



Macalester College

The following information was submitted through the [STARS Reporting Tool](#).

Date Submitted: Dec. 16, 2014

STARS Version: 2.0

Table of Contents

Institutional Characteristics	3
Institutional Characteristics	3
Academics	11
Curriculum	11
Research	31
Engagement	40
Campus Engagement	40
Public Engagement	67
Operations	84
Air & Climate	84
Buildings	93
Dining Services	100
Energy	108
Grounds	116
Purchasing	125
Transportation	138
Waste	150
Water	163
Planning & Administration	171
Coordination, Planning & Governance	171
Diversity & Affordability	192
Health, Wellbeing & Work	205
Investment	216
Innovation	224
Innovation	224

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

634,000,000 US/Canadian \$

Total campus area:

53 Acres

IECC climate region:

Cold

Locale:

Large city

Gross floor area of building space:

1,425,958 Gross Square Feet

Conditioned floor area:

1,425,958 Square Feet

Floor area of laboratory space:

178,408 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

416,430 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---------------------------------------------

Biomass	2.80
Coal	43.90
Geothermal	0
Hydro	7.50
Natural gas	6.60
Nuclear	29
Solar photovoltaic	0
Wind	9.80
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	100
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

1

Number of academic departments (or the equivalent):

31

Full-time equivalent enrollment:

2,020

Full-time equivalent of employees:

591

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,039

Total number of graduate students:

0

Number of degree-seeking students:

2,039

Number of non-credit students:

0

Number of employees:

771

Number of residential students:

1,293

Number of residential employees:

14

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,051	0
Number of sustainability courses offered	26	0
Number of courses offered that include sustainability	58	0

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

21

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

31

Number of years covered by the data:

One

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

[EducationInfoforSTARS.docx](#)

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

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

<http://www.macalester.edu/sustainability/sustainability-plan/education/>

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

The Sustainability Office limited the inventory to the courses of the previous academic year, and did a precursory identification of sustainability courses based on the official course description. After compiling the original list, the department chairs reviewed the list and asked to make any adjustments to course identification.

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

[STARS Reporting Tool | AASHE](#)

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

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

Submission Note:

The sustainability office conducted a survey on department goals and learning outcomes and identified departments that mention environmental, economic, and social language. Environmental Studies, International Studies, and Geography contain all three aspects in their learning outcomes.

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

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

149

Total number of graduates from degree programs:

531

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

[esassessmentreport2013.pdf](#)

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

Environmental Studies Department, International Studies, and Geography.

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

Learning Outcomes and Associated Rubric is available here:

<http://www.macalester.edu/dotAsset/43f62abc-a15f-4b18-a927-5427afa35b03.pdf>

International Studies

part of mission statement: Humans and their institutions emerge from the earth, but now exercise troubled dominion over it. In this context, and in the context of Macalester's internationalist commitments, we aim to educate cosmopolitan young people, across geographies and fields, strongly equipped and powerfully inclined to understand the world and seek positive change. Key concepts which animate our interdisciplinary venture include universalism, globalization, hybridity, diversity, and interconnection. (social, economic, environmental)

Geography

goal: Can apply theories and skills to issues concerning people, places and environments at local to global scales. (social, environmental)

goal: Appreciate diversity of people and places, the integration of places on the surface of the earth, and the spatial processes that affect contemporary society. (social, environmental, economic)

outcome: Understand how specific places experience large scale processes (social, economic, environmental)

outcome: Explain how different places are connected through particular geographic processes (social, economic, environmental)

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

<http://www.macalester.edu/dotAsset/43f62abc-a15f-4b18-a927-5427afa35b03.pdf>

Undergraduate Program

Responsible Party

Roopali Phadke
Department Chair
Environmental Studies

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies (major)

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

Environmental Studies is an interdisciplinary department that offers students the opportunity to develop a holistic understanding of environmental issues.

Relying heavily on case studies, problem-solving strategies, and community involvement, the curriculum addresses environmental issues at local, national, and global levels.

The program emphasizes perspectives from the natural sciences, social sciences, and humanities. It encourages depth of disciplinary knowledge, breadth of cross-disciplinary perspectives, and integration through core courses and a required off-campus internship.

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

<http://www.macalester.edu/environmentalstudies>

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

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

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

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

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

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

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

Environmental Studies (minor)

<http://www.macalester.edu/academics/environmentalstudies/majorsminors/>

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

No

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

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

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

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Institution offers at least one:

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

And/or

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

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

This credit was marked as **Not Applicable** for the following reason:

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Neela Nandyal

Education Abroad Advising & Accounts Specialist
International Center Institute for Global Citizenship

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

Submission Note:

2)

<http://www.acm.edu/programs/1/botswana/index.html>

3)

<http://www.acm.edu/programs/4/fieldresearch/index.html>

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

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

Yes

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

1: "Globalization, the Environment, and Society in Cape Town"

The Macalester-Pomona-Swarthmore Consortium Program offers participants a new and unique opportunity for focused study on the theme of "Globalization and the Environment." The program has been designed by Environmental Studies faculty of the three participating liberal arts colleges in consultation with the University of Cape Town (UCT). The program's overall educational purpose is

[STARS Reporting Tool](#) | [AASHE](#)

to enable participants to experience the lure and durability of a deeper understanding of the natural world and its interconnections with human activity. To do so, students will grapple with the philosophical, scientific, social, aesthetic and ethical dimensions of the program theme. The academic program provides high-quality teaching, discussion, reading, educational excursions, and includes an optional directed study project.

The program is based on the understanding of two key concepts, Globalization and Environment.

- a) Globalization is the dynamic and complex process involving the interplay between the universal laws of science across diverse environments and the particular challenges confronted by local populations as they engage with the natural world.
- b) Environment investigates the physical and biological systems of the planet and its connection with the human condition. Students will investigate the claims humans make on other species and on the earth's resources and how this has been expressed over time and across cultures, with a specific focus on South Africa.

2: “Botswana: University Immersion in Southern Africa”

The Associated Colleges of the Midwest (ACM) Botswana Program is expressly designed for students with interests in politics, political economy, economic and social development, public health, and environmental studies. The program offers students first-hand experience of African society and culture in the heart of Southern Africa through independent research and direct enrollment in an African university staffed by leading faculty from around the continent. The program enables students to develop broad understanding of an African society and inter-cultural literacy through cultural immersion both within and beyond the University, and to deepen knowledge of African development, environmental, and cultural issues through direct enrollment at the University of Botswana.

3: “Costa Rica: Field Research in the Environment, Social Sciences, & Humanities”

The Associated Colleges of the Midwest (ACM) Costa Rica Program provides students first-hand experience with field study and develops the skills for successful research and inquiry. The program takes full advantage of the resources and scholars of the Universidad de Costa Rica, while reaching out to local and international NGOs and investigators throughout the country to facilitate student research in science and the humanities. The program enables students to develop skills in designing and carrying out independent, in-depth research in Costa Rica in their major fields, whether the natural or social sciences or the humanities, and to develop understanding of the Costa Rican cultural norms and their impact on both day-to-day interactions and research practices.

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

<http://www.macalester.edu/internationalcenter/programs/macalesterprograms/globalization/>

Sustainability Literacy Assessment

Responsible Party

Keith E. Edwards

Director
Campus Life

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Kendrick Brown

Associate Dean of Faculty

Provost Office

Criteria

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

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

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

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

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

Yes

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

In February 2014, Macalester College received a \$650,000 grant from the Margaret A. Cargill Foundation to promote academic sustainability initiatives involving faculty, staff, and students. From 2014-2017, along with additional funds from the College, the grant will support: (1) a student sustainability fellows program in which students will engage in classroom work and community-based activities; (2) student-faculty research collaborations advancing sustainability scholarship; (3) student entrepreneurial projects focused on sustainability; (4) an annual summer workshop to help faculty develop connections between sustainability, shared value, and Macalester's curriculum; (5) faculty course development grants to incorporate sustainability into existing courses or propose new courses on sustainability; (6) faculty participation in sustainability dialogues to promote incorporation of sustainability into courses; and (7) a shared value practicum designed to bring together faculty, staff, and students with community participants to explore how sustainability issues affect both Macalester and the larger community.

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

Faculty participating in the Cargill grant activities will have the opportunity to interact with consultants who can help them develop sustainability-related perspectives in their courses. As well, many of the grant activities promote collegiality both on campus and in the larger community with faculty, staff, students, and local/international experts. Beyond those professionally fulfilling incentives, faculty can obtain funds to develop courses, engage in collaborative research with students, and to participate in various grant activities. Thus, the incentives represent both financial and professional motivators.

