Postsecondary Sustainability Award Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

College or University Certifications
The signature of college or university President (or equivalent) on the next page certifies that each of the statements below concerning the institution’s eligibility and compliance with the following requirements is true and correct to the best of their knowledge.

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority’s jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

2. The college or university is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a compliance review.

3. OCR has not issued a violation letter of findings to the college or university concluding that the nominated college or university has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.

4. The U.S. Department of Justice does not have a pending suit alleging that the college or university has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.

5. There are no findings by Federal Student Aid of violations in respect to the administration of Title IV student aid funds.

6. The college or university is in good standing with its regional or national accreditor.

7. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

8. The college or university has in place is willing to provide a link to or copy of a non-discrimination policy. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

U.S. Department of Education Green Ribbon Schools Postsecondary Sustainability Award

Name of President/Chancellor: Interim Chancellor Tammy K. Evetovich, Ph.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official College or University Name: University of Wisconsin-Platteville

(As it should appear on an award)

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

_________________________ Date: 01/23/2023

(President’s/Chancellor’s Signature)
Nominating Authority’s Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the college or university’s eligibility and compliance with the following requirements is true and correct to the best of the Authority’s knowledge.

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority’s jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

2. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: University of Wisconsin System Administration

Name of Nominating Authority: UW System President

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

______________________________ Date: 1/24/2023

(Nominating Authority’s Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: December 31, 2023

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.
College/University Name: University of Wisconsin Platteville
Street Address: 1 University Plaza
City: Platteville State: Wisconsin Zip: 53818
Website: https://www.uwplatt.edu/
President/Chancellor Name: Interim Chancellor Dr. Tammy Evetovich
President/Chancellor Email Address: evetovich@uwplatt.edu Phone Number: (608) 342-1234
Lead Applicant: Mr. Alan Burr, Sustainability Coordinator, burra@uwplatt.edu, (608) 342-7659

Check all that apply:
- Public X
- Non-Public
- Two-Year
- Four-Year X
- Community College
- Career and Technical
- Rural X
- Urban
- Suburban

Provide percentages if any are relevant to your school, district, or institution:
- Pell Recipients: 23%
- Free and Reduced-Price Lunch:
- Minority: 10.37%
- Special Education:
- Graduation Rate: (150% of normal time): 59%
- Attendance Rate:

Provide the following:
- Total Enrolled: 6,773 Number of Schools: NA Buildings: 80 Campuses: 3

Questions and Narrative

1. Is your college or university participating in a local, state or national program which asks you to benchmark progress in some fashion in any or all of the Pillars?
   - (X) Yes ( ) No Program(s) and level(s) achieved:
     Association for the Advancement of Sustainability in Higher Education Sustainability Tracking, Assessment, and Rating System (AASHE STARS); Silver Rating

2. Has your college or university received any awards for facilities, health or environment?
   - (X ) Yes ( ) No Award(s) and year(s)
     2016-2021 Princeton Review Guide to Green Colleges
     2016-2021 Sierra Magazine Cool School
     2020 AASHE STARS Silver Rating
Summary Narrative

The University of Wisconsin-Platteville’s Sustainability Office was established in fall 2012. The establishment and funding of a dedicated position provided a catalyst for the development of a culture of sustainability at the University. Over the past several years a long list of sustainable initiatives has been realized which have formed not only a base for future work but also part of the University’s identity (Source: UW-Platteville Decade of Sustainability). The University’s Strategic Plan includes a directive to “create a culture of sustainability” and it is applied throughout the University. The campus itself is a laboratory and operational decisions incorporate stewardship, resiliency, and innovation. Equity is also at the heart of the University’s sustainability initiatives. Twenty-four percent of students are lower income and over ten percent are underrepresented minorities (Source: UW-System Accountability Dashboard). Sustainability helps provide the best possible learning opportunities for all students by promoting health and wellness, deep and transformative learning opportunities, and by reducing overhead costs allowing more investment in high-quality, affordable education. UW-Platteville is proud to be recognized nationally for its commitment to sustainability through its inclusion in Princeton Review’s 2023 Green School list and Sierra Magazine’s 2021 Cool School list. The University has also achieved a silver rating from the Association for the Advancement of Sustainability in Higher Education’s (AASHE) STARS benchmark system for its dedication to sustainability across both its operations and academic programs.

Pillar I: Reduced Environmental Impact and Costs. With over 40 buildings on campus, operational choices significantly impact the University’s budget and the health of the planet. From 2008 to 2020, the University reduced its amount of landfill waste by 34% (Source: UW-Platteville Sustainability Dashboard) and total source energy consumption per GSF by over 14% (UW-Platteville 2020 Stars OP-5 Building Energy Efficiency). Future goals include to reduce greenhouse gas emissions by 33% before 2025 (Source: UW-Platteville Sustainability Plan). To achieve this, the University discontinued use of coal in its central heating plant in 2020 and recently constructed a 2.4-megawatt solar array, which is designed to offset electricity use by 15%, reduce annual energy costs by $211,000, CO2 emissions by 2,300 tons, and be the largest array owned by a Wisconsin state agency. The University is also pursuing LEED certification of the new engineering building, Sesquicentennial Hall, which opened in the fall of 2022.

The waste minimization program (Pioneer Restore), textbook rental program, energy efficiency investments, natural land management, and free public bus all help lower costs for students while reducing harmful environmental impacts.

Pillar 2: Improve the health and wellness of students, faculty and staff. UW-Platteville has over 200 acres of natural recreation areas within five miles of campus used by a wide array of intramural sport teams such as rugby and Division 3 athletics teams. These areas include connections to hundreds of miles of regional trails, Class 1 trout fishing, and an 18-hole disc golf course. Students can rent affordable equipment such as canoes and tents from the Outdoor Recreation program.

The University also has robust diversity, equity, and inclusion programming, offers free counseling services to students, manages its grounds and buildings to create a safe environment, serves nutritious and locally grown foods in its dining halls, and offers several employee wellness programs.

Pillar 3: Effective Environmental and Sustainability Education. Sustainability enriches education by providing students applied context and purpose to their studies. Not only are nine degrees offered in environmental and sustainability-related fields (including Sustainable and Renewable Energy Systems; Environmental Engineering; Environmental Science and Conservation; Reclamation, Environment, and Conservation; and Social and Environmental Justice), but 56% of academic departments offer courses with a sustainability component (Source: UW-Platteville AASHE STARS Report AC-1). The bi-annual sustainability literacy assessment shows that the ability to correctly identify the definition of sustainability has increased 12% among the student body since 2015 (Source: UW-Platteville).
Interdisciplinary programs such as the Dairy Innovation Center and the IDEA Hub, collaborative programming such as Pioneer Talks, multitudes of place-based and applied learning opportunities, and study abroad programs help build cross campus collaborations that further enrich student experiences through sustainability. At the University of Wisconsin - Platteville students graduate with an understanding of the impact humans have on their environment and are able to decide what kind of impact they will make.

