

CLIMATE ACTION AND RESILIENCE PLAN

APPENDIX C

Climate Action - Resilience

DRAFT



**DISCOVER
YOUR PURPOSE**

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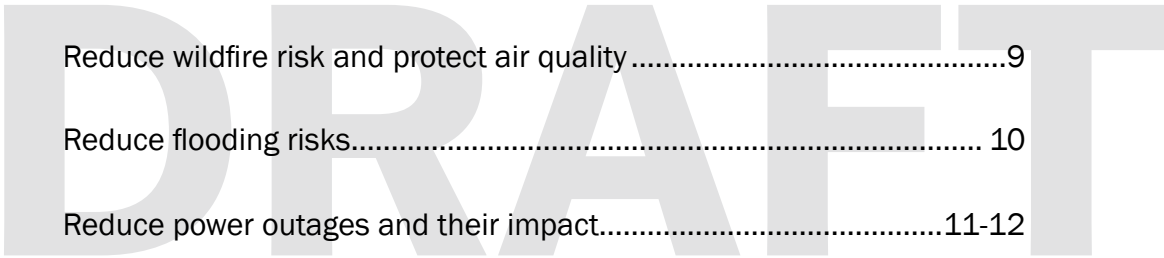
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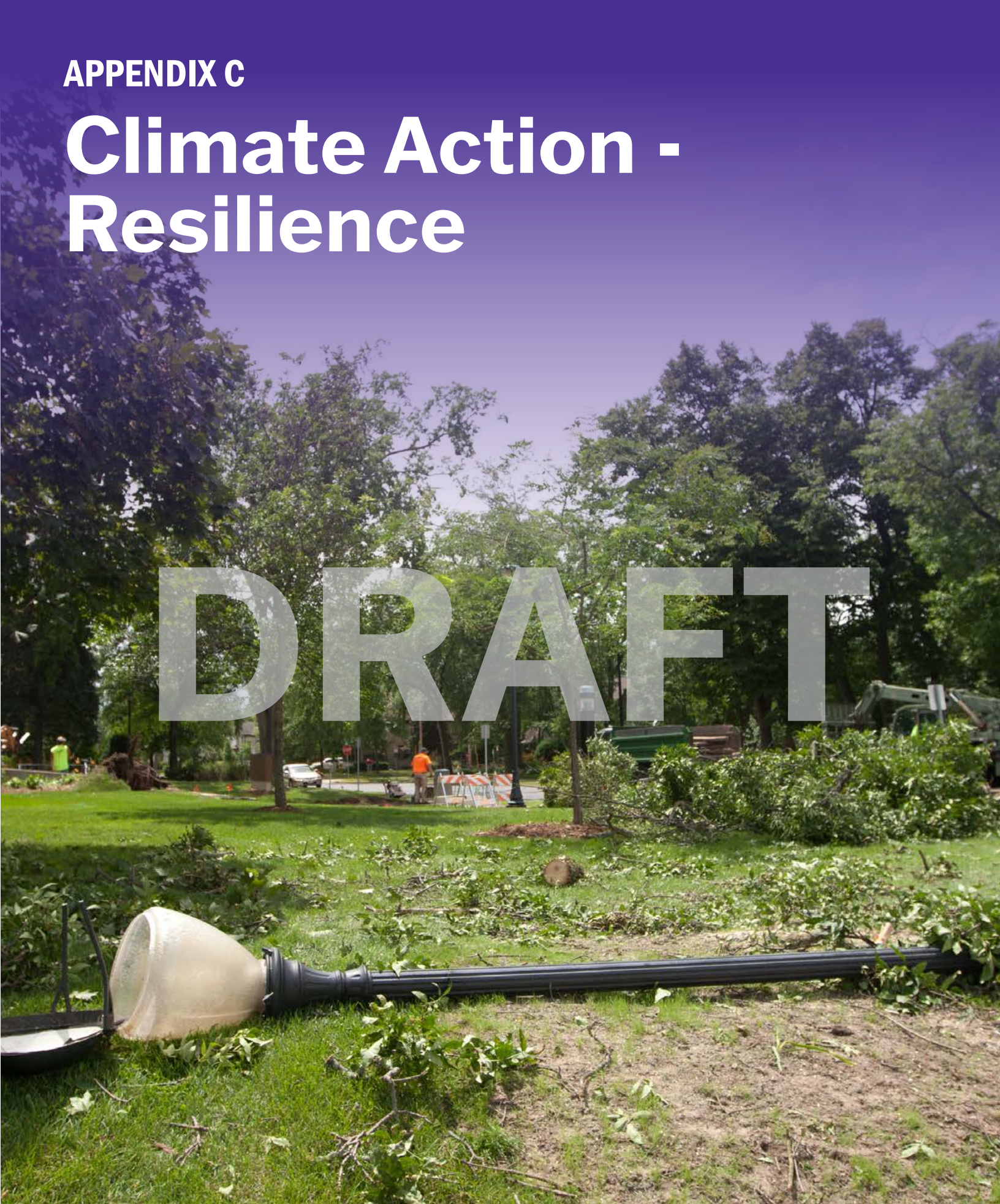