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

Campus as a Living Laboratory

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

Submission Note:

<http://www.macalester.edu/sustainability/projects/education/>

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

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

	Yes or No
Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No
Public Engagement	No
Other	Yes

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

Two environmental studies senior seminar classes developed the first greenhouse gas emissions inventory for the college and developed recommendations for the college climate action plan. An environmental studies senior seminar class developed recommendations for renewable energy. Another senior seminar developed outreach material for the Ordway Natural History Site.

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

Classes tour Markim Hall as an example of green architecture. Data is also available on the Markim Hall's energy and water consumption. The annual energy reports are available for students and faculty through the library's Digital Commons.

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

The Sustainability and the Campus class as well as the Cities, Sustainability and the Campus Class toured food service and meet with dining service staff as part of their class.

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

An environmental studies senior seminar class developed recommendations for renewable energy to fulfill the ACUPCC. A student used campus data as the basis for his math and computer science senior research project. He also analyzed the energy use of the EcoHouse and the Japanese House. A new dehumidifier was purchased for the EcoHouse because of his recommendations.

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

A student designed green roof provided research material for a student project. An environmental studies class analyzed the potential for an additional green roof on a dorm. A campus prairie and storm water projects are used for class tours. A hydrology class is calculating storm water runoff from campus.

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

A student researched the environmental impacts of compostable products for a class research project.

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

A student working as an intern for St. Paul Smart Trips, worked with the college to collect and analyze data on faculty and staff commuting. A geography senior seminar researched and analyzed student study away travel as their group project. Their process for data collection is still used today.

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

An environmental studies senior seminar conducted a waste audit that is still used today. The class also researched zero waste projects and recommended college actions. A student at the EcoHouse collected data on waste and actively tried to make the house "zero waste" as an independent study. Her recommendations are still used today.

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

As part of a student internship with the Clean Energy Resource Teams, a student successfully installed water saving fixtures in a significant number of college sinks.

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

Two environmental studies senior seminar classes developed the first greenhouse gas emissions inventory for the college and developed recommendations for the college climate action plan. An additional senior seminar class developed recommendations for renewable energy.

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

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

A class recommended ways to improve sustainability and health. Students in the Cities, Sustainability and the Campus class developed outreach material for a smoking cessation program that showed the storm water effects of cigarette litter.

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

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

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

The Sustainability Office keeps a potential student projects list to connect students with campus-based research needs. The EcoHouse has been a site for student independent study projects. The Sustainability Plan includes using the campus as a teaching tool as a goal.

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

<http://www.macalester.edu/sustainability/data-reports/>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

21

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

151

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

14

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

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

[Macalester Grant Activity Summary - 2.10.14 \(1\).pdf](#)

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

Daniel Hornbach - Environmental Studies
 Louisa Bradtmiller - Environmental Studies
 Christopher Wells - Environmental studies
 Christie Manning - Environmental Studies
 Diane P. Michelfelder - Philosophy
 William G. Mosley - Geography
 Roopali Phadke - Environmental Studies
 Jamie Monson - History
 James R. Doyle - Physics
 Kelly Revenaugh MacGregor - Geology
 Amy L. Damon - Economics
 Helen Hazen - Geography
 Keith T. Kuwata - Chemistry
 Dan Trudeau - Geography
 Wang Ping - English
 Arjun Guneratne - Anthropology
 James Dawes - English
 Sarah West - Economics
 Ruthanne Kurth-Schai - Educational Studies
 Mark Davis - Biology
 Theresa Krier - English; Women's, Gender, and Sexuality Studies
 Jerald J. Dosch - Biology
 Director, Katharine Ordway Natural History Study Area
 David Lanegran - Geography
 Mark Hove - Biology
 Sarah Boyer - Biology
 Suzanne Savanick Hansen - Sustainability Office

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

The Sustainability Office obtained a list of grants received and added up the ones that were sustainability related.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

Yes

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

The Sustainability Office maintains a "Potential Student Projects List" where possible campus sustainability student research projects are posted. The Sustainability Manager also mentors students who are researching campus sustainability topics. In addition, the Environmental Studies Senior Seminar typically researches sustainability-related topics. Senior Seminar Classes have calculated the first greenhouse gas emissions inventory for the college, recommended actions for the institutional climate action plan, developed "zero waste" projects, and developed projects about the Katherine Ordway Natural History Site. Environmental Studies major can also apply to complete an Honors Thesis research project. Some of these research projects are on sustainability issues. A foundation also supported student-faculty research on sustainability.

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

<http://www.macalester.edu/sustainability/projects/studentprojects/>

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

Yes

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

A foundation has supported faculty-student research on sustainability issues in 2012 and 2013.

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

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

Yes

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

In addition to the "typical" evidence of scholarly excellence (e.g. number and significance of refereed articles and books and publicly performed artistic works), non-traditional scholarship that interdisciplinary scholars often produce, such as "publicly disseminated reports from action research and/or service-learning projects" and "technical reports from consulting projects" are recognized as credible evidence of excellence. In addition, Macalester's focus on "the quality of the activity and involvement" rather than on simple quantitative measures of scholarship supports interdisciplinary work.

Source: Citation: Hornbach, D. (2011) Macalester College; A Cross-Cutting Case Study, in Pfirman et al, Interdisciplinary Hiring and Career Development: Guidance for Individuals and Institutions, National Council for Science and the Environment. Edited by Helen Warren, Director of Corporate and Foundation Relations at Macalester College.

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

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

Yes

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

The library supports sustainability efforts by working in collaboration with the Sustainability Office in several ways. We do annual programs to educate students on printing awareness to reduce paper use for printing. In addition, we support the Sustainability Office in their reading group program. In terms of research support, in addition to the databases that we provide that cover sustainability issues, we support the Sustainability Office by providing a storage space for their data which is openly accessible for others wishing to conduct research. Individuals may use the materials located in the repository here -

<http://digitalcommons.macalester.edu/sustainability/>

Additional information on our programs and services will be found on our website page listed below.

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

<http://www.macalester.edu/library/sustainability/index.html>

Responsible Party

Terri Fishel
Library Director
Library

Criteria

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

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

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

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

38

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

1

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

We use the bepress Digital Commons for our repository. We have been making materials available in an open access model since 2005. In January 2014, we reached the million mark for number of fulltext downloads. We upload copies of faculty publications when we have the appropriate permissions. Our policies will be found here -

<http://digitalcommons.macalester.edu/about.html>

A copy of the open access policy:

The open access policy:

<http://www.macalester.edu/library/scholcom/index.html>

The website URL where the open access repository is available:

<http://digitalcommons.macalester.edu/>

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

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

Submission Note:

Campus outreach is only one part of the mandate of the Sustainability Student Worker Network. The Network spends most of it's time implementing sustainability projects and coordinating with the campus administration. When outreach is called for, easy access to the entire student body is available.

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

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

Yes

Number of degree-seeking students enrolled at the institution:

2,033

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

Sustainability Student Worker Network

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

2,033

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

The Sustainability Student Worker Network is comprised of student workers in departments all across campus who are either hired specifically to work on sustainability projects or spend some of their allotted hours to work on sustainability projects in their department. All students are served either directly or indirectly by the students' programs.

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

Students self-select or staff designate them for inclusion in the program.

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

In the first week of the semester the student workers gather for an extended training session to spend time reviewing each others' positions and personalities, brainstorming potential project ideas, learning how to interact with the professional staff to create institutional change, and how to perform effective outreach campaigns.

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

The wages of the work are provided institutionally through student work awards. Student coordinators from Facilities Services and the Sustainability Office organize the network meetings. Additional funding for projects may be available through the Sustainability Small Projects Fund.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

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

100

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

The Macalester Sustainability Office publishes a set of materials to be distributed at new student orientation, the most important of which is our student written "How to be a Sustainable Scot". In addition, the office posts sustainability tips and links to our model dorm room website through a first-year facebook page maintained by our Residential Life department prior to Move-In. We are also including videos on composting and an event where Residential Assistants inform and discuss ways students can be more sustainable in the dorms (for example: encourage students to share refrigerators).

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

<http://www.macalester.edu/sustainability/what-you-can-do/>

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

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

	Yes or No
--	------------------

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

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

MacCares (Macalester Conservation and Renewable Energy Society) focuses on student projects and practical implementation, MacCares works to bring the way we live into alignment with the ideals we hold.

MacBike is a student-run organization at Macalester College that promotes bicycle-use both on campus and in the greater Twin Cities community. It support bicycling as a fun, sustainable, and socially just form of transportation.

MULCH (Macalester Urban Land and Community Health) is a student group with a mission to educate Macalester and the surrounding community about urban agriculture, environmental justice, food and gardening. MULCH maintains a garden on the Macalester campus and provides fresh produce to Cafe Mac. The recent addition of chickens has also brought with it the opportunity to further teach small scale urban agriculture.