Pillar 1: Reduce environmental impact and costs. Energy; Buildings; Other

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions. Energy; Buildings;

1. Reduced or eliminated greenhouse gas (GHG) emissions.

Greenhouse Gas Reduction Commitment. The University’s goal is to reduce its Scope 1 & 2 greenhouse emissions by 33% between 2019 and 2025. This goal also aligns with one of the Key Performance Indicators of the 2019-2024 Campus Strategic Plan to reduce our energy costs (Source: UW-Platteville Sustainability Plan).

Greenhouse Gas Reporting. UW-Platteville has been tracking its greenhouse gas emissions since 2010. Initially done by a class project, today the University uses the Sustainability Indicator Management and Analysis Protocols (SIMAP). SIMAP, was developed by University of New Hampshire, for use by institutes of higher education. Student volunteers help update the audit every two years. The University tracks scope 1 & 2 and some components of scope 3 greenhouse gas emissions. The University began more accurate tracking in 2015 and has reduced its emissions from purchased electricity by 21% since that time (Source: Sustainability Dashboard).

Renewable Energy Certificates (RECS). The Wisconsin Department of Administration (DOA) purchases RECS and allocates them to state agencies as a portion of their annual electricity consumption. UW-Platteville was allocated and paid for 2.76% of UW-Systems' RECS in FY19, which offset electricity emissions by 9% with clean, renewable sources.

Central Heating Plant Conversion. The University provides heat for most of campus using steam, fed via an underground pipe system from the central heating plant. In 2020, the central heating plant was converted from coal to natural gas with oil as backup fuel. The project is projected to reduce heat-related carbon emissions by an estimated 20%. Additionally, the conversion creates a healthier work environment by reducing staff manual labor and exposure to harmful coal dust.

2. Energy

Through rigorous attention to energy efficiency, UW-Platteville has reduced heating fuel costs by 9% since 2013 (Source: UW-Platteville Sustainability Dashboard).

Lighting upgrades. In 2012-15 the lighting in 16 buildings was upgraded to more efficient fixtures: Karmann Library, Center for the Arts, Gardner, Giese Maintenance, Student Center, Williams Fieldhouse, Ullrich Hall, Art Building, Doudna Hall, Pioneer Towers, Central Heating Plant, Children’s Center, Ullsvik Center, Southwest Hall, Farm Building, and Russell Hall. The majority of upgrades included replacing the existing standard wattage T8, T12, high intensity discharge, CFL, and incandescent fixtures with new, more efficient fixtures. This project saved an average of 2.8 million kWh and $212,000 per year (Source: McKinstry Performance Contract, M&V Phase 1 & 2).

Between 2012-2015, exterior lighting at various locations was also replaced the throughout the entire campus. The majority of upgrades included replacing existing high intensity discharge, metal halide, incandescent, and CFL fixtures
with LED fixtures. New fixtures ensure proper light levels while increasing fixture efficiency. Once complete, this project saved an average of 318,000 kwh and $23,000 per year (Source: McKinstry Performance Contract, M&V Phase 1 & 2).

Campus policy is to replace all burned out lightbulbs with high efficiency LEDs. Since 2015, enough bulbs were replaced to save campus 203,000 kwh and $14,200 annually (Source: Focus on Energy). During the summer of 2019, an audit was conducted on all campus light fixtures and the University continues to evaluate opportunities for lighting improvements.

**Printer reduction project.** Between 2016 and 2018, campus implemented ‘rules-based printing’ and printer device consolidation, using a printer device asset inventory. During this time, 366 devices were removed from service resulting in 500,000 kwh and $40,000 in electricity savings per year (Source: McKinstry Performance Contract, M&V Phase 2).

**Vending machine controls.** Between 2013 and 2015 Vending Machine Controls were installed in the following buildings to lower electric utility consumption due to cold drink vending machines: Brigham, Giese Maintenance, Royce, Student Center, Boebel, Gardner, Karmann, Ottensman, Russell, Fieldhouse, and McGregor Hall. These controls lower the frequency of compressor run-time based on the occupancy of the premises while maintaining the required temperature inside the vending machine. This effort reduced electricity use by an average of 14,000 kwh and $1,100 per year (Source: McKinstry Performance Contract, M&V Phase 1 & 2).

**Fume Hood Upgrades.** Modifications were made to existing fume hoods in the oldest lab buildings, Ottensman Hall and Russell Hall, to incorporate controls to minimize exhausting conditioned air from laboratory spaces. By utilizing occupancy sensors and variable frequency drives, the sash position of the fume hood is controlled to maintain required air flow through the fume hood while minimizing exhausting conditioned air. This effort reduced electricity use by an average of 117,000 kwh and $8,400 annually and heating by 3,762 MMBTU and $41,700 per year (Source: McKinstry Performance Contract, M&V Phase 1 & 2).

**Renewable Energy.** The University recently built a 2.4-megawatt solar array on campus. It is the largest solar array owned by a Wisconsin State agency. Design and engineering were completed in November 2020. The array will offset our electricity use by 15%, saving us $211,000 per year and reducing our CO2 emissions by 2,300 tons per year (Source: Madison Solar, November 2019 & McKinstry Energy Assessment Report, November 2020).

A small wind generator (20Kw) installed on campus and several solar panels on Engineering Hall (5kw) installed in 2015. Together they save campus approximately 10,400 kwh and $750 per year (Source: McKinstry Performance Contract, M&V Phase 1).

**Utility data reporting.** The University has been extensively measuring energy use since 2013 when it installed digital meters in 32 of all major buildings on campus. This began by using a LUCID Dashboard, switching to an internally built dashboard in 2018.

### 3. Buildings

**Envelope improvements.** Building envelopes were improved on the following buildings: Art, Boebel, Brigham, CFA, Doudna, Gardner, Giese Annex, Giese Maintenance, Glenview, Karmann, McGregor, Ottensman, Student Center, Pioneer Tower, Royce, Russell, Ullrich, Ullsvik, Warner, and the Fieldhouse. Filling cracks and crevices increases performance of by reducing exterior air infiltration into conditioned spaces. This effort reduced energy use by an average of 2,432 MMBTU and $26,000 per year (Source: McKinstry Performance Contract, M&V Phase 1).