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APPENDIX C

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DRAFT



DISCOVER
YOUR PURPOSE

Appendix C

IMPROVE EMERGENCY PREPAREDNESS

Promote the Do One Thing Campaign

Background

Education and training in emergency preparedness are essential. The Do One Thing Campaign promotes preparing faculty, staff, and students to respond to emergencies in a systematic and organized way. Raising awareness and giving people opportunities to practice and train will improve campus resilience.

The committee that developed this initiative plans to focus on a different individual preparedness topic each month. These topics include:

- Resolve to be Ready
- Heart month
- Flood safety awareness
- Severe weather awareness
- Summer and extreme heat awareness
- Cybersecurity awareness
- Winter weather awareness

Plan

The committee is creating and hiring a promotion coordinator intern position to promote and market the campaign. This position will create marketing strategies, establish a schedule for promoting the monthly content, design concepts, report promotional activities, and provide recommendations for future campaigns. We recommend that the intern also works on developing a strategy for this work to move forward into the future.

This position can work with city and county partners and all UW-Stevens Point locations to expand awareness and training events. By increasing resilience at the UW-Stevens Point campuses and field stations there will be a knock-on effect to our surrounding communities and other areas that students and alum travel to, creating a web or interconnected resilience in our community and greater region.

Project Owners

Chancellor
 - Communications and Marketing
 Vice Chancellor of Finance and Administration
 - Police Chief
 - Emergency Management Specialist
 Provost and Vice Chancellor for Academic Affairs
 - Center for Inclusive Teaching and Learning (CITL) Director

Timeline

- 3-12 months: Implement initial campaigns to raise awareness across the university. Estimated costs should include the promotion coordinator's intern pay and any other costs associated with training or promotion.
- 1-2 years: Review successes and areas for improvement.
- Ongoing: Continue to develop educational and resource material for all campus participants in a way that easily accessible and digestible.

Promote the SafePoint app

Background

“SafePoint” is a safety app that provides many resources to all campuses. This app includes student services such as mental health support and easy ways to pay bills. In addition, the app provides general information such as campus maps and public bus routes. Finally, this app shares critical safety information such as weather forecasts, campus police communications, Pointer alerts, current road conditions, procedures for active shooters, elevator malfunction, fire safety, medical emergency and more.

SafePoint is a newly available app. As part of this Climate Action and Resilience plan, it is recommended that resources be put toward increasing SafePoint adoption across campus and to relevant community members that could also gain valuable knowledge from it as well.

Plan

It is recommended that an update to SafePoint be made to provide climate-related emergency resources. Safety officials at UW-Stevens Point are encouraged to work with city and county officials connected to each campus and field station to enhance the information available in SafePoint to include:

- Flooding
- Extreme wind
- Unsafe air quality
- Tornado warning
- Evacuation plans, shelter spaces
- Other protocols

Project Owners

Chancellor

- Communications and Marketing

Vice Chancellor for Finance and Administration

- Police Chief

- Emergency Management Specialist

Vice Chancellor for Student Affairs

- Residential Living Marketing specialist

- Student Employment, Volunteerism Project Manager

Timeline

- 1-2 years: Integrate climate-related safety information into the application. Estimated costs should include the cost of expanding the SafePoint app’s capabilities and number of users.
- Ongoing: Continue to promote the use of the SafePoint app to prospective, new and current students, faculty and staff. Work interdepartmentally to encourage adoption.