FOODROOTS is a new student organization that works on food and food justice issues.

MPIRG (Minnesota Public Interest and Research Group): Student-run advocacy group that deals with issues from health to the environment.

The website URL where information about student groups is available:

<https://www.macalester.edu/directory/studentorganizations/>

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

MULCH, Macalester Urban Land and Community Health, is a student group with a mission to educate Macalester and the surrounding community about urban agriculture, environmental justice, food and gardening. MULCH maintains a garden on the Macalester campus and provides fresh produce to Cafe Mac.

The recent addition of urban chickens has also brought with it the opportunity to further teach small scale urban agriculture.

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

<http://www.macalester.edu/mulch/>

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

The Live It Fund is a project of the Institute for Global Citizenship Student Council. The fund seeks to empower Macalester students to embrace the living definitions of global citizenship on our campus and in the wider world. Previously the Live It! Fund made possible the efforts of Macalester students to launch an urban farm in southern Minneapolis. The farm, Concrete Beet Farmers, is run under the Community Sustainable Agriculture (CSA) model and recently shipped their first crop.

Additionally, the Macalester MULCH garden sells its surplus produce to Bon Appetit.

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

<http://www.macalester.edu/igc/socialentrepreneurship/liveitfund/>

A brief description of the sustainable investment or finance initiatives:

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

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

The Macalester Civic Forum and International Roundtable are major campus events and sustainability can be one of the topics of the forum. In 2012, the International Roundtable topic was "Feeding the World: Globalization, Food, and Agriculture in the 21st Century".

The Environmental Studies department hosts a regular EnviroThursday speaker series. In 2013, Bill McKibben, spoke to the campus as part of the EnviroThursday speakers series.

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

<http://www.macalester.edu/academics/environmentalstudies/envirothursday/>

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

The Sustainability Small Project Fund supported a student art thesis that will be shown on campus in spring 2014.

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

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

The Outing Club offers adventure in the great outdoors through inexpensive trips, reasonable gear rental and expedition-planning assistance. Student led trips are offered minimally each Fall and Spring break. The Outing Club hosts workshops specific for winter camping, low impact camping, and invites the Wilderness Medicine Institute to host first aid courses.

Macalester also offers a pre-orientation outdoor program for incoming freshman. Macward Bound seeks to provide shared experiences in which new students will experience supportive community, relationship building and reflection in an experiential outdoor environment.

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

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

Every month the sustainability office has a theme for their publicity, events, and newsletter. The themes are based on the United Nations Conference on Sustainable Development that Macalester attended in June of 2012.

The website URL where information about the theme is available:

<http://www.macalester.edu/sustainability>

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

The Macalester model dorm room was started in 2010 by a sustainability student worker and she held an open house in 2011. The Sustainability Office now hosts her collected information on its website along, with guides for "Green Renters" and "Sustainability in the Kitchen", documents written by former EcoHouse residents.

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

<http://www.macalester.edu/sustainability/what-you-can-do/>

A brief description of sustainability-focused student employment opportunities:

A Sustainability Student Worker Network supports students working on sustainability-related student employment in departments across the campus.

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

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

Since 2000, Environmental Studies students have organized the "Senior Graduation Pledge" for commencement. The graduates state: "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organization for which I work." Taking the pledge is voluntary; students determine for themselves what they consider to be socially and environmentally responsible. The students who pledge wear a green ribbon on their graduation gown.

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

<http://www.macalester.edu/academics/environmentalstudies/>

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

The Sustainability Plan has an entire section on Education Outside the Classroom.

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

<http://www.macalester.edu/sustainability/sustainability-plan/download/MacalesterSustainabilityPlanDec2011.pdf>

Outreach Materials and Publications

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

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

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

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

A brief description of the central sustainability website:

The Macalester Sustainability Office website publishes initiatives of our office, as well as provide information on sustainability data and the relevant student groups and campus committees who work on sustainability issues. Reports from Environmental Studies senior seminars and Facilities Services are posted in the data section.

The website URL for the central sustainability website:

<http://www.macalester.edu/sustainability/>

A brief description of the sustainability newsletter:

The Sustainable Scots Newsletter is a biweekly email that keeps students, staff, and faculty up-to-date with current campaigns, events, and opportunities from the Sustainability Office and the Macalester community.

The website URL for the sustainability newsletter:

<http://www.macalester.edu/sustainability/about/sustainable-scots/>

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

The Sustainability Office has a facebook page and a sustainability alumni linked in page.

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

<https://www.facebook.com/MacalesterSustainability>

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

Between the websites of the Sustainability Office and that of the Environmental Studies department webpage, student sustainability projects are published and made publicly available.

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

<http://www.macalester.edu/sustainability/projects/>

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

The Markim Hall Green Touch Screen was recently taken down from the lobby of the Institute for Global Citizenship. It used to provide real-time data about the building's energy use, water use, and other sustainability features. An on-line website continues to show the building's data.

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

<http://igc.macalester.greentouchscreen.com/>

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

Bon Appétit (the dining service at Macalester College) provides sustainability brochures including "Seafood WATCH", a list of seafood that is healthier for the ocean, and information on healthy and local foods. Bon Appétit also has a regular sustainability newsletter and a "low-carbon diet" guide.

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

systems:

<http://www.cafebonappetit.com/macalester/env/sustainability/>

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

Macalester's has signage surrounding the restored prairie behind Olin Rice Science Hall that provides information on the species, their habitat, and restoration efforts.

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

<http://www.macalester.edu/sustainability/projects/landscaping/prairie/>

A brief description of the sustainability walking map or tour:

The sustainability tour map was compiled in 2008 and provides information for self-guided tours all across campus. The map includes the LEED platinum Markim Hall, Green roofs, the EcoHouse and Veggie Co-op, as well as 25 other sustainability tour sites.

The website URL of the sustainability walking map or tour:

<http://www.macalester.edu/sustainability/data-reports/sustainabilitymap.pdf>

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

The Sustainability Office regularly publishes guides to alternative transportation at Macalester College that includes information about the local car share program, subsidized bus passes, flexible work arrangements and Metro Transit's Guaranteed Ride Home program.

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

<http://www.macalester.edu/sustainability/projects/transportation/>

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

The Sustainability Office includes a website for transportation that includes information for bicyclists. A student in 2013 also published a series of bicycling features in the school newspaper

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

<http://www.macalester.edu/sustainability/projects/transportation/macbike/>

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

The 'How to be a Sustainable Scot' is a regularly updated student guide on not only green living and tips, but also addresses the Triple Bottom Line aspects of sustainability.

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

<http://www.macalester.edu/sustainability/what-you-can-do/>

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

The Green Beat was a regular student newspaper column in the Spring '08 term. Since then, consistent student articles have appeared in the MacWeekly student newspaper.

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

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

The Sustainability Plan update is published every one or two years with data and a summary of the college's progress on sustainability projects.

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

<http://www.macalester.edu/sustainability/>

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

No

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

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

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

No

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

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

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

material):

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Macalester College participated in two campaigns: RecycleMania and Campus Conservation Nationals

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

RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over a 10-week period, schools report recycling and trash data which are then ranked according to who collects the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita, or have the highest recycling rate. Macalester participated in Recyclemania in 2009, 2010 and 2013.

Macalester is competing in the Campus Conservation Nationals in 2013. Previously, the Minnesota and National Campus Energy Challenges were run by Macalester students.

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

RecycleMania directly contributed to the creation of a self-sustaining school program that recycles one-sided printed paper as notebooks ("Onesies"). Moreover, Recyclemania led to further recycling collection on campus which worked in hand with the efforts of the campus Zero Waste committee.

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

<http://www.macalester.edu/sustainability/recyclemania.html>

The name of the campaign (2nd campaign):

Composting

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

A new composting program started in 2013 and the Sustainability Office and Facilities Services developed signage, events, and email information on how and why to compost.

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

The amount of composting is continually increasing on the campus.

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

<http://www.macalester.edu/sustainability/projects/composting/>

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

Employee Educators Program

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

591

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

Macalester Bicycle and Alternative Commuter Group

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

87

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

A volunteer from the WHAM Committee coordinates this group.

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

The volunteer routinely goes to alternative commuting and bicycling workshops.

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

Volunteer Brian Longley keeps the group listserv and sends information on bicycling and other alternative commuting. The Sustainability Office sponsors an alternative commuting coffee break twice a month. The Sustainability Office and Wellness and Health at Macalester (WHAM) committee co-sponsor bicycle commuting events for staff.

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

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

Sustainability Student Worker Supervisors

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

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

Supervisors of students involved in the Sustainability Student Worker network are all invited.