**HVAC Control Upgrade.** The University upgraded the HVAC building automation systems at Ullrich Hall, Pioneer Tower, and Southwest Hall to all direct digital controls. New controls improve performance of HVAC equipment and allow for more comfortable building conditions. With new controls, VAV boxes are also scheduled according to occupancy of the
areas served. Along with occupancy controls, VFDs were also installed on selected AHU fans to allow for variable air flow. This effort reduced energy use by an average of 233,647 kWh and 2,904 MMBTU, netting $49,987 per year in savings (Source: McKinstry Performance Contract, M&V Phase 2).

**VAV Box Occupancy Based HVAC.** The University installed controls and occupancy sensors at the Pioneer Student Center to control room ventilation based on space occupancy rather than building schedule. After a room has been ‘unoccupied’ for 15 minutes, the reheat valves and VAV boxes reset to the unoccupied mode even if the building is scheduled as occupied. This effort reduced energy use by an average of 221 MMBTU and 9,907 kWh and $3,000 per year (Source: McKinstry Performance Contract, M&V Phase 1).

**Sustainable building standards.** The Wisconsin DOA oversees construction standards as a state agency. In 2005, DOA adopted sustainable building standards that assured all buildings meet what was then LEED Silver. Twenty-three percent of the University’s gross square feet meets these standards. In 2020, these standards were updated further and now are based upon the American Institute of Architect’s (AIA) Framework for Design Excellence. The new standard includes consideration for integration, equity, ecology, water, economy, energy, wellness, resources, change, and discovery and will be applied to all future buildings (Source: Wisconsin Department of Administration Sustainability Standards).

**LEED Certification.** UW-Platteville has recently completed a new engineering hall in fall 2022. The approximately 100,000 gross square foot building is the first LEED certified campus building. The building is highly energy efficient with an Energy Use Intensity (EUI) of 74, 80% better than the US average for academic lab buildings. The building has an accessible green roof to help insulate a portion of the building and reduce runoff while another portion of the roof is solar-ready.

**Element 1B: Improved water quality, efficiency, and conservation; Grounds;**

1. **Improved Water Quality, Efficiency, and Conservation.**
   **Low flow fixtures.** Between 2012 and 2014, the University upgraded plumbing fixtures throughout the campus. These new, more efficient upgrades use less water by incorporating screens and aerators to slow the water flow while maintaining adequate flow for general purposes. By implementing these new, more efficient fixtures, the University is saving water as well as steam and gas used to heat the water. This effort is estimated to reduced energy use by an average of 1,453 MMBTU, 26,000 kwh, and 240 natural gas therms, and water use by 3,675,000 gallons per year. It is designed save an average of $42,805 per year (Source: McKinstry Performance Contract, M&V Phase 1).

   **Automatic pool cover system.** The University installed an automatic pool cover on the Williams Fieldhouse pool. The pool cover saves thermal energy as well as water, reducing heat loss to the surroundings and lowering evaporation loss. This effort is designed to reduced energy use by an average of 1,052 MMBTU and water use by 53,117 gallons per year and save an average of $12,000 per year (Source: McKinstry Performance Contract, M&V Phase 2).

   **Stream bank conservation.** Over 1.25 miles of a Class 1 trout stream and 40 acres of floodplain are located on campus. In summer 2020, the University reconstructed a section of its streambank. When a tornado hit campus and the stream in 2014, devastating the local plant communities, the University planted over 1,400 trees native to local floodplains to help strengthen the streambanks.

   **Water use reduction in grounds.** Standard practice on campus is to not water landscapes. During new planting establishments and during droughts for athletic fields the University will occasionally apply water. The University has no permanent sprinkler systems installed. In order to support this practice, the University primarily plants drought-hardy plants, favoring plants native to the region and that have deep roots to withstand water extremes.
**Stormwater management.** The University tracks its water particulates carefully as part of our Municipal Separate Storm Sewer System (MS4) stormwater management permit. To limit the number of particulates, a series of retention ponds, detention ponds, rain gardens, bioswales, green roofs, and pervious pavement are utilized across campus. This infrastructure is checked and improved annually.

**2. Grounds**

With 362 acres on campus proper, 400 at Pioneer Farm, and 90 at the Platteville Mound (a natural area north of campus), UW-Platteville is stewarded to a great deal of land.

**Land management practices.** The roughly 200 acres of campus natural areas are managed with minimal chemical inputs (only during restoration practices to manage invasive plants). The Grounds department recently invested in a mulcher so they can add leaf mulch to beds each year, reducing weeds. Many ornamental beds are now planted with native pollinator gardens. In summer 2017, a goat herd was rented to graze a section of woods and keep down invasive plants. This project was well received, and a Dairy Science class is now exploring how to add a regular sheep herd to campus for land management purposes.

**Wildlife management.** With so much open space, the University is very concerned about the wildlife that shares this land with us. Several classes help monitor and track insect and animal numbers each year and aim to protect them by providing habitat. The no-mow areas on campus provide habitat for insects and pollinator hotels have been installed across campus. In summer of 2018, attention to pollinators was highlighted by installing a large pollinator hotel shaped logo “P” at the main entrance to campus.

**Public awareness.** The University aims to educate the campus community about ecological land management practices in a number of ways. The labeling of native plants in native gardens across campus, a sign located in the arboretum made by students in 2014, and an actual and virtual tree planting ceremony was held on campus to plant an oak tree sapling. This tree was gifted to by alumni Mark Hirsch, who brought national fame to a local oak tree through his photographic journal “That Tree.”

**3. Other**

**Community involvement.** A group of faculty known as the “Stream Team” meet to discuss research and projects to support our local watershed. The Pioneer Farm has hosted runoff research for more than a decade and is a national leader in water runoff research. Students partner with the UW-Extension water specialist each year to stencil stormwater drain inlets.

**Element 1C: Reduced waste production; Solid waste; Hazardous waste;**

The University actively works to reduce waste in many ways. Since 2013, it has reduced the amount of landfill and recycling waste by 35% with a variety of initiatives. In 2013, UW-Platteville created Pioneer Restore to manage campus waste diversion. Restore staff collect all unwanted items from campus and divert them from the landfill using the following hierarchy: reduction of waste creation, reuse on campus, resale to the public, donation, recycling, and lastly landfill.