Appendix C

Remove ice with environmental health in mind

Background

Unpredictable freeze/thaw during warmer winters can make ice management more challenging. Ice poses a safety and accessibility risk for our campus community, and many methods of managing ice are damaging to the ecosystem. Every piece of salt that is used eventually ends up in our fresh water. It only takes one teaspoon of salt to pollute five gallons of water.

UW-Stevens Point properties primarily use rock salt to de-ice walkways and roadways. We use 220 tons of salt per year, which costs just over \$22,000. Studies across the Universities of Wisconsin have shown that reducing salt use can save substantial amounts of money.

Brine has been used sporadically. UW-Stevens Point did not use any brine last year, but in past years has used about 500 gallons, mainly on library and Berg Gym steps. The cost was only about \$100 per 500 gallons. UW-Stevens Point worked with Portage County to use their product.

During winter months, the Berg Gym patio and the Dreyfus University Center patio tend to close. Few if any walkways are closed during winter months.

Plan

UW-Stevens Point can use the current data around salt use to set targets for reducing salt use. Some possible strategies to reduce salt use include using alternative products and methods such as:

- Softener waste brine
- Beet-derived agents
- Seasonal walkway closures
- Avoid clearing unnecessary areas such as large patios not utilized during winter
- More prompt removal of snow
- Modern technology for salting vehicles such as built in sensors
- Heated walkways (Sentry School of Business and Economics geothermal should be considered as a test for this idea)

Project Owners

Vice Chancellor for Finance and Administration

- Facility Services Director
- Grounds and Custodial Superintendent
- Emergency Management Specialist
- Risk Manager
- Environmental, Health, and Safety Specialist

Timeline

- 1-2 years: Explore the use of brine more intentionally as a cost saving tactic to supplement rock salt usage. Develop tracking tools for salt use relating to amount used/not used money saved and fresh water protected from contamination. Estimated costs should include differentials for techniques other than the current status quo.
- 2 years: Explore efficient salt use equipment (salt spreaders) to spread salt in a more thorough and cost-effective way and develop short to long term plan with goals in a continual reduction for salt use aiming for zero.
- +5 years: Explore heated walkways that operate off electrical based resources to one day eliminate salt purchasing on campus and provide safe walkways year-round.
- Ongoing: Measure level of success and communicate annually.

Mitigate risks associated with extreme heat

Background

While the number of hot days exceeding 90 degrees Fahrenheit has been consistent since 1950, Wisconsin is seeing a steady increase in hot nights that are 70 degrees Fahrenheit or greater (Wisconsin State Climatology Office). Warmer nights can increase the occurrence of heat related illness due to fewer drops in temperature overnight. Extreme heat is also a concern during daytime activities.

UW-Stevens Point remains an active campus during the summer, and it is important to maintain safe conditions for all visitors during the months when we are most likely to see extreme heat. While access to air-conditioning is important, air-conditioning usage can be combined with passive cooling strategies.

There are several vulnerable populations that need to be considered a priority when dealing with extreme heat or extreme weather in general. This list includes but is not limited to elderly, differently abled people, children, and animals.

Plan

Create a heat safety plan based on the heat index which may include:

- Developing protocols for work and activity safety during extreme heat
- Education around how to recognize symptoms of extreme dehydration, heat stroke, etc.
- Planning to treat students and employees who need extra care during events such as extreme heat
- Providing cooling stations, A/C options for residence halls
- Cancelling activities when needed and schedule during cooler times of day
- Increasing education around passive cooling methods such as using curtains during times of day when the sun is direct.

Project Owners

Vice Chancellor for Finance and Administration

- Emergency Management Specialist
- Risk Manager
- Environmental, Health, and Safety Specialist

Timeline

- 6-12 months: Create standard protocols for what to do during extreme heat warnings, extreme heat watches and heat advisories and develop an education campaign. Estimated costs should include the cost of creating a heat safety plan, the cost of care for students or employees who need extra care during extreme heat conditions, cooling stations across campus, and increased education.
- 12-18 months: Designate key buildings across campus that are centralized cooling stations. These buildings will need to have an oversized air conditioning unit capable of not only cooling buildings during extreme heat but also maintaining that cooling factor with a large influx of people during emergencies. Determine which buildings are most likely to create unsafe conditions due to heat and create safety plans accordingly.
- 2-3 years: Create more robust cooling systems across campus that allow everyone who needs cooled air to obtain it in a relatively easy and accessible way.
- Ongoing: Raise awareness around extreme heat and its effects on people and animals. Additionally, educate the public about resources that are available during these extreme heat events.