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

The Sustainability Office sponsors a regular meeting at the beginning of the semester to talk about how the network works and what support the Sustainability Office can offer. All supervisors are included on the Sustainability Office newsletter list.

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

The Sustainability Office supports the students and supervisors by troubleshooting and offering support for projects. Some offices have requested Sustainability Small Project Funds for projects. At the end of the year, the Sustainability Office sponsors a recognition lunch for all of the students and supervisors in the network.

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

<http://www.macalester.edu/sustainability/students/studentworkernetwork.html>

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

Sustainability Staff Network

Number of employees served by all other programs:

STARS Reporting Tool | AASHE

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

The Sustainability Staff Network is a self-selected group of individuals working to support sustainability efforts throughout the campus.

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

A pilot project was done in 2012 with a 6 week training. A one-hour training will be offered in May, 2014 within a larger staff training series.

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

The Sustainability Office supports offers staff support and financial support for food.

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

Employee Orientation

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

100

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

The Sustainability Manager meets with all new staff during new employee orientation, hands out sustainability tour maps and sustainability orientation materials and suggests ways for interested staff to become involved in sustainability programs. We also present videos on composting on campus and the use of Auspens (refillable white board markers).

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

<http://www.macalester.edu/sustainability/what-you-can-do/sustainabilityfaculty.pdf>

Staff Professional Development

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The Sustainability Manager regularly offers staff trainings on the Sustainability Plan and related issues through the annual January and May staff trainings. The Sustainability Manager also regularly gives talks for Wellness and Health at Macalester (WHAM) and the Staff Advisory Council's programs.

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Paul Schadewald
 Associate Director
 Civic Engagement Center

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

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

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

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

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

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

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

Yes

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

Macalester College works with numerous local nonprofit organizations to promote sustainability. Macalester College integrates a day of service the first-year students’ orientation. During this event, students regular volunteer at such nonprofits as Friends of the Mississippi, Great River Greening, and Dodge Nature Center to promote sustainability. The Civic Engagement Center supports one-time and weekly student work with nonprofits in such as areas environmental education for children and environmental restoration projects, and the Civic Engagement Center works with classes to support community-based research with nonprofits around sustainability.

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

Yes

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

Macalester is a member of Environmental Initiative that builds partnerships with nonprofit, business, and government leaders to work collaboratively to solve environmental problems.

The High Winds Fund was first established in 1956 through an initial gift to Macalester from DeWitt Wallace. Today the fund's mission is to maintain and improve the beauty and security of the area around Macalester, which includes major roads like Snelling and Grand. Minnesota Waste Wise is Macalester's waste vendor and is helping Macalester with obtaining data to help Macalester become carbon neutral by 2020.

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

No

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

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

The website URL where information about sustainability partnerships is available:

<http://www.macalester.edu/cec/>

Inter-Campus Collaboration

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

Submission Note:

<http://www.acm.edu/index.html>

<http://actc-mn.org/>

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

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

Yes

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

The Sustainability Manager has been actively working with other higher education institutions to advance sustainability. She is a steering committee member of the Upper Midwest Assoc for Campus Sustainability (UMACS) and co-organized the annual conference in 2013 and led three workshop sessions. In addition, she has presented conference papers on campus sustainability to the The Association for the Advancement of Sustainability in Higher Education and the World Symposium on Sustainable Development at Universities.

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

Upper Midwest Assoc for Campus Sustainability (UMACS)

Association for the Advancement of Sustainability in Higher Education (AASHE)

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

Macalester College has been a leader in campus sustainability. The Sustainability Manager regularly presents at regional and national sustainability conferences and is a regular speaker at campus sustainability events at other schools.

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

<http://www.umacs.org/>

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

Submission Note:

Macalester has occasionally donated space for use by the Experimental Community Education of the Twin Cities (EXCO-TC), whose leadership is comprised of some Macalester students. Sometimes, they offer sustainability related classes. For information:

<http://www.excotc.org/>

This credit was marked as **Not Applicable** for the following reason:

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Paul Schadewald

Associate Director

Civic Engagement Center

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,199

Total number of students :

2,020

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

Yes

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

76,416

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

No

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

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

No

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

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

<http://www.macalester.edu/cec/>

Community Stakeholder Engagement

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

And

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

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

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

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

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

Yes

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

The High Winds Fund was established in 1956 through an initial gift to Macalester College from DeWitt Wallace to prevent the problems of urban blight he had seen in other college and university neighborhoods.

Our mission is to maintain and improve the beauty, serenity, and security of the area surrounding the campus of Macalester College.

Macalester College is a unique institution – a nationally respected liberal arts college in the heart of a thriving urban environment. The High Winds Fund helps to support and improve that critical environment for the benefit of Macalester's students, faculty, staff, and neighbors.

These goals are accomplished by two staff members who are directed by Trustees different than those that govern the college. A list of current staff and Trustees are available at:

<http://www.macalester.edu/highwinds/staff/>

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

The High Winds Fund works with the local neighborhood council and other organizations to make the Macalester-Groveland a more vibrant place to live. It accomplishes this by working with local government to influence infrastructure; create sustainable, diverse, healthy, livable neighborhoods; and positively influence educational and youth programs in the area.

List of identified community stakeholders:

KidsPark
Groveland Elementary School Association
Ramsey Junior High School
Macalester-Plymouth Preschool
Jean Lyle Children's Center
Friends School of Minnesota
Four Seasons A+ Elementary School
Randolph Heights Elementary School
Neighborhood Energy Connection
Eureka Recycling
Hour Car
Nice Ride
Macalester College Sustainability Office
Macalester Groveland Community Council Environment Committee
Saint Paul Smart Trips
Transit for Livable Communities
Grand Avenue Business Association
Grand Snelling Business Association
Grand Old Day
City of Saint Paul, Department of Public Works
University United
Public Art Saint Paul
Macalester Groveland Community Council
Merriam Park Living At Home / Block Nurse
The Family Tree Clinic
Macalester Summit Hill Living-at-Home
Highland Friendship Club
Minnesota 2020

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

In 2011, the High Winds Fund brought the metro area's bike share program, Nice Ride, to campus.

Throughout 2012, the High Winds Fund worked with local business owners to bring over \$850,000 in renovations to underutilized spaces adjacent to campus so that two small business could open.

In 2014, the High Winds Fund added signage and flags for pedestrian crosswalks to ensure safety of community members.

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

<http://www.macalester.edu/highwinds/>

Participation in Public Policy

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

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

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

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

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

Yes

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

Macalester College is a private liberal arts college sitting at the crossroads of major transportation arteries. Working closely with HourCar, NiceRide, Saint Paul Smart Trips, Metro Transit, the City of Saint Paul and the State of Minnesota, Macalester College has developed a rich multimodal hub to serve students, faculty, staff and neighbors.

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

In April of 2014, Macalester submitted comments on the the City of Saint Paul's Bikeways Plan. The college's position advocates for prioritized north-south Bike Boulevards, improving existing routes' lane position and marking, and a particular configuration of a downtown bikeway. All these efforts make biking more safe for the community and create an make Saint Paul and the Twin Cities, collectively, attractive place to live.

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

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

Trademark Licensing

Responsible Party

Laurie Hamre
VP for Student Affairs
Office of Student Affairs

Criteria

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

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

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

Yes

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

No

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

Yes

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

<http://www.macalester.edu/committees/src/history.html>

Hospital Network

Criteria

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

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

This credit was marked as **Not Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

Submission Note:

The other energy intensive spaces consists of food preparation spaces, kitchens, freezers, and data centers.

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

Yes

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

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

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

No

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

Facilities collects data and we collect data from facilities and surveys that specifically correspond to what we need for our greenhouse gas emissions. We use CarbonSolve to keep all our data.

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

Yes

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

All data is collected and analyzed by facilities. We, at the sustainability office, then receive the data and input it in our greenhouse gas emissions program, Carbonsolve.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	6,870.90 Metric Tons of CO2 Equivalent	6,511.40 Metric Tons of CO2 Equivalent
Scope 1 GHG emissions from other sources	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Scope 2 GHG emissions from purchased electricity	6,307.10 Metric Tons of CO2 Equivalent	6,483 Metric Tons of CO2 Equivalent
Scope 2 GHG emissions from other sources	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	162 Metric Tons of CO2 Equivalent	162 Metric Tons of CO2 Equivalent
Carbon sequestration due to land that the institution manages specifically for sequestration	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon storage from on-site composting	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Third-party verified carbon offsets purchased	34 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

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

none

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

none

A brief description of the composting and carbon storage program:

We have composting bins through out campus and all food waste from our cafeteria go to a pig farm.