**1. Reduced Waste Production**

*Campus Waste Reduction Goal.* In 2019, the diversion rate was 45% and we aim to increase that to 72% by 2025 (diverting recycling and compost from the landfill) (Sources: UW-Platteville Sustainability Dashboard and UW-Platteville Sustainability Plan).
Reduce. Waste reduction begins with purchasing decisions in all areas of campus including dining, electronics, and paper purchasing. Campus began an Ozzie to-go system in fall of 2019 to reduce food to-go packaging in Dining. Students, faculty, and staff use a token to obtain a washable plastic clamshell in one of the main dining facilities. In 2019, 82% of electronics were EPEAT certified (Source: UW-Platteville AASHE STARS Report OP-12). All paper has a minimum 30% recycled content, and all large purchases must undergo a lifecycle analysis (Source: UW-Platteville AASHE STARS Report OP-14 and OP-11). In 2014, a process began reducing printers on campus and the installation of central print stations, which has helped reduce both electricity consumption and paper use.

Reuse. Several campus practices support reuse. Not only does the University have a Textbook Center that rents textbooks for most classes, but most furniture purchases are also gently used. Additionally, furniture and electronics are frequently exchange across campus rather than buying from off campus.

2. Solid Waste
Recycling. In 2013, campus switched to single stream recycling. In 2015, consistent recycling and waste reduction signage was installed across campus. All electronic waste and lightbulbs and rechargeable batteries are recycled using third-party certified vendors. During major construction projects, Wisconsin law requires a minimum of 50% of the waste be recycled (Source: Wisconsin Department of Administration, Construction Waste Management). In 2020, the University achieved an overall recycling rate of 45% for our standard landfill / recycling waste stream (Source: Sustainability Dashboard).

Food Waste Composting. Campus began composting food waste in 2013. Most pre-consumer food waste is composted in our three other Dining Facilities. In 2019, we diverted 90 tons of campus food waste from the landfill. (Source: Sustainability Dashboard).

Resale. Unwanted items are sold in several ways: through a public storefront open twice weekly, through monthly online auctions, and an online storefront with curbside pickup. The Campus typically produces $100,000 in annual revenues which is reinvested in waste minimization efforts and return to campus (Source: Pioneer Restore).

3. Hazardous Waste
Specially trained staff remove hazardous waste promptly and put it into proper storage until it is otherwise disposed of in accordance with the Hazardous Materials Management and Hazardous Waste Policy and other applicable state and federal rules. Universal waste, such as lightbulbs, is stored in basement custodial areas until moved to a central warehouse where it is inventoried and picked up by a third-party certification agency once per year. Chemical waste is stored on site under fume hoods until it needs to be removed, at which point, like all hazardous waste, the campus Risk Manager removes and takes it to the secured, hazardous waste warehouse with a stand-alone ventilation system.

4. Other
Educational programming. The University hosts several programs each year to build awareness and enthusiasm for waste reduction; 2021 marked the eleventh year of participation in RecycleMania, the national intercollegiate recycling competition in which the University typically places first or second place among Wisconsin colleges. The University also hosts a “Ditch the Dumpster” program at the end of each semester since 2014 to keep move-out items from the landfill. From this event, food items are donated to the campus food pantry (Pioneer Provisions), clothing and household items go to Goodwill or Pioneer Restore, and large furniture items go to Pioneer Restore. The University has kept an average of eight tons out of the landfill each year through this program.
Element 1D: Use of alternative transportation:

1. Use of alternative transportation

Because the University is a rural campus, most of the students come to campus with a car. Students are encouraged to leave their cars on campus and get around by other means when here. While most students park their cars at their residence and walk to classes, most of the faculty and staff drive (64% purchase campus parking passes) (Source: UW-Platteville Sustainability Survey).

City Bus and Taxi System. UW-Platteville worked with the City of Platteville to create a federally funded public transit system in 2013. Student fees combined with an annual federal grant, provide fixed-route bus service six days per week, free to all UW-Platteville students and a nominal fee to non-student riders (Source: Sustainability Dashboard). Students with disabilities can ride the city taxi system for free.

Other transportation alternatives. Students have access to a daily bus to the regional cities of Madison, Wisconsin, and Dubuque, Iowa. There is a popular rideshare board in the Student Center, and in the past, the University has offered a digital ridesharing app (Zimride) and carsharing program (Enterprise RideShare). Due to low demand, these programs were discontinued.

Bicycle Support. The campus trail network connects to the regional trails system that goes all the way to Madison, Wisconsin (70 miles). Students can ride from campus to shopping centers approximately five miles away on a completely paved and lighted trail. All campus residence halls have bicycle lockers available for rent, and in 2015 we overhauled bike parking on campus, installing modern racks with double contact points for the best stability. The new Sesquicentennial Hall has a bicycle repair station with a pneumatic air bike pump, free to all.

Parking reduction. Campus is actively exploring ways to better manage parking, with the ultimate goal of reducing overall parking needs. A campus parking task force made recommendations to campus in 2018 after conducting a thorough inventory of parking needs and practices. In the fall of 2020, campus police implemented a new license plate recognition software that allows more flexible management of parking stalls.

Electric vehicles. The University installed two level-2 electric vehicle charging stations in 2018 and seven electric vehicles in our campus fleet (Source: UW-Platteville AASHE STARS Report OP-15). The new engineering building will provide six more electric vehicles charging stations.

Transportation education. A full-color transportation brochure and a full color a trail map is published annually. A large transportation information board in the Student Center also provides alternative transportation information. All campus tours include a conversation about transportation options for incoming students.

2. Other

Community support. UW-Platteville has four seats on a joint City of Platteville Transportation Committee. The Committee meets monthly during the academic year to oversee issues related to the city bus and taxi and make recommendations for improvement. The University also collaborated with the city in in support of bike sharrows on Main Street in 2013 and, in 2016, to install bike lines on Ridge Avenue. Sharrows are a road marking in the form of two inverted V-shapes above a bicycle, indicating which part of a road should be used by cyclists when the roadway is shared with motor vehicles.
Pillar 2: Improve the health and wellness of students & staff.

**Element 2A: Integrated campus environmental health program; Integrated Pest Management; Contaminant controls and ventilation; Asthma control; Indoor air quality; Moisture control; Chemical management;**

1. **Integrated campus environmental health program**

   *Sustainable Building for Health.* All new buildings are designed with health concepts integrated throughout. Integration starts with a team meeting to consider interactions between and across all building elements. The Wisconsin Sustainability Standards are built upon the American Institute of Architect’s (AIA) Framework for Design Excellence and require our buildings address equity, ecology, water, economy, energy, wellness, resources, change, and discovery (Source: Wisconsin Department of Administration (DOA) Sustainability Standards). Prior to these standards, campus followed DOA standards based upon what was 2005 LEED Silver. Currently, 23% of the campus gross square feet meets these standards.