Appendix C

Improve air conditioning access

Background

There are 10 buildings on the Stevens Point campus that lack air conditioning (listed below). Many of these buildings have students and staff actively working in or using spaces throughout the summer months. Therefore, it will be critical that the university finds a cost-effective and timely solution to cooling these buildings so that students and staff can continue to operate in these spaces year-round. Buildings without air conditioning include:

- Hyer
- Pray Sims
- Smith
- Roach
- Nelson
- Delzell
- 601 Division
- George Stein
- Schmeeckle Vistor Center
- Welcome Center

Plan

Install high efficiency heat pump mini-split units in these buildings to ensure lower than average operating costs while also effectively cooling down these buildings in a timely manner. This will provide a stop-gap measure while the university and the state work towards large scale solutions to the heating plant and the overall cooling capacity of the campus infrastructure.

A space usage study will also be relevant to this topic. There may be some buildings that can go offline during summer months. Some activities may be able to move locations during summer months, or permanently as new construction continues. Remote or hybrid work can also be explored during extreme heat.

Project Owners

Vice Chancellor for Finance and Administration
 - Emergency Management Specialist
 - Risk Manager
 - Environmental, Health, and Safety Specialist
 - Sustainability Director

Timeline

- 6-12 months: Review opportunities to install high efficiency heat pump mini-split systems in buildings that currently do not have air conditioning. Estimated costs should include the cost of high efficiency heat pump mini-split systems in 10 buildings across campus.
- 12-18 months: Obtain quotes for materials and labor.
- 2-3 years: Install heat pumps to reduce heat in aging buildings.
- +5 years: Continue exploring a large-scale update to our heating plant that has the potential to heat and cool campus buildings throughout the year based on needs more efficiently than our current system.

Reduce wildfire risk and protect air quality

Background

Over the last decade, Wisconsin has seen some of the worst air quality and air pollution in recorded history, directly correlated with wildfires. As climate change continues to increase the possibility of wildfires extending for longer periods of time, UW-Stevens Point should adapt to these occurrences becoming the new normal.

With shorter winters and longer summers, Wisconsin has seen an increase in airborne allergens due to the increased growing season of specific plants. Although many of these allergens are part of the natural Wisconsin habitat, their extended growing season is causing more health issues for Wisconsinites.

Plan

- Plan how to adjust outdoor work and activities during poor air quality days.
- Increase education around air quality safety, including integrating information into the SafePoint app.
- Develop a plan for and provide appropriate personal protective equipment (PPE) for poor air quality days
- Perform regular building audits to ensure proper filtration of air for indoor spaces, especially for vulnerable populations
- Apply forestry management practices on managed lands to decrease likelihood of widespread fires in municipalities and at the field stations, etc.

Project Owners

Vice Chancellor for Finance and Administration
 - Grounds and Custodial Supervisors
 - Emergency Management Specialist
 - Risk Manager
 - Environmental, Health, and Safety Specialist
 Provost and Vice Chancellor for Academic Affairs
 - Dean of the College of Natural Resources
 - Wisconsin Forestry Center Director

Timeline

- 6 months: Use campus wide communication systems to accurately and timely communicate poor air quality conditions to campus constituents. Prepare estimated costs associated with the recommendations above, including the cost of building audits and supplying personal protection equipment (PPE) for poor air quality days.
- 6-12 months: Obtain and maintain supply of personal protective equipment that could reduce personal harm during poor air quality periods (mask, respirators, safety glasses, goggles, etc.)
- 2 years: Review building air filtration processes to ensure interior envelopes can provide adequate protection against poor air quality throughout the year.
- Ongoing: Continue to apply industry best practices throughout UW-Stevens Point's managed forest and lands to minimize the risk of wildfires.

Appendix C

Reduce flooding risks

Background

The last comprehensive drainage study on the Stevens Point campus was conducted in 1980. Over the last 45 years, the Wisconsin climate has changed, including a 17% increase in precipitation over the previous long-term average (WICCI, 2021).

In our changing climate, flood events are getting more dangerous, destructive, and deadly (Hershner & Sommer, 2025). It is critical that UW-Stevens Point and the surrounding area are prepared for unexpected high-volume precipitation throughout the year, as well as the rising probability of 100 and 500-year floods.