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

We have not purchased any carbon offsets.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,005	944
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,011	1,889
Full-time equivalent of employees	565	535
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	June 1, 2012	May 31, 2013
Baseline Year	June 1, 2007	May 31, 2008

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

When we set our carbon neutrality goal by 2025, we needed a baseline year to calculate specific goals before 2025. Therefore, 2008 was chosen as our baseline.

Gross floor area of building space, performance year:

1,392,731 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	158,172 <i>Square Feet</i>
Healthcare space	2,400 <i>Square Feet</i>
Other energy intensive space	14,263 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	0 <i>Metric Tons of CO2 Equivalent</i>
Commuting	573 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	74.78 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	70.78 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	56.55 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	0 <i>Metric Tons of CO2 Equivalent</i>

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

A copy of the most recent GHG emissions inventory:

[FY 2011-12 Calculator1_1.xlsm](#)

The website URL where the GHG emissions inventory is posted:

<http://www.macalester.edu/sustainability/data/datamain.html>

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

Macalester has made progress on reducing greenhouse gas emissions by implementing an extensive energy efficiency program stemming from a campus-wide energy recommissioning. The college is also an active Xcel Energy Efficiency Partner and installed a new efficient boiler in 2013. Solar projects were designed for Markim Hall, but the grant was not obtained.

Outdoor Air Quality

Responsible Party

Curt Stainbrook

Mechanical Systems Manager

Facilities Services

Criteria

Part 1

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

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

Part 2

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

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

No

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

No formal policy or guideline, however we consciously select electric maintenance vehicles when replacing older internal combustion models.

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

Yes

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

We track the amount and type of fuel used to generate steam from the boilers in the central heating plant, along with an estimate of the fuel used to produce electricity from our emergency generators (based on number of hours run). These figures are submitted to the state and used to calculate a fee based on our portion of the various pollutants associated with these fuels. The estimated amounts the state determines we have contributed for 2013 are indicated below.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>3.87 Tons</i>
Sulfur oxides (SOx)	<i>0.03 Tons</i>
Carbon monoxide (CO)	---
Particulate matter (PM)	<i>0.02 Tons</i>
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	<i>0.21 Tons</i>

A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

Eliminated #6 fuel oil use by replacing two older dual fuel boilers with one larger one that uses natural gas as its primary fuel source and #2 fuel oil for curtailment periods.

We replace old residential boilers with high efficiency, variable speed, condensing types, which are sized to match improvements to the structures envelope (typically fewer btu's required).

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Nathan Lief
Facilities Director
Facilities

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Nathan Lief
Facilities Director
Facilities

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

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

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

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

Our Institute for Global Citizenship building is LEED platinum certified and the Minnesota B3 guidelines were used for the Janet Wallace Art and Music buildings.

Total floor area of eligible building space (design and construction):

192,000 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	17,000 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

153,536 *Square Feet*

A copy of the guidelines or policies :

[B3GuidelinesVersion2.2.pdf](#)

The date the guidelines or policies were adopted:

Sept. 1, 2009

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

As part of the 2009 Sustainability Plan, all new construction or major renovations must meet the Minnesota B3 guidelines or be designed to at least a LEED silver standard. Facilities services works with building architects to implement this policy.

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

The Sustainability Advisory Committee reviews this part of the plan every year.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<http://www.macalester.edu/sustainability/sustainability-plan/download/MacalesterSustainabilityPlanDec2011.pdf>

Indoor Air Quality

Responsible Party

Nathan Lief
Facilities Director
Facilities

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

99,276 Square Feet

Gross floor area of building space:

99,276 Square Feet

A brief description of the institution's indoor air quality program(s):

- 1) Maintain temperature and humidity
- 2) Maintenance of CO2 levels in concert hall

The website URL where information about the institution's indoor air quality program(s) is available:

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Kimberly Driesch

General Manager

Bon Appetit

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

Macalester is currently drafting a food action plan to update its Sustainability Plan. This action plan follows the stipulations laid out by Real Food Campus Commitment, making benchmarks regarding sustainable food purchasing, food sustainability education, and tracking and assessment mechanisms. As part of this plan, students will be meeting and working closely with dining services and the campus to both make recommendations regarding sustainability and learn about the food procurement process.

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

22

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

Local Vegetables: including cabbage, radishes, onions and potatoes

Dairy: Local products from Hastings Co-Op Creamery

Coffee: Locally Roasted, Rainforest Alliance Certified, Carbon Negative Coffee from Tiny Foot Print and Locally Roasted, Organic Certified, fairly traded Peace Coffee

Turkey: Local, free range, antibiotic and hormone free meat from Ferndale Farms

Beef: Local, Grass fed meat from Thousand Hills Cattle

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

NA

A brief description of the sustainable food and beverage purchasing program:

Bon Appetit's Farm to Fork program includes a number of food sustainability commitments, most prominently is the commitment to purchase of local and seasonal produce from farms within a 150 mile radius of Macalester.

Low Carbon Program includes:

- Minimize our reliance on red meat and cheese, through menu choices and careful portioning.
- Source 100% of our meats, vegetables, and non-tropical fruit from North American farms.
- Avoid air-freighted seafood (and reducing other flown-in items, including tropical fruit)

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Real Food Calculator: ‘Real food’ encompasses a concern for producers, consumers, communities, and the earth, and represents a common ground where all relevant issues from human rights to environmental sustainability can converge. The Real Food Calculator offers a comprehensive and decisive definition for ‘real food’; sets a high standard upheld consistently among institutions; and supports users in setting quantitative goals and tracking their progress toward more real food on campus. More information at:

<http://calculator.realfoodchallenge.org/help/resources>

Total annual food and beverage expenditures:

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	Yes

A brief description of other sustainable restaurant and food service standards that the institution’s dining services operations are certified under:

Bon Appetit operates under the following standards:

- Protecting tomato pickers in Florida (first food service company to partner with the Coalition of Immokalee Workers)
- Empowering farmworkers and setting standards (as an early member of the Equitable Food Initiative)

The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

<http://www.cafebonappetit.com/macalester/>

Low Impact Dining

Responsible Party

Kimberly Driesch

General Manager

Bon Appetit

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

70

A brief description of the methodology used to track/inventory expenditures on animal products:

Real Food Calculator: see Op-6 for details.

***Percentage listed above from March 2011.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

Bon Appetit provides vegetarian and vegan meal options at each one of the six stations in the Cafe Mac cafeteria (open 19 meals a week), as well as Celiac friendly options.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

Bon Appetit Commitments include:

By 2015, 25% or more of our total meat, poultry, and egg purchases will come from producers whose practices have been certified by HFAC, Food Alliance, Animal Welfare Approved, and/or GAP.

We buy only chicken and turkey raised without the routine, non-therapeutic use of antibiotics in feed and water (since 2003).

All our milk and yogurt comes from cows not given bovine growth hormone, aka rBGH (since 2002).

All our ground beef is humanely raised (since 2012).

No foie gras or crate-raised veal (since 2011).

Shell eggs are certified cage-free (since 2005).

Turkey and chicken are raised without routine antibiotics in water or feed (since 2003).

In 2008, we launched our first annual Low Carbon Diet Day, a day (near or on Earth Day) in April on which all of our cafés change their menus to really showcase those tenets, and our chefs and team members talk to guests about how their food choices affect the planet. In collaboration with the nonprofit group Ecotrust, we also launched the Low Carbon Diet calculator at

EatLowCarbon.org

, an educational website illustrating these principles through fun photo quizzes and more.

Since launching the Low Carbon Diet, we continue to lessen our reliance on red meat and cheese, through menu choices and careful portioning. (We’ve reduced our beef use by 33 percent and cheese by 10 percent.)

The website URL where information about where information about the vegan dining program is available:

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Nathan Lief
Facilities Director
Facilities

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

2008 is baseline year; performance year is 2012-2013

The other energy intensive spaces consists of food preparation spaces, kitchens, freezers, and data centers.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	139,859 <i>MMBtu</i>	150,146 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	39,052.88 <i>MMBtu</i>	36,779.27 <i>MMBtu</i>
District steam/hot water	43.74 <i>MMBtu</i>	83.23 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,392,731 <i>Gross Square Feet</i>	1,351,585 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	158,172 <i>Square Feet</i>
Healthcare space	2,400 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	6,102
Cooling degree days	1,177

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	June 1, 2012	May 31, 2013
Baseline Year	June 1, 2012	May 31, 2013

A brief description of when and why the building energy consumption baseline was adopted:

A brief description of any building temperature standards employed by the institution:

Macalester College uses a TRANE or Johnson Control building management systems. These systems schedule the ventilation and heat system to turn on and off in all of the large campus buildings.

A brief description of any light emitting diode (LED) lighting employed by the institution:

LED lights are used in the following locations:

Wall washing recessed fixtures; Music building first floor

Monument sign illumination; corner of Grand and Macalester.