   **Environmental Sustainability Committee.** The Environmental Sustainability Committee (ESC) is an official committee of campus governance. They meet monthly to analyze policies, projects, and goals related to environmental health across campus, including coordinating and assessing university sustainability efforts. The ESC identifies and develops sustainability projects and initiatives, reviews, assesses, and assists sustainability projects and initiatives proposed by campus groups, and makes sustainability-related recommendations to the Chancellor. They recommend environmental and sustainability-related goals and objectives to the Chancellor for inclusion in University plans, as well as review and assess University efforts and progress towards its environmental and sustainability goals.

2. **Integrated Pest Management.** While we have not adopted a formal Integrated Pest Management Plan, the vast majority of the 362-acre campus is made of natural areas where we only use chemicals to reduce woody invasive plants by stump brushing. On a portion of grounds (28% or 103 acres), we apply broadleaf fertilizer only under certain circumstances by a staff member with chemical handling safety training. In 2020, a leaf mulcher was purchased to provide ability to provide mulch for ornamental beds, reducing weed pressure without the use of chemicals. Mulch with woodchips is used under all trees and around most signposts to minimize the need for chemical management in these locations. Mulch is re-applied on an annual schedule by grounds staff.

3. **Contaminant controls and ventilation.**

   All buildings constructed after 1970 have mechanical ventilation systems and are connected to a Metasys Building Automation System which manages ventilation based on occupancy and weather. As older buildings have been remodeled, modern mechanical ventilation systems have added. In the past ten years, three traditional residence halls (Dobson, Porter, and Melcher) received upgraded ventilation systems.

   **HVAC Control Upgrade.** The HVAC building automation systems in Ullrich Hall, Pioneer Tower, and Southwest Hall have been upgraded to all direct digital controls in 2015. The new controls improve performance of HVAC equipment and allow for more comfortable building conditions. With the new controls, VAV boxes are also scheduled according to occupancy of the areas served.

   **Variable air volume (VAV) Box Occupancy Based HVAC.** In 2016, the University installed controls and occupancy sensors at the Pioneer Student Center to control room ventilation based on space occupancy rather than building schedule. After a room has been ‘unoccupied’ for 15 minutes, the reheat valves and VAV boxes reset to the unoccupied mode even if the building is scheduled as occupied.
**Fume Hood Upgrades.** In labs with chemicals, it is particularly important to create and maintain indoor air quality. In 2015, the existing fume hoods were modified in Ottensman Hall and Russell Hall to incorporate controls to minimize exhausting conditioned air from laboratory spaces.

4. Asthma control.
Out the thirteen residence halls, seven (59% of total beds) offer mechanical ventilation meeting ASHRAE standards 6.2, which can help reduce occurrence of asthma. Students with known asthma concerns are encouraged to live in these halls.

5. Indoor air quality.
UW-Platteville follows ASHRAE 6.2 which defines standards for acceptable indoor air quality and minimizing adverse health effects. The standards define air distribution, controls, resistance to mold growth, outdoor air intakes, rain/water resistance, indoor dew points, building exfiltration, and building envelope types.

UW-Platteville’s Clean Indoor Air Policy prohibits smoking indoors on campus and within 25-feet of every entrance/exit and ventilation access to all buildings. An employee or student may submit a grievance for either enforcement of this policy or failure to enforce this policy. The grievance shall be brought either pursuant to existing University of Wisconsin grievance procedures or pursuant to a collective bargaining agreement in force for the position occupied by an employee (Source: [UW-Platteville Indoor Air Policy](#)).

6. Moisture control.
In keeping with ASHRAE 6.2, we strive to limit the indoor humidity to a maximum dew point temperature of 60 degrees Fahrenheit during both occupied and unoccupied hours whenever the outdoor air dew point temperature is above 60 degrees Fahrenheit. If a building occupant notices excessive moisture, they can report it to our Maintenance Hotline either by phone or online.

7. Chemical management.
To protect building occupants, whenever there is harmful universal or hazardous waste, trained staff remove it promptly and put it into proper storage until it is further processed and otherwise disposed of in accordance with the Hazardous Materials Management and Hazardous Waste Policy and other applicable State and federal rules. Chemical waste is stored on site under fume hoods until it needs to be removed, at which point the campus Risk Manager removes the waste and takes it to a secure hazardous waste warehouse with a stand-alone ventilation system (source: [Hazardous Materials Management and Hazardous Waste Policy](#)).

**Element 2B: Health and Wellness; Coordinated Campus Health; Fitness and outdoor time; Food and Nutrition:**

1. Health and Wellness
**Well Wisconsin.** The Human Resource department offers an employee wellness incentive program to everyone receiving the State of Wisconsin Group Health Insurance. Employees may choose to participate in a series of wellness activities each year, including biometric screening, online health assessment, and well-being activities, in exchange for a $150 gift card. The goal of the program is to bring awareness to personal wellness and establish a culture for improving health among employees as a community.

**Employee Assistance Program.** The Employee Assistance Program (EAP) at UW-Platteville provides employees and their immediate family members with a free and confidential opportunity to address personal and work-related concerns, such as emotional situations, work/life challenges, or legal/financial circumstances. Employees that consult with the EAP staff may do so on work time.
Counseling Services. The University’s Counseling Services is the primary source of mental health counseling for students at UW-Platteville, offering individual counseling, couples counseling, group counseling, crisis intervention, career assessment, alcohol/other drug information, and self-help resources. Students can utilize this service for consultation on a variety of mental health topics, and can provide written resources, programs, and classroom and residence hall presentations upon request. Among a variety of services, they offer wellness events (such as yoga and meditation) and have a “Zen Zone” located on the second floor of Royce Hall available to students, faculty, and staff who want to develop and maintain calm and focused minds between 8 a.m. – 4:30 p.m. Monday and Friday, and 8 a.m.–8 p.m. Tuesday –Thursday. In 2019, Counseling built a “wellness walk” around our natural areas that includes interpretive signs featuring wellness tips.