Moreover, the Stevens Point and Wausau campuses are built in proximity to the Wisconsin River, which is controlled by dams. A dam break near a campus property or upriver could create cascading issues and catastrophic flooding, that could be detrimental to property and potentially fatal to people.

In addition to safety risks, there are budgetary concerns with flooding. Between 2020-2025, the Universities of Wisconsin experienced approximately \$3,344,000 worth of damage due to natural events (i.e., heavy rainfall, extreme temperatures and flooding).

Plan

An updated drainage study is recommended for all campuses and field stations.

All properties can explore the development of infrastructure that slows storm water run-off such as:

- Retention ponds
- Rain gardens
- Native landscaping
- Permeable surfaces

Importantly, all campuses and field stations will be more effective if they work with respective city and county officials to study current storm water infrastructure, plan for evacuation in case of a dam break or other flash flooding incidents and streamline communication of safety warnings and protocols.

It is recommended that 100-year storms are considered likely.

Project Owners

Chancellor

- Marshfield Campus Executive

Vice Chancellor for Finance and Administration

- Facilities Planning Director

- Grounds and Custodial Superintendent

- Emergency Management Specialist

- Risk Manager

- Environmental, Health, and Safety Specialist

Provost and Vice Chancellor for Academic Affairs

- Dean of the College of Natural Resources

- Dean of the College of Letters and Science

- Treehaven Director

- Central Wisconsin Environmental Station Director

- Northern Aquaculture Demonstration Facility Director

Timeline

- 1-2 years: Complete drainage/stormwater management study/report for all UWSP campuses and field stations. Work with counties and cities to assess current dam infrastructure and evacuation plans in case of widespread flooding. If financial resources are needed to complete the drainage study, the committee should estimate costs and research possible grants.
- 2 years: Create specific recommendations to reduce the risk of flooding across these areas over the next 25 years, including estimated costs of updating infrastructure.
- 3-5 years: Begin construction and deployment of these various recommendations in conjunction with greater campus planning
- Ongoing: Continue to monitor and collect data on stormwater/drainage to better understand how the campus areas people live and work around can be improved. Continue to collaborate with counties and cities on evacuation plans and infrastructure projects.

Reduce power outages and their impact

Background

Climate factors such as strong storms, heavy ice, increased frequency of freeze/thaw cycles and extreme heat/cold, combined with deferred maintenance, all place stress on the power infrastructure of our campus properties. Power outages do not simply disrupt daily operations; they can create hazardous environments for people and infrastructure.

Two residence hall buildings have a hot water heating system that will not operate during a power outage. These buildings do not have any power to operate the recirculating pumps. A portable power source is needed to supply power to these pumps during power outages.

Failure to supply heat to these buildings could cause pipes to freeze and burst, causing major flooding. Approximately 465 students would not be able to live in these buildings if flooded. The financial cost of either of these events would be significant.

While most buildings on the Stevens Point campus have back-up generators for short-term power supply, several buildings and properties are without back-up power, including:

- Allen Fitness Center
- Smith Residence Hall
- Hyer Residence Hall
- Nelson
- Treehaven
- Roach Residence Hall
- Pray Sims Residence Hall
- Welcome Center
- 601 Division
- Central Wisconsin Environmental Station

Furthermore, buildings with back-ups use generators that use natural gas or diesel, which contribute to greenhouse gas emissions.

The UW-Stevens Point at Marshfield campus only has one small generator in the Laird building for emergency lights and exit signs.

On the Stevens Point campus all the primary electric cabling around campus will be replaced in the next 6-8 years, in three separate phases. This is the 12,470V cable that goes from building-to-building underground. This updated infrastructure should help reduce the frequency and duration of power outages.

Plan

In creating backup systems, it is important to use a variety of strategies—even for the same building. In some cases, back up gas powered generators may be the most viable solution in the short term. This solution can be combined with solutions such as battery storage.

Replace natural gas or diesel generators with battery backup where possible and beneficial. Communication strategies such as SafePoint and Pointer alerts should be coordinated in cooperation with municipalities so that campus and community members alike have prompt and accurate information about safe places such as warming areas, charging stations, etc.

An audit could be done to help understand what services and resources may be vulnerable during extended power outages.

Develop a plan to maintain crucial assets such as these below if power were to be out for more than 1-2 days.