Track lighting; Olin/Rice lower level (Geology) and first floor (Smail Gallery).

Artwork recessed/pendant lighting; Campus Center

Exterior building lights; Chapel, Stadium.

Elevator lights; Leonard Center and Markim Hall.

Pendant chandeliers. Turck lounge; 2

Exterior wall pack style lights; Bigelow, Leonard Center, Heating/Chiller Plant stairs.

In-ground flag pole lights; Carnegie.

Residence hall room lighting; Dupre (in progress), Doty (future)

Art gallery lighting; Law Warschaw Gallery in Art Commons (lamps on order and will be replaced by end of summer)

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Lighting sensors are used to adjust interior lighting in the Campus Center and Markim Hall. Motion sensors are used in most buildings to turn lights on and off in lower use spaces.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

A brief description of any cogeneration technologies employed by the institution:

A brief description of any building recommissioning or retrofit program employed by the institution:

All of the major buildings were recommissioned in 2010.

A brief description of any energy metering and management systems employed by the institution:

Macalester College uses a TRANE or Johnson Controls building management system and metering of the dorms is done by MAMAC sensors. These systems allows Facilities Services to monitor and manipulate building's systems behavior remotely.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

As part of the ACUPCC, all appliances are energy star certified.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

Energy efficiency is included in the sustainable landscaping master plan.

<http://www.macalester.edu/admdept/sustainability/public.www/initiatives/sustainablelandscapeplan.pdf>

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

Vending Misers cut down the amount of electricity used in the vending machines by turning off lighting and managing compressor cooling cycles when they are not needed. Five units were installed at Macalester. These five units are expected to save \$605 a year on energy costs. Furthermore, low-use machines were taken out.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

Macalester College is an XCEL-energy efficiency partner.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

https://www.xcelenergy.com/Save_Money_&_Energy/Business/Additional_Programs/Efficiency_Partners/Awards_Program_-_CO_MN

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	2.77 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	191.80 <i>MMBtu</i>

Total energy consumption, performance year:

122,968 *MMBtu*

A brief description of on-site renewable electricity generating devices :

Macalester's EcoHouse utilizes a solar thermal water heater.

Macalester's wind turbine generates an amount of electricity for the Olin-Rice Science building.

A brief description of on-site renewable non-electric energy devices:

Macalester's EcoHouse has three solar tubes: one in the kitchen, one in the living room, and another in the bathroom.

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

Macalester has purchased wind source credit for our electric vehicle charging station.

A brief description of the RECs and/or similar renewable energy products:

The REC's were purchased to offset the emissions from Markim Hall.

The website URL where information about the institution's renewable energy sources is available:

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Jerry Nelson
Grounds Manager
Facilities Services

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	<i>53 Acres</i>
Footprint of the institution's buildings	<i>32 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>21 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

It is Macalester College's policy to use pesticides only after pests have been properly identified, the population exceeds tolerance thresholds, all possible treatment methods have been investigated and evaluated, and cultural, biological, and mechanical controls have been determined to be ineffective against the particular pest. Preventative measures are favored in all cases and particularly taken into account when designing new perennial plantings at which time pest resistant varieties can be selected. Additionally, as increasing tolerance levels and action thresholds is often the most sustainable option in the case of many low-risk pests, such as broad leaf weeds, the college strives to balance sustainable pest management with the campus aesthetic by educating students, faculty, staff, and visitors about IPM.

A brief summary of the institution's approach to sustainable landscape management:

A sustainable landscaping master plan was developed in 2011 that comprehensively addresses the sustainability and aesthetics of the campus grounds.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Native plant programs—which require less water and fertilizer—are included in the campus prairie, campus raingarden, and Markim Hall landscaping. Native plants are also considered in the 2011 Sustainable Landscape Plan.

A brief description of the institution’s landscape materials management and waste minimization policies and practices:

The Grounds Department does not pick up any grass clippings, these stay on the turf or are returned to the soil with mulching lawn mowers. All other grounds keeping waste is composted off-site.

A brief description of the institution’s organic soils management practices:

Macalester does not have any particular plans in this area.

A brief description of the institution’s use of environmentally preferable materials in landscaping and grounds management:

Macalester does not have any particular plans in this area.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

The sustainability plan includes a goal of infiltrating the first inch of precipitation campus wide.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Grounds staff and students received training in river-friendly snow and ice removal via Minnesota Pollution Control agency video.

A brief description of any certified and/or protected areas:

The Katherine Ordway Natural History Area has a conservation easement.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution’s sustainable landscape management programs and practices is available:

<http://www.macalester.edu/sustainability/projects/landscaping/>

Responsible Party

Jerald Dosch

Director

Katharine Ordway Natural History Study Area

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Macalester College's Ordway Field Station lies within the National Park Service's Mississippi National River and Recreation Area, is part of the Mississippi River Flyway (a flyway of global significance for migratory bird species used by approximately 40% of North America's migratory waterfowl and 60% of all North American bird species each year; McGuinness 2000), and is part of the Pine Bend Bluffs region of Dakota County, MN in which approximately on 2.5 percent of all natural communities remain intact.

The majority of the field station (approximately 150 acres) is permanently protected by a conservation easement.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or -managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

For decades the Ordway Field Station has been the site of ecological, archaeological, hydrological, and geological research conducted by scientists from Macalester College, the University of Minnesota, the University of St. Thomas, the National Park Service, the Science Museum of Minnesota, and the Minnesota Department of Natural Resources and other institutions and agencies.

The field station was the site of the 2011 Minnesota BioBlitz in which the site was thoroughly sampled for all species and habitat types. Natural resource management plans were developed for the site in 2001 and 2012.

In 1992 the site was surveyed by the Minnesota Department of Natural Resources as part of its Minnesota County Biological Survey (MCBS) program inventory of Dakota County.

The National Park Service conducts ongoing research on river otters and bald eagles living within the field station's boundaries.

The National Park Service has established permanent vegetation monitoring plots within the field station's boundaries.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Rare Species

The 2011 Minnesota BioBlitz found 11 species of plants at Ordway that were new Dakota County records. The 1992 Minnesota County Biological Survey (MCBS; conducted by the MN Department of Natural Resources) recorded four plant species at Ordway that had significant MN state status (endangered, threatened, or special concern species). Tubercled rein-orchid and tall nut-rush are endangered species, kitten-tail is threatened, and lily-leaf twayblade is rare, but has no legal status. Tubercled rein-orchid is generally found in moist grassy meadows on calcareous or circumneutral substrate (Coffin and Pfannmuller 1988). At Ordway it was found by the MCBS in 1993 in a small wet meadow.

Tall nut-rush is a conspicuous sedge, distinctive for its smooth, white, enamel-like achenes that have a three-angled, minutely pebbled hypogynium (Coffin and Pfannmuller 1988). In Minnesota it is at the northern periphery of its range and is found in wet sandy swales of prairies, savannas or dunes. At Ordway, it was found in the same area as the rein-orchid.

Kitten-tail is a strict midwestern endemic. It has never been common in the state because its preferred habitat - gravelly soil in dry prairie, savanna and open woods on bluffs of the St. Croix, Mississippi and Minnesota Rivers - is uncommon. Kitten-tail is a perennial herb with a basal rosette of hairy, oval to heart-shaped leaves (Natureserve 2001). It produces one or more hairy, unbranched stems, 6 to 12 inches in height, with a few small, nearly sessile leaves and a dense cylindrical spike of small yellow flowers. Plants usually bloom in May, with fruits dehisced by the end of June. It occurs in small, scattered patches with widely variable numbers of plants per patch. The 1992 MCBS recorded this species on a ridgeline opening in the south part of the oak woodland at Ordway.

Lily-leaved twayblade was the most abundant of the rare species. This orchid is typically found in mature mesic to moist oak or deciduous forests. It can, however, colonize recently disturbed sites and may be found in thickets of young saplings. At Ordway, numerous patches have been located in the woods over the years, ranging from 7 individuals to over two thousand (Johnson 1994). The largest patches emerged after a burn, to which the species seems to respond vigorously (Johnson 1994).

The field station is located within the Mississippi River Flyway, a flyway of global significance for migratory bird species. Every year, millions of birds, representing over three hundred species, migrate through the corridor or remain as year-round residents (Korschgen, Krisch and Kenow 1998). This represents 60 percent of all North American species (McGuinness 2000).

The proximity of Ordway to the River attests to its importance for both migratory and resident species. Bald eagles annually nesting on the property near the river, and the diversity of habitats is home to numerous other species.

The wetlands and ponds at Ordway provide important habitat for amphibians. Surveys completed in 1986 and 2001 (Gerholdt pers.

comm.) identified six species of frogs and toads at the property). Four snake species and three turtle species were found. The 2011 MN BioBlitz found five species of amphibians, five species of reptiles and 30 species of fish at Ordway.