Diversity, equity, & inclusion programming. The Division of Diversity, Equity, and Inclusion’s mission is “to foster a diverse environment that contributes to an inclusive culture and climate by promoting critical discourse and meaningful interactions between all members of our campus community.” Their vision is to strive to create a campus that provides access and support for underserved populations; has an inclusive and just culture; values understanding, compassion, and acceptance; is committed to the ideals of social justice; prepares students for global citizenship; and is collaborative, safe, and respectful. The Division includes seven departments that aim to serve a vast array of student identities and experiences:

- **Office of Multicultural Student Affairs** which provides services supporting underrepresented minority students to successfully navigate higher education, seek leadership opportunities, and prepare for their professional and educational futures.
- **International Programs** which provides leadership and support for the comprehensive internationalization of the University of Wisconsin-Platteville and prepares students, faculty, and staff as globally competent citizens.
- **TRIO Student Support Services** is a Federally funded program that provides targeted support for students who are first generation, income-eligible, or have a documented disability.
- **Services for Students with Disabilities** assists students with disabilities to obtain reasonable academic and non-academic accommodations, as well as auxiliary aids.
- **Wright Center for Non-Traditional and Veteran Students** exists to enhance the educational and interpersonal experiences of veteran and non-traditional students while supporting and promoting degree attainment.
- **Doyle Center for Gender and Sexuality** provides a supportive, equitable, and thriving environment for all persons on campus, regardless of their gender or sexuality. They offer resources, information, and programming on issues and challenges facing people in relation to gender and/or sexuality.
- **Department of Campus Climate** provides educational resources, cultural programs, and trainings that inform and engage members of the university community toward fulfilling their human promise as global citizens.

In 2022, UW-Platteville was a recipient of the highly selective McNair Scholars Program Grant, an award of more than $1.3M for a five-year period, to prepare students for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions encourage participants to enroll in graduate programs and then track their progress through to the successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

2. Coordinated Campus Health

**Behavioral Review and Recommendation Team (BRRT).** Made of staff from the Dean of Students, Student Health Services, Student Support Services, Counseling Services, Residence Life, and Campus Police, UW-Platteville's BRRT is a multi-disciplinary team focused on early intervention for any student who has exhibited disruptive or worrisome behavior and may be at risk of harming either themselves or others, or who pose a significant disruption to the living,
learning, or work environment. The team receives and reviews reports for the purpose of developing a support plan that mitigates risk and promotes individual well-being and success within existing university policies.

**University Bias Incident Team (UBIT).** A group of campus representatives committed to supporting students, faculty, and staff who have been affected by a bias incident, including:

- Assistant Chancellor for Diversity and Inclusion
- Associate Director, International Programs Office
- Assistant Director, Office of Multicultural Student Affairs
- Associate Director, Department of Residence Life
- Associate Director for Public Relations
- Campus Climate Coordinator
- Chief Human Resources Officer
- Chief of University Police
- Dean of Students
- Executive Directors, Diversity and Inclusion
- Executive Director of Student Life and Development
- Interim Associate Vice Chancellor of Academic Affairs

UBIT reviews any reported incidents of bias, gathers information, and recommends a plan of action to ensure that those affected by the incident receive support. UBIT provides the campus community with an online, confidential reporting form that can be submitted anonymously. As reports are investigated, information is only shared with those assisting in the response and compliance with all state and federal mandates is maintained.

3. **Fitness and outdoor time**

**Nature areas.** The University has a 120-acre outdoor recreation area on the west side of campus. This area is a mix of tall grass prairie, oak savannah, floodplain forest, an arboretum with over 50 unique tree species featuring informational panels for each, and a Class 1 trout stream. An additional 90-acre nature park is located five miles north of campus, the Platteville Mound.

**Outdoor recreation.** Campus is home to an 18-hole disc golf trail, over five miles of trails used for hiking, biking, and running, and, in winter, cross country skiing. The outdoor recreation program rents out equipment such as tents, skis, snowshoes, and canoes to students, faculty, and staff as provided as well.

**Athletic facilities.** UW-Platteville continues to invest in state-of-the-art facilities for students, faculty, and staff. In addition to a swimming pool and running track, an addition to the Williams Fieldhouse was built in 2010 with a larger weight room, additional cardio machines, and bigger exercise areas. Students then voted to add another addition paid through by their own student fees, which included basketball courts, indoor running, and an outdoor turfgrass field which opened in fall 2019. Students can use these facilities for free and faculty, staff, and community can use them for a small fee.

**Student organizations.** Over 4,000 students participate in intramural sports each year. The University also participates in NCAA Division III athletics fielding teams for football, soccer, basketball, baseball, cross country, volleyball, track and field, wrestling, softball, and golf. A number of student organizations are dedicated to physical activity, including Swimming Club, Cycling Club, Outdoor Adventure Club and even fencing and dodgeball.

**Physical Health Programming.** Health and Human Performance Degrees prepares students for a career in physical health fields. Many students across all degrees participate in programing hosted by the Health and Human Performance
program each year, as well as take physical education electives, or participate in programming in the Pioneer Activity Center such as (yoga etc.).

Wellness Day. University of Wisconsin-Platteville physical education students annually host Wellness Day, for 190 first- and second-grade students from Platteville School District. Wellness Day is a 10-year tradition, at the university’s Bo-Ryan Court. UW-Platteville physical education students engage with a variety of communities in Wisconsin (Belmont, Lancaster, Platteville, Mineral Point, Boscobel and Janesville) throughout the academic semester for such Wellness Day experiences. Physical education students enrolled in the university’s Elementary Physical Education course planned and instructed age-appropriate lessons for the younger students, including Math in Motion, Recognizing the Beat, DrumFit and Creative Parachute Fitness. Elementary School students to be exposed to the importance of wellness and movement and UW-Platteville physical education students to gain experience with instruction, management, assessment.

Platteville Trail Network. UW-Platteville partners with the City of Platteville and a local nonprofit, the Platteville Community Arboretum, to build and maintain a community-wide trail network, much of which is paved and lighted. In addition to shared maintenance, the University produces a trail map brochure annually with the Platteville Community Arboretum to help promote this shared community asset.

2. Food and Nutrition

Campus grown foods. The University is one of a few colleges that operates its own Dining Program (“self-operated”). As such, most food is made from scratch and the University has a good deal of autonomy over what is served and how. As an agriculture school, great pride is taken in growing our own foods. Campus now serves lettuce grown on site in our hydroponics facility, tomatoes and herbs grown in the greenhouse, and ice cream made by Dairy Science students. Our Edible Campus Garden raises fresh produce for students in need. The UW-Platteville Sustainability Plan identifies the goal of “serving at least three additional campus grown foods in Campus Dining by 2025.”