- Data
- Lab specimens
- Heat
- Medicine
- Food
- Water

Continued on next page.

Appendix C

Power outages continued

Project Owners

Chancellor

- Marshfield Campus Executive

Vice Chancellor for Finance and Administration

- Facilities Planning Director

- Grounds and Custodial Superintendent

- Emergency Management Specialist

- Risk Manager

- Environmental, Health, and Safety Specialist

Provost and Vice Chancellor for Academic Affairs

- Dean of the College of Natural Resources

- Dean of the College of Letters and Science

- Treehaven Director

- Central Wisconsin Environmental Station Director

- Northern Aquaculture Demonstration Facility Director

- UWSP-Wausau Campus Executive

Timeline

- 6-12 months: Complete a study that acknowledges the most critical parts of the university that would need to remain operational during a power outage (seasons taken into consideration). Estimate costs for expanding backup systems, including purchasing additional generators in the shorter term.
- 12-18 months: Determine the preferred energy approach between propane, diesel, gasoline, and natural gas generators while maintaining a minimum 25% of backup energy coming from battery backup systems.
- 2-4 years: Begin procuring and installing generators at the highest priority locations across campuses and field stations.
- +5 years: Continue to develop battery storage capacity with industrial, commercial, and residential grade options all being considered depending on the scenario. Replace primary electrical cabling.

UPDATE CURRICULUM TO RESPOND TO TODAY'S SUSTAINABILITY NEEDS

Increase departmental collaboration

Background

It is important to create systematic approaches so that departments are encouraged to effectively collaborate.

By breaking down silos and creating more opportunities for collaboration we can lean into each other's strengths and help to reduce our weaknesses. Communication should also improve from an organizational perspective; which will always be critical, especially as we continue to discuss our limited time and resources as employees.

Collaboration may take many forms, such as in curriculum, teaching methods, professional development and more.

Plan

Administrators may be able to identify barriers to interdepartmental collaboration as well as work with faculty, staff, and students to identify opportunities for collaboration. Some areas for collaboration may include research, service work, grants and curriculum development.

Project Owners

Chancellor
Provost and Vice Chancellor for Academic Affairs
Vice Chancellor for Student Affairs
Vice Chancellor for Finance and Administration

Timeline

- 6-12 months: College deans and administrators work together to identify barriers and opportunities for collaboration and new communication tactics.
- 1-5 years: structural changes that produce barriers for collaboration are addressed.
- Ongoing: An incentive for cross-departmental collaboration should be established as it is currently more beneficial to keep resources located within the host college/department. This is especially true when discussing student credit hours that take place across different colleges.

Appendix C

Become more competitive in sustainability education

Background

UW-Stevens Point has a long history of environmental education, natural resource management and conservation efforts. Over the last few decades, many of these areas have grown to include an understanding of the greater topic of sustainability; however, more coordination would advance UW-Stevens Point's work in sustainability. Increasing collaboration and highlighting sustainability as a key feature within curriculum will also help ensure that UW-Stevens Point maintains the reputation of an excellent school to study natural resources, environmental education, sustainability and related programs.

There have been discussions in the recent past involving the development of an "Integrated Sustainability Center" that would be a central hub for the university regarding sustainability efforts. The Integrated Sustainability Coalition explored this idea in the spring of 2025 but did not find it a feasible or satisfactory solution in the current environment. Instead, attention turned towards developing an interdisciplinary degree program.

Plan

It is recommended to develop a truly interdisciplinary degree program (and/or course offerings) across all degree granting colleges that can more clearly identify and show the connections that sustainability has across our academic offerings. UW-Stevens Point can develop the student experience, the campus and operations and community interaction in a "living lab" model.

The development of such a degree could be used to create greater uniformity across the university, amplify our sustainability efforts, and ensure that UW-Stevens Point continues to be a leader in sustainability both operationally and academically.

In addition to developing new programs or revising existing programs, UW-Stevens Point has opportunities to grow communication and engagement tactics.

