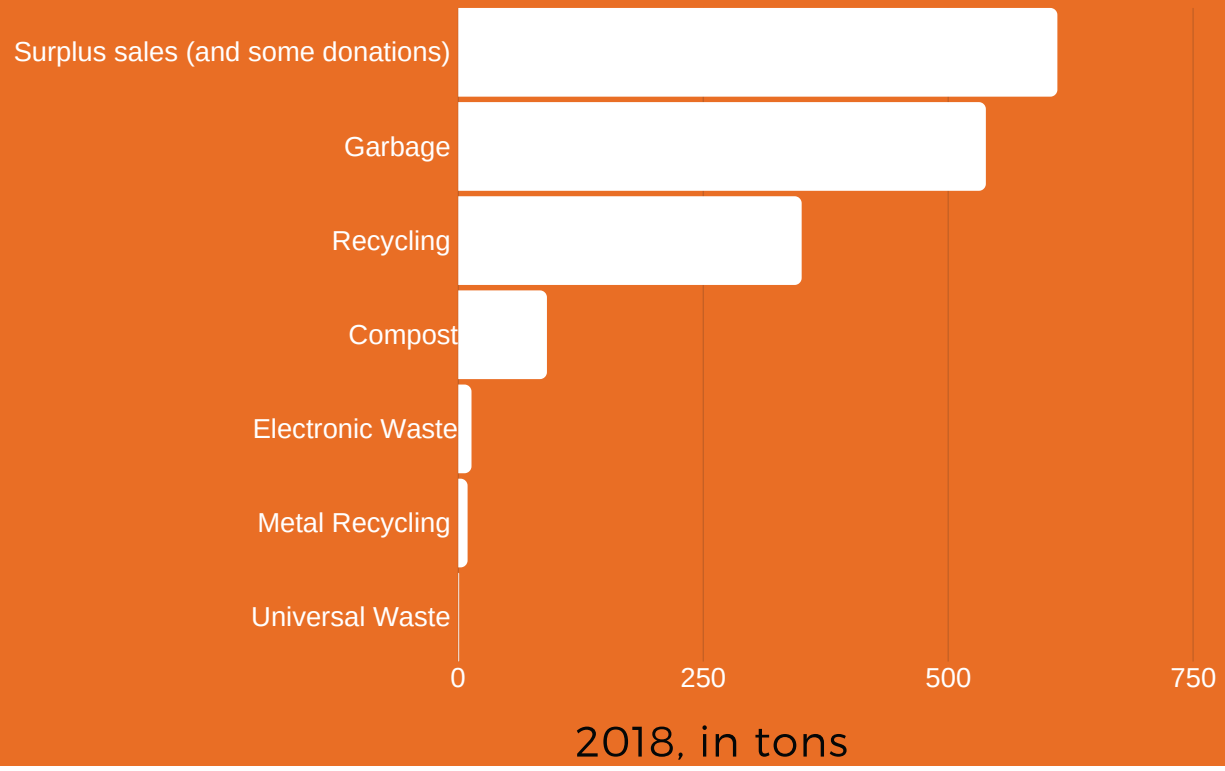
How interested are you in the following?

• Ranks 2 on list of 10.



WASTE - DASHBOARD DATA

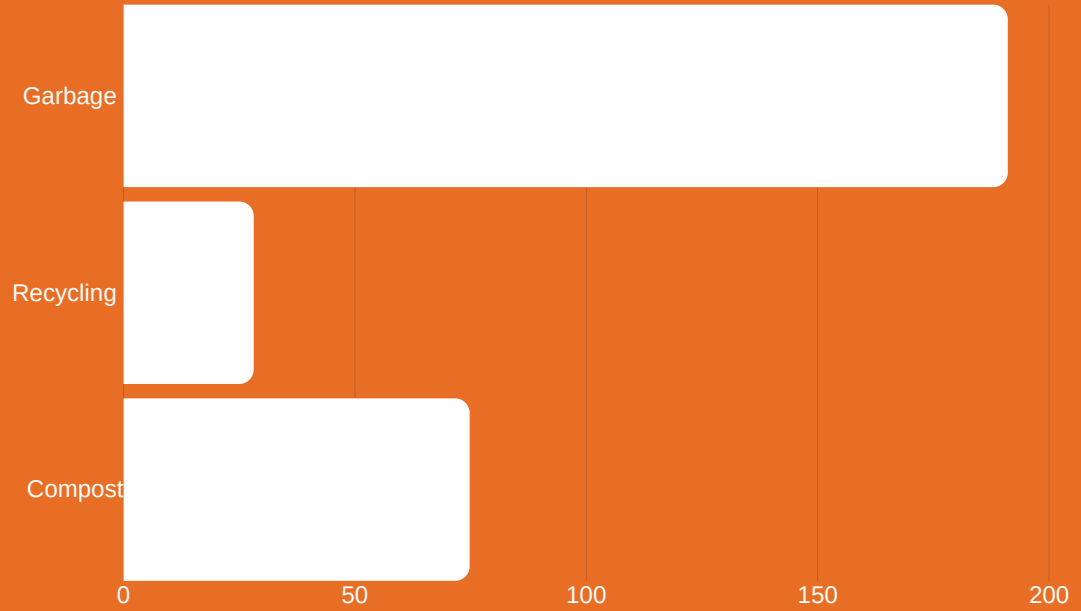
How much waste do we make each year?