Black ash seepage swamps and seepage meadows are increasingly rare. The nearly three acres of black ash seepage swamp identified at the Ordway Field Station comprise over 50 percent of the total recorded by the MN Department of Natural Resources for Dakota County (DNR-CBS Seepage meadows are quite rare in the region and not well documented (Wovcha et al. 1995); only 20 acres were identified in Dakota County (DNR-CBS 1997) and the two seepage meadows identified at Ordway totaled less than one acre.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The Katharine Ordway Natural History Study Area (Ordway Field Station) is located on the bluffs of the Mississippi River in Inver Grove Heights, Minnesota, 17 miles from campus. The nearly 300 acre site was established in 1967 by Macalester College with the help of a major gift from Katharine Ordway. The many natural habitats found at Ordway Field Station include tall grass prairie, oak savanna and woodland, riparian forests, seasonal and permanent ponds and springs, and a backwater lake, adjacent to the Mississippi River.

- These lands have been set aside by the College for biological and environmental education and the protection and management of natural environments.
- The College has recently been awarded a \$25,000 grant from the National Science Foundation to fund the development of a strategic plan for the field station.
- In 2012 the College sold a conservation easement on the majority of the lab. In partnership with Dakota County, the city of Inver Grove Heights and the Friends of the Mississippi River (FMR), Macalester College has permanently protected 150 acres of the Katharine Ordway Natural History Study Area (Ordway Field Station) along the Mississippi River in Inver Grove Heights. The project included acquisition of a conservation easement and enhanced public access by Dakota County, vacation of unnecessary streets by the city and increased funding for the Ordway Field Station.
- The 2012 perpetual conservation easement agreement included a detailed and updated natural resource management plan that will guide the protection of species, habitats and environmentally sensitive areas on site.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://www.macalester.edu/ordway/>

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Responsible Party

David Sisk

Associate Director

Information Technology Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

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

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

Macalester only purchases ePeat gold and silver certified computers and Energy Star certified printers. Macalester's e-waste and used equipment is sent to a materials recycler.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Macalester purchases computer desktops, laptops and monitors with a gold or silver Electronic Product Environmental Assessment Tool (EPEAT) rating.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 <i>US/Canadian \$</i>
EPEAT Silver	10,741.73 <i>US/Canadian \$</i>
EPEAT Gold	514,272.81 <i>US/Canadian \$</i>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

526,833.42 *US/Canadian \$*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.macalester.edu/its/about/sustainability/>

Cleaning Products Purchasing

Responsible Party

Ralph Williamson
Custodial Services Manager
Facilities Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

The 3M line of Green Seal Products are purchased.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

After months of hands on testing and surveying of the users, the 3M line of Green Seal Products has been chosen. Macalester has successfully converted all buildings and completed all training for the 3M product line.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

9,125 US/Canadian \$

Total expenditures on cleaning and janitorial products:

12,125 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

Yes

A brief description of the institution’s low-impact, ecological cleaning program:

Facilities Management has switched over to a completely non-toxic cleaning system, using the 3M line of Green Seal products. All cleaning supplies now represent purchasing decisions that prove better for environmental and human health.

More information can be found at:

<http://www.macalester.edu/sustainability/projects/purchasing/greensealvendor.pdf>

A copy of the sections of the cleaning contract(s) that reference certified green products:

[Macalesters Green Cleaning Procedures.doc](#)

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution's green cleaning initiatives is available:

<http://www.macalester.edu/sustainability/projects/purchasing/>

Office Paper Purchasing

Responsible Party

Matt Rumpza

Purchasing and AP Manager
Purchasing and Accounts Payable

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

All paper purchased is 100% recycled paper.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

As of January of 2010, Macalester adopted a policy of purchasing only 100% Recycled content paper. Document Services only purchases this and the Accounting office has pursued a campaign to have all campus departments to purchase only through Document Services.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	0 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	57,100 US/Canadian \$

Total expenditures on office paper :

57,100 US/Canadian \$

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://www.macalester.edu/sustainability/greenaward/greenstars.html>

Inclusive and Local Purchasing

Responsible Party

Matt Rumpza

Purchasing and AP Manager
Purchasing and Accounts Payable

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

Submission Note:

The guidelines for purchasing is on page 32 of the Sustainability Report.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

[MacalesterSustainabilityPlanDec2011.pdf](#)

The policy, guidelines or directive governing inclusive and local purchasing:

Seek and create purchasing options that minimize Macalester's costs and promote a positive ecological and social impact.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Matt Rumpza

Purchasing and AP Manager
Purchasing and Accounts Payable

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

[WRC_Model_Code_of_Conduct.pdf](#)

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Macalester's Bookstore and Athletics department use the Worker's Rights Consortium as their guideline for purchasing.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The Vendor Code of Conduct was written explicitly in regards to apparel purchasing, and has shaped the chosen clothing suppliers whom the College retails.

The website URL where information about the institution's guidelines for its business partners is available:

<http://www.macalester.edu/procurement/documents/codeofconduct.pdf>

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Nathan Lief
Facilities Director
Facilities

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

The fleet includes the campus utility vehicles. We only purchase electric utility vehicles unless a gas-powered one is specifically required.

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

Total number of vehicles in the institution's fleet :

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	10
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

HOURECAR is an alternative fleet vehicle.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

95.20

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	4.80
Walk, bicycle, or use other non-motorized means	92.40
Vanpool or carpool	1.70
Take a campus shuttle or public transportation	1.10
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

A survey was administered in collaboration with St. Paul Smart Trips.

The website URL where information about sustainable transportation for students is available:

[STARS Reporting Tool | AASHE](#)

Employee Commute Modal Split

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

35

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	64.86
Walk, bicycle, or use other non-motorized means	21.38
Vanpool or carpool	5.80
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

Macalester conducts surveys among among faculty and staff.

The website URL where information about sustainable transportation for employees is available:

<http://www.macalester.edu/sustainability/initiatives/projectstransportation.html>

Support for Sustainable Transportation

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The Leonard Center, Macalester's athletic and wellness facility, is open to all members of the Macalester community. It includes gym lockers and showers.

Markim Hall is the first administrative building to be equipped with a shower specifically for commuting cyclists.

Covered bicycle parking is available on campus.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Every building on campus has access to bicycle parking.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

MacBike's Bike Share program allows students, faculty, and staff to check out bicycle from the library for up to a week. The Front Desk of the Campus Center also has bike pumps and helmets for check out.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

We received honorable mention.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

A variety of Metro Transit bus passes are subsidized by Macalester College and available for sale to students, faculty, and staff at the Information Desk.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

Macalester promotes a GRT program is available by metroTransit

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The Macalester College Student Government offers a carpool matching program to students coordinating rides and shuttle to major transit hubs. The Sustainability Office also publicizes MetroTransit's carpool/vanpool matching service. Macalester College has preferential parking for carpools and low emitting vehicles.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

HOURCAR is a car-sharing program that serves the Twin Cities area. The Macalester High Winds Fund gave a grant to set up a hub next to Macalester College. Individuals can sign up for a membership. Departments can also sign up for a Departmental Membership. The Civic Engagement Center uses the Departmental membership extensively.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

An electric vehicle charging station is installed on campus.

<http://www.macalester.edu/news/2013/11/macalester-implements-electric-vehicle-charging-station/>

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

It is the policy of the College to provide opportunities for employees to participate in telecommuting when such opportunities become available. Telecommuting is defined as a work arrangement which allows an employee to work a portion of their day or week off campus. This policy applies to all Macalester staff employees, with the exception of those covered by collective bargaining agreements and student employees. Telecommuting arrangements will be considered for any situation where the employee can show that it will benefit him/herself, the work or project in progress, and the College in general.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Many employees are given the opportunity to schedule their own working hours in consultation with their supervisor, within the limitations set by Macalester, in order to meet the goals and objectives of the work unit or department. Generally, full-time employees work 7.75 hours each day and arrive and leave within specified two-hour periods: employees may arrive anytime between 6:45 a.m. and 9:00 a.m., work 7.75 hours, and leave anytime between 3:15 p.m. and 5:30 p.m. (allowing a minimum of 30 minutes for lunch). Established arrival and departure times should be consistent day to day and week to week. When necessary, individual offices or departments have the option of revising these arrival/departure hours to meet specific needs with the approval of the direct report. This optional authority includes the flexibility to schedule a compressed workweek, again with the approval of the direct report, but also subject to review by the Director of Employment Services. The Director of Employment Services will review compressed work week proposals to ensure that the following standards are met:

1. Arrival and departure times, and days of work, are consistent day to day and week to week;
2. Employees are notified at the inception of the compressed work week schedule that scheduled days may not be moved to accommodate holidays or vacation scheduling, except that if the employee's scheduled day off falls on a scheduled College holiday, the number of hours

that the employee normally works can be taken off any time during that month's pay period (exempt) or bi-weekly pay period (nonexempt) with agreement of the supervisor, and the holiday benefit will be equalized to the employee's regular FTE (full time equivalent) pay;

3. All exempt employees record time usage in hours rounded down to the nearest quarter hour (i.e. .00, .25, .50, .75), less than two hours is not reported. (For employees working a four-day compressed work week a full day would be reported as 9.50 hours and a half day would be reported as 4.75 hours.)