- Commitment to sustainability "storytelling" from a variety of perspectives and disciplines
- More community and off-campus engagement
- Funding for sustainability research

Project Owners

Chancellor

- Marketing and Enrollment Division
- Office of Institutional Research and Effectiveness Director

Vice Chancellor for Finance and Administration

- Sustainability Director
- Sustainability Research Coordinator

Provost and Vice Chancellor for Academic Affairs

- Teaching, Learning and Strategic Planning Associate Vice Chancellor
- Dean of the College of Natural Resources

Timeline

- 1-2 years: Determine the future vision for a possible interdisciplinary degree that would have classes in all degree granting colleges and be focused on experiential education pedagogy. Estimated costs should include the cost of creating a new holistic sustainability degree.
- 2-3 years: Commit greater time and resources to ensure sustainability is a key part of UW-Stevens Point's offerings for future and present students to take advantage of as they prepare to join the workforce after graduation. Seek governance and Board of Regents approval.
- Ongoing: Emphasis on marketing and storytelling for sustainability, research, community engagement and other high impact practices.

Implement more holistic climate change education

Background

UW-Stevens Point has been teaching conservation work for over a century, however as the world changes and we begin to face threats because of man-made climate change, we must update our curriculum to include a greater emphasis on both sustainability and climate change.

Holistic education also includes teaching from an interdisciplinary perspective, which is underscored in other initiatives in this section.

Plan

As part of a review for sustainability course designations, we can discover how many courses appropriately include climate change or climate action within their content. If they do not, there should be efforts made to include those important pieces in them to make the curriculum more relevant to our current age. This may also overlap with strategies for expanding sustainability education to staff and faculty.

A curriculum program for faculty should be designed to pay them a stipend to redevelop their courses so that their content can either be listed as addressing or focused on sustainability based on The Association for the Advancement of Sustainability in Higher Education (AASHE) STARS report's definitions.

Goals identified in the "Increase more departmental collaboration" project will help UW-Stevens Point teach climate change from an interdisciplinary perspective.

Project Owners

Chancellor

Chair of Common Council

- Common Council, Curriculum Committee

Provost and Vice Chancellor for Academic Affairs

- All Deans

- Center for Inclusive Teaching and Learning (CITL) Director

- Teaching, Learning and Strategic Planning Associate Vice Chancellor

Vice Chancellor for Finance and Administration

- Sustainability Director

- Sustainability Research Coordinator

Timeline

- 1-2 years: CITL should develop a template and funding for updating existing course offerings to meet the AASHE standards for focusing on sustainability. Estimated costs should include the cost to audit sustainability related courses, stipends for faculty to redesign areas of their courses, and the creation of new courses.
- Develop long terms goals and targets for increasing the number of classes across the curriculum that can meet or exceed the sustainability course designation as noted in AASHE.
- 2-4 years: Annually track changes and share progress toward goals.
- 3-4 years: Continue to explore climate change education as a core part of most UW-Stevens Point academic programs.
- Ongoing: As classes are audited for sustainability course designations, they should also be audited for climate change language as a subsection within sustainability. Continue developing interdisciplinary work.

Appendix C

Introduce sustainability course designations

Background

Enrolling in courses across higher education can be intimidating to students of all ages and professional backgrounds. Course titles and descriptions can only provide so much context regarding the learning materials and their relation to the work they can prepare students for. To further strengthen UW-Stevens Point's communication regarding classes and learning materials, it is advised that sustainability course designations be used as another way to inform students of sustainability related content in classes.

Sustainability course designations can also help communicate the value that UW-Stevens Point places on sustainability.

Plan

Sustainability course designations are recognized by the Association for the Advancement of Sustainability in Higher Education in their Sustainability Tracking, Assessment and Rating System program as a meaningful contribution to attracting students and recognizing leadership across the wide world of higher education.

UW-Stevens Point can conduct an audit of current coursework to determine which courses feature sustainability as either a core part of the curriculum or a meaningful piece of the course. The course catalog and enrollment software can be updated to reflect sustainability designations.

Project Owners

Provost and Vice Chancellor for Academic Affairs

- All Deans
- University Registrar
- Teaching, Learning and Strategic Planning Associate Vice Chancellor

Vice Chancellor for Finance and Administration

- Sustainability Research Coordinator
- Chief Information Officer

Timeline

- 1 year: Complete course inventory with full or partial sustainability designation. Estimated costs should include the cost of auditing all courses offered by UW-Stevens Point and the cost of updating these courses to include a sustainability designation.
- 2-3 years: The registrar's office will update the course enrollment platform with the sustainability designations.
- Ongoing: Continue to audit new classes and programs to confirm sustainability designations remain part of our program development process.