Healthy eating. The campus dietician offers personal meetings with students to discuss eating preferences and needs. All dining areas have vegan and vegetarian meals at each meal. The Bridgeway Commons dining facility offers gluten free and build-your-own-meals at several stations each day. All foods are labeled on site and ingredients and nutrition, as well as a special flag for “mindful bites” or healthier choices, are listed daily on the Dining web portal (Source: UW-Platteville Dining Services Menu and Nutrition).

Pioneer Provisions. The campus food pantry opened in 2017. Since then, it has grown significantly, partnering with the nonprofit Second Harvest to supply students with fresh food. In fall 2020, Pioneer Provisions began freezing unused meals from Dining in personal sized portions and are now distributing these from Pioneer Provisions as well (Source: Pioneer Provisions).

Other

Campus safety. Campus police provide a number of programs to assure a safe campus, including Pioneer Alerts, Rave Guardian Mobile App which provides two-way emergency signaling, and a sidewalk program which is a free service to students and employees of the campus who want to be escorted anywhere on campus or within an approximate two-block distance off-campus.
Pillar 3: Effective Environmental and Sustainability Education

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems;

Most of the sustainability-related degrees offered at UW-Platteville are interdisciplinary or transdisciplinary, calling upon courses from multiple degree programs and colleges. Sustainable and Renewable Energy Systems, Environmental Science and Conservation, and Social and Environmental Justice each are coordinated by an internal and external advisory committee with interdisciplinary makeup and pull from courses across campus.

Several centers at the University are interdisciplinary with sustainability focus that directly create solutions to make a sustainable future. The newly created Dairy Innovation Hub provides resources and funding for interdisciplinary teams to develop new innovations in support of the dairy industry. The IDEA Hub is a newly funded entrepreneurial center that brings together interdisciplinary teams and helps them through the patent, business planning, and finance steps necessary for high tech expansion. The new engineering building, Sesquicentennial Hall, opened in fall 2022 and features an “Innovation Center” which serves as a makerspace for disciplines across campus from the arts to engineering. Finally, since 2015, approximately 40 faculty and staff have been organizing conversations, events, and collaborations around the local region, the Driftless Area. This place-based approach results in transformative education opportunities and invests in the local, ecologically and culturally unique place.

Since 2018, Pioneer Talks, the campus version of TED Talks, coordinated by an interdisciplinary team of faculty and staff, has brought speakers to campus each week of spring semester to talk about innovative and cutting-edge ideas, frequently directly related to sustainability. Past topics have included climate change, renewable energy, localism, and sustainable farming. These talks have gained popularity over the years, easily attracting over 100 students annually. In a more casual setting, the annual campus Earth Day carnival attracts over thirty student organizations from disciplines across campus to share and educate the campus community on sustainability issues and solutions, as well as celebrate our sustainability successes.

Environmental Science and Conservation is an interdisciplinary major in which students explore the physical earth and how the interaction between people and the environment shapes the world, perceptions, and lives. Students also gain a unique perspective of geography cultivated from the integration of technical skills, an understanding of the major world regions, and insightful thinking. The degree includes challenging courses, immersive field trips, and hands-on research experiences that push students to think critically and connect concepts across physical, ecological, social, and information sciences to understand the complexity of environmental challenges. The curriculum offers opportunities to build a solid foundation in biology, chemistry, earth and space science, and physics.

Sustainable and Renewable Energy Systems is another interdisciplinary major that requires students to be creative problem-solvers who find careers with utility companies and energy producers, businesses, building design and construction firms, auditors, various levels of municipalities, and more. Students are empowered to lead the nation on a greener path toward a better and more efficient use of Earth’s resources.

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills;

With over 49.6% of students majoring in Science, Technology, Engineering, and Math (STEM) degrees (compared with a UW-System average of 28.7%) (Source: UW-System Accountability Dashboard), it is particularly important that sustainability is integrated not just broadly into all of academics but with specific focus in STEM. UW-Platteville offers nine-degree programs directly related to sustainability: Biology; Environmental Engineering; Reclamation, Environment, and Conservation; Sustainable and Renewable Energy Systems; Entrepreneurship;
Environmental Horticulture; Environmental Science and Conservation; and Social and Environmental Justice; and Environmental Science and Conservation. Of these programs, nearly all are STEM-focused.

Fifty-six percent of academic departments offer courses with a sustainability component and of the 4,350 courses offered at UW-Platteville, 336 (or 8%) have a sustainability component (Source: UW-Platteville AASHE STARS Report AC-1). Of these, 35 are vetted by an interdisciplinary committee and marked in the course catalog for learning outcomes specific to sustainability (Source: UW-Platteville Course Catalog). The 2019-2024 Campus Sustainability Plan identified our intention to increase sustainability course offering from 8% of all courses (336), to 50% (2176) by 2025 (Source: UW-Platteville Sustainability Plan)

Thirteen of the University’s degree programs have learning outcomes directly tied to sustainability and thirty-two percent of students graduate from these programs (source: UW-Platteville AASHE STARS Report AC-2). These programs include Software Engineering; Mechanical Engineering; Industrial Engineering; Electrical Engineering; Engineering Physics; Civil Engineering; Environmental Engineering; Biology; Environmental Horticulture; Environmental Science and Conservation; and Reclamation, Environment, and Conservation; Sustainable and Renewable Energy Systems. All undergraduates, STEM included, must take general education courses. Of these courses, several are sustainability-supportive defined by learning outcomes valuing cultural awareness, international knowledge, and social responsibility (Source: UW-Platteville General Education Learning Outcomes).

In addition to General Education standards and established learning outcomes, sustainability literacy is measured through a bi-annual campus survey, first conducted in 2015. Between 2015 and 2019, the ability to correctly identify the definition of sustainability increased 12% among the student body and from 2017-2019, 7% among faculty and staff (Source: UW-Platteville Sustainability Survey).

Most of the University’s immersive sustainability programs faculty choose to lead off-campus in coordination with the International Programs office. Many of these courses directly address sustainability concepts such as resource management and land ethic. The following 3 credit courses are an example of opportunities provided: Agricultural Entrepreneurship in Southern Spain and Driftless Wisconsin; Thailand and Laos: Social Business in Southeast Asia; Renewable Energy and Green Building Best Practices in Germany; and Cycling infrastructure in the Netherlands (Source: UW-Platteville Study Abroad).