WASTE - DASHBOARD DATA

How much do we spend on diversion of waste per year?

Landfill: \$92,941.64
Recycling: \$8,242.56
Compost: \$4,275.00
Universal Waste: \$2,000
Surplus: Cost recovery
E-waste: Cost recovery



2018 totals, labor not included

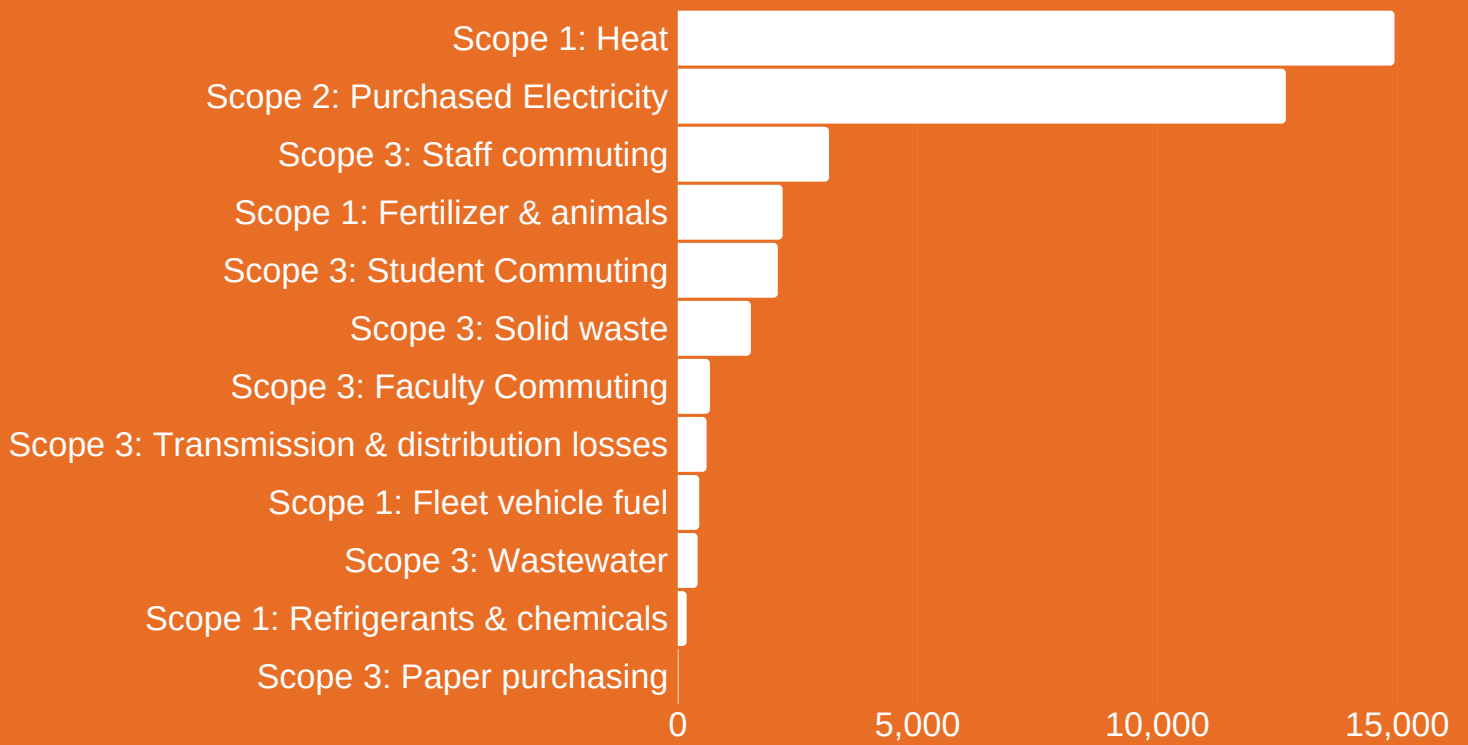
2019 Greenhouse Gas Reporting



Sustainability Indicator Management and Analysis Platform (SIMAP) is the national standard for greenhouse gas reporting in higher education. We have completed reporting in 2016, 2018, and 2019. We fully report on scope 1 & 2 emissions and have begun to include some scope 3 emissions as well.

<https://campus.uwplatt.edu/sustainability/greenhouse-gas-reporting>

2019 Greenhouse Gas Metric Tons Carbon Dioxide Equivalent (GHG MTCDE)



Definitions

Scope 1: Direct source, on campus

Scope 2: Direct source, off campus

Scope 3: Indirect source

Scope 3 items not included: Business travel & study abroad, Food, Carbon sinks (compost, offsets, sequestration)