Streamline processes for program development

Background

Currently, creating innovative programs at UW-Stevens Point requires several committees, numerous volunteer service hours from faculty, and multiple steps to become a reality. While a systematic process helps to ensure quality education at UW-Stevens Point, there may be ways to reduce unnecessary barriers to developing new programs.

Plan

UW-Stevens Point can identify the biggest barriers towards creating innovative programs at UW-Stevens Point in an efficient and timely manner to meet the evolving needs of the student body and the community and businesses we aim to serve through our graduates.

There are many stakeholders involved in program development, and it is important to engage many players so that barriers are properly and equitably identified and resolved.

Project Owners

Chancellor
 Chair of Common Council
 - Curriculum Committee
 Provost and Vice Chancellor for Academic Affairs
 - All Deans
 - Teaching, Learning and Strategic Planning Associate Vice Chancellor
 - Office of Institutional Research and Effectiveness Director
 - University Registrar

Timeline

- 1 year: Review the current process for program development across the university and identify the biggest barriers and challenges. Develop a list of recommendations that could help streamline the process. Estimated costs should include the cost of reducing barriers.
- 2 years: Update the process to allow rapid adaptation at UW-Stevens Point while still maintaining high quality education and fiscal responsibility.
- Ongoing: Continue to review program development processes to maintain compliance with accreditation standards and reduce the time and effort needed to develop new programs.

Appendix C

Introduce sustainability general education requirement

Background

The academics and curriculum working groups discussed interest in a sustainability general education requirement during their resilience assessment, which took place during the spring semester 2024. Since then, the Universities of Wisconsin has been revising the general education requirements across the system. While these changes will make the short-term implementation of this idea difficult, there is still value in exploring the idea and investigating how this or another approach may benefit the curriculum.

Plan

One possibility would be to create a sustainability course, which would involve developing and creating a syllabus, curriculum, and learning objectives for an introductory, three credit sustainability course. This course shall be required for all students that are enrolled part-time or full-time at UW-Stevens Point. Each college will create and maintain this general education course to introduce sustainability and environmental topics in their field of study.

Course content can include:

- Environmental sustainability
- Social sustainability
- Economic sustainability

Another possibility is that this initiative could pair with the project “sustainability course designations.”

Project Owners

General Education and Honors Program Director, University College
Sustainability Director

Timeline

- 6-12 months: Review gaps in sustainability skills and knowledge found throughout the current general education requirements. The committee’s estimated costs should include the cost of an audit process for general education requirements.
- 1-2 years: Determine steps needed to expand sustainability courses within the general education requirements.
- Ongoing: Continue to review and expand general education courses to ensure compliance with sustainability needs.

Additional Planning at UW-Stevens Point

UW-Stevens Point is currently engaged in research to address curricular initiatives as part of the Purpose Made Possible Strategic Plan Theme Two: Expanding Education Opportunities for Student Success.

As noted in the 2025 strategic plan progress report the goals for year four include a focus on “Integrated Sustainability:”

- Develop a plan to engage the entire university in efforts to highlight and integrate sustainability.
- Develop a framework and plan to increase the university’s reputation and visibility for sustainable competencies and practices.

Expanding Educational Opportunities for Educational Success

UW-Stevens Point continues to be a leader when it comes to environmental and sustainability work. As a result, it is important that UW-Stevens Point continues to offer sustainability course work while also expanding these offerings to better prepare students for the workforce of tomorrow. Topics that need expansion include carbon accounting, renewable energy, social justice, community engagement, climate change and life cycle assessment/analysis. By integrating these topics more intentionally into the curriculum as well as business operations, there will be more hands-on experiences that students can tap into as a form of education and workforce development.

Enhancing The Student Experience

As UW-Stevens Point continues to expand environmentally and sustainability focused course offerings, it will be critical to make sure that these classes are focused on the student experience, ensuring that students have hands-on experience with the important environmental work going on locally and regionally. One area of focus will be to ensure that students have valuable work-study, co-op, and internship experiences that not only supply students with a livable wage but also gives them valuable experience that they can take with them long after graduation. The strategies and action steps within this plan can act as catalysts for projects and work opportunities for undergraduate and graduate students across the university. Additionally, there is value in highlighting the social justice aspect of this climate work as the institutions decarbonization journey is only one step towards fostering a sustainable community.

DRAFT

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Stevens Point

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DISCOVER
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