The University provides many incentives to Faculty for the develop courses related to sustainability, including but not limited to the campus Green Fund which can cover the cost of professional development related to sustainability, the Scholarly Activity Improvement Fund (SAIF), events such as the Triple Bottom Line conference organized by the College of Engineering Math and Science in 2017, and the Driftless Place-Based curriculum development workshop series to be offered in spring of 2021 by the Provost’s office, School of Education, Teaching and Technology Center, and Office of Sustainability.

The University also hosts a very active chapter of Women in STEM which includes several programs designed for young women and girls in fifth through twelfth grade are available for pre-college students. Women in STEM Career Day, is designed for young women in ninth through twelfth grade. The annual event allows high school women to explore STEM careers that require creative problem-solving skills, encourage forward thinking, and allow them to make a difference in the world. Pioneering Your Future in STEM, is open to girls in fifth through eighth grade and inspires them to learn about STEM careers through hands-on, interactive activities that involve critical thinking, experimenting, learning the design process, and using problem-solving skills that focus on real world problems. Girls Who Code Club, which seeks to build a supportive sisterhood of peers and role models who help girls persist and succeed in computing.

University of Wisconsin-Platteville’s LEGO League, a program that introduces STEM to children ages 4 to 16. LEGO League is a collaborative opportunity in which UW-Platteville students serve as mentors to Platteville elementary and middle school students. The program not only benefits elementary and middle schoolers, by providing them the opportunity to engage in their first experience with STEM concepts and applications in order to build confidence and encourage collaboration and teamwork, but university student-mentors benefit by gaining experience working with children and learning to engage and channel their energy and excitement to solve problems.
STEM Discovery, is a one-week residential summer program held at the University in which students participate in hands-on projects, attend classes and labs in our state-of-the-art facilities, and explore majors and careers in science, technology, engineering and mathematics disciplines. **STEM Discovery** is for students with little to no experience in STEM. It’s designed for those who self-identify as one or more of the following: Low income, African American, American Indian/Native American, Asian American, Chicano/a, Puerto Rican, Latino/a. As a program for low-income families, students eligible for free/reduced lunch will be provided transportation, registration, meals, and lodging at no cost. Those who qualify and are Wisconsin residents will also be eligible for DPI pre-college scholarships.

**STEM Expo, The Science, Technology, and Mathematics Expo** at the University of Wisconsin Platteville is an event in which college students and faculty share their projects and open their labs and classrooms to the public for interactive demonstrations, exhibits, workshops, and contests. The STEM Expo is open to students in fifth through twelfth grade. Participants experience science, technology, engineering, and mathematics up close through more than 50 hands-on activities, all designed to provide a glimpse into the exciting world of STEM! The STEM Expo has several contests and competitions for K-12 student participants to highlight the excitement and challenges of science, technology, engineering, and mathematics. In most cases, an entry form and fee are required to participate, and students must spend time prior to Expo day preparing for the contests. In some cases, they may choose to participate on-the-spot on Expo day. The scavenger hunt is a fun activity that is part of the STEM Expo. It helps students stay focused and make the most of the Expo experience. The scavenger hunt consists of a list of questions that can be answered by visiting different activities, exhibits, presentations, and demonstrations at the Expo. Teachers are encouraged to edit the scavenger hunt questions to cover a desired breadth or depth of topics.

**Element 3C: Development and application of civic knowledge and skills:**

Sustainability literacy is measured every other year in an all-campus survey. Since the first survey in 2013, general sustainability knowledge has increased 12% among the student body and 7% among faculty as measured by ability to correctly define sustainability. The 2019-2024 Campus Sustainability Plan identifies the goal to increase campus sustainability knowledge by 50% on the 10 literacy questions of the bi-annual sustainability survey by 2025 (Source: UW-Platteville Sustainability Survey).

The Campus sustainability program’s annual engagement and outreach plan is tied to the sustainability literacy questions. Through formal and informal activities ranging from press releases to the annual transportation brochure, tie the message to our key sustainability literacy questions with the goal of improving sustainability literacy across disciplines and stakeholders, including all students, staff, and general community members. The University also participates in a waste reduction event with the City of Platteville call the City Swap that takes place each year times with the closing of the residence halls. This event that is partially staffed by student volunteers diverts thousands of pounds from the landfill and provides the community with a wealth of useful items.

Most majors have some form of capstone project in the form of a Senior Design Project or applied class credit as a requirement for graduation. A number of these senior design teams partner with the campus the Facilities Department or the Sustainability Office each year. In the fall of 2021, a Computer Science senior design class helped to program new software for our campus sustainability dashboard, a geography general education class helped calculate the campus’ ecological footprint, and a Dairy Science class helped design a sheep herd grazing plan for under our planned 2.4 megawatt solar array.

The University hires approximately 15 students per year in support of sustainability initiatives on campus. These interns typically work in Pioneer Restore (our campus waste diversion center), outdoor land management initiatives, and data or analysis projects such as calculating our carbon footprint. The students intern experience is coupled with learning outcomes related to their degree and professional goals as often as possible, so their work supports enhanced career opportunities.

With over 120 acres of natural areas adjacent to campus, and another 90 natural acres just near by the University has a lot of opportunities for outdoor learning. A survey completed by two of the three colleges, found that
40 separate classes do some form of academic work with campus outdoor spaces. A biology class studies mosses each year, Health and Human Performance majors run the trails, and Civil Engineering students evaluate our stormwater management systems. In the fall of 2020 with the exigencies of the Covid-19 pandemic, seven outdoor classrooms were introduced to campus.

Morrow Hall is the University’s designated Sustainability Living and Learning Community. One of the 13 residence halls, Morrow Hall, is sustainability themed. The hall emphasizes sustainability and sustainable living throughout its programming in areas including composting, energy saving, and recycling. Eight student educators (residence hall staff) receive sustainability training and share this knowledge with their 200 residents through billboards, events (such as nature hikes or sustainability trivia nights), and incentive programs (such as recycling and energy conservation).

Several sustainable student-run businesses have been developed on campus that relate to sustainability. In most cases, but not always, students receive academic credit for these entrepreneurial activities. The Platteville Sunflower Oil Company, started in 2014, grew and sold organic food-grade sunflower oil. In 2017-18, a student run business grew tomatoes and lettuce for sale on the green roof of Glenview Commons. In 2018-19, a student collaboration between engineering and agriculture installed a hydroponic system on campus which now grows lettuce which is served by Dining Services. Campus recently established an ice cream lab where students will make ice cream to sell to Dining Service.