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

Macalester maintains 36 housing units within a quarter mile radius of the College, through the High Winds Fund. These are available to all existing and new staff and faculty. This service has been provided for the past 56 years and we have found that the temporary, college-owned housing nearby more often than not convinces new staff and faculty to purchase permanent housing nearby. The High Winds Fund also provides housing information services on rental and purchase opportunities within 1 mile of campus. In addition, the College has funded car-sharing and bike-sharing hubs on campus to make living close to campus even easier.

The "Walk to Work" Program, funded by Macalester's High Winds Fund, provides financial assistance for faculty and staff members to purchase homes within one mile of campus. Those who participate in the program receive "fix up" matching grants up to \$3,000 for home improvement projects.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

An alternative commuter coffee break is sponsored by the sustainability office.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www.macalester.edu/admdept/sustainability/public.www/SustainabilityUpdateNov2010.pdf>

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Ralph Williamson
Custodial Services Manager
Facilities Services

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Macalester switched vendors in 2012 to allow for composting.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	99.90 Tons	79.20 Tons
Materials composted	154.70 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	227.50 <i>Tons</i>	357.30 <i>Tons</i>
--------------------------------------------------------------------	--------------------	--------------------

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,005	1,001
Number of residential employees	565	566
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,011	2,002
Full-time equivalent of employees	565	566
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	June 1, 2012	May 31, 2013
Baseline Year	June 1, 2010	May 31, 2011

A brief description of when and why the waste generation baseline was adopted:

Macalester's Sustainability Office adopted its sustainability plan in 2009, a year after Macalester's President signed the climate commitment that gives Macalester a goal of reaching carbon neutrality by 2025. As part of our Sustainability plan, we also set a goal for zero waste by 2020 thus making our waste generation baseline from the year 2008.

A brief description of any (non-food) waste audits employed by the institution:

Waste audits were performed with the guidance of Minnesota Waste Wise in 2010 and in 2014.

A brief description of any institutional procurement policies designed to prevent waste:

All disposable dishware, take out containers, and catering supplies are compostable where ever possible.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

MacFree Swap is an online listing service that allows students, faculty, and staff to post unwanted items online and arrange for pick-up. In 2011, the MacFree Swap expanded into a physical space as well next to the Sustainability Office where all members of the Macalester community can pick-up and drop-off items.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

The catalogs are available online for students. Course schedules are not printed and are only available online for students. The college directory is also available online.

A brief description of any limits on paper and ink consumption employed by the institution:

The Library and Media Center student workers launch a 'Ponder Before Printing' awareness campaign once a semester to discourage student printing on campus. PDF markup software is offered, printing tips and alternative ink-efficient fonts are promoted, and professors are asked to consider fewer printed assignments or readings.

Finally, the Library has a printing tracking system that, in addition to providing use data, limits student print jobs to two at a time to discourage mass printing.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

In response to the traditionally overwhelming amount of waste generated when students move out the dormitories, a collaborative program was set up by the Zero Waste Committee to capture useable material for a fall garage sale, and promote recycling. The recycling rate jumped from 17% in 2008 to an impressive 46% in 2009 (including e-waste). Two rooms of material were stored on campus for resale at the fall Habitat for Humanity garage sale. Since then, an extensive Move Out program has been instituted. The garage sale has continued and useable items are donated to Goodwill.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

2008 -present: Graduation Gown Donation Program: Mac grads donate graduation gowns to MN Internship Charter High School

2008 - present: Greening Reunion: Zero Waste Picnic incorporated, started email outreach instead of postcards, water coolers instead of water bottles.

2008 -present: EcoClamshell: Reusable carryout containers available at the Grill

2009 - present: Papercut software: ITS installed Papercut software to count pages printed by student

2009 - present: 100% Recycled Letterhead: Letterhead changed to a 100% post consumer waste recycled paper

2009 - present: Printing awareness week: Library starts annual printing reduction outreach

2009 - present: Student Account eBilling: Switched from paper bills to eBilling

2009 - present: Move Out: Extensive recycling and reuse program put in place, Recycling rate jumped from 17% in 2008 to 46% in 2009

2010 - present: Onesies: Reused one sided paper notebooks, "onesies" given to all first year students from the Library in 2010

2010 - present: CFL and ewaste recycling on campus: Bins available in the Sustainability Office for student, staff and faculty

2010 - present: Reusable dishware and dishwashers: MCSG bought a set of reusable dishware for student organizations

2010 -present: MacFreeSwap: Listing service on 1600 Grand and free stuff table in Kagin Commons

2010 -present: 100% Recycled Copy Paper: 100% recycled copy paper standard started as campus standard

2010 -present: Print release stations: Reduces accidental printing

2011 - Reuse of Macalester Pipe Organ: Macalester Pipe Organ donated to local church

2011 - Holiday Light Recycling Program: Collaboration with the Recycling Association of Minnesota to collect discarded holiday lights and electrical cords

2012 - Recycled Art and Craft Fair: Student recycled art and craft fair hosted

2013 - Composting started on campus

2014 - Catering and Food Service start using all compostable dishware

2014 - Compostable dishware promoted to departments

A brief description of any food waste audits employed by the institution:

Macalester is scheduled to have a dining service waste evaluation this October 2014 with Minnesota Waste Wise.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Bon Appetit makes all their food in small batches as needed to prevent having leftovers. Food will be prepped in large quantities and cooked on an as need basis so the prepped ingredients can be used again in different meals. When large amounts of food do end up being leftover from large events, the prepared foods are donated to Second Harvest Heartland, a local hunger relief organization.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

The dining hall hosts has removed all trays from the cafeteria to reduce water usage. This initiative was prompted by the Sustainability Office in 2012.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Customers at the Grille can request an EcoClamshell container for to-go meals, which they then return to be washed. Except for foil wrappers on granola bars and condiment packets etc., all packaging and silverware at the Grille is compostable.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

The Dining Hall offers only reusable dishes. Customers at the Grille can request reusable dishes if they are dining on site, otherwise food is always served using compostable ware.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Bon Appétit sells reusable mugs on campus for \$5.00, which entitles the owner to discounted coffee refills with the mug. For \$1.50 purchasers can have unlimited coffee for the day.

A brief description of other dining services waste minimization programs and initiatives:

Sustainability student workers organize regular Clean Plate Days once a week, where volunteers would help individuals scrape their own food waste into the correct bins after dining to help raise awareness about food waste. In addition, the bins were then weighed to determine how much food waste was being produced, and it was determined that the amount of waste was substantially less on Clean Plate Days, when individuals were responsible for disposing of their own scraps, than on other days.

The website URL where information about the institution's waste minimization initiatives is available:

<http://www.macalester.edu/sustainability/projects/recycling/>

Waste Diversion

Responsible Party

Ralph Williamson
Custodial Services Manager
Facilities Services

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

animal bedding composting: Macalester Urban Land and Community Health raises chickens and composts their bedding after its use.

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

Materials diverted from the solid waste landfill or incinerator:

254.60 Tons

Materials disposed in a solid waste landfill or incinerator :

227.50 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Macalester has substantially decreased its food waste by diverting pre- and post-consumer food waste to a local pig farm. The recycling program diverts paper, glass, aluminum, plastic. E-waste and CFLs are collected from departments and the Macalester community. Finally, the Mac Free Swap was launched in 2009 as an online listing service for the Macalester community. A MacFree Swap dropsite is also available in the Sustainability Office.

A brief description of any food donation programs employed by the institution:

When large amounts of food are leftover from large events, the prepared foods are donated to Second Harvest Heartland, a local hunger relief organization.

A brief description of any pre-consumer food waste composting program employed by the institution:

In early 2009, a student led project culminated in a partnership between Macalester College, Bon Appetit and Barthold Farms to divert food waste into a pig feed.

A brief description of any post-consumer food waste composting program employed by the institution:

The food waste to pig farm diversion has grown to include all food waste produced by Bon Appétit, including post-consumer waste and catered food waste.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	---

Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	---
Tires	---

Other materials that the institution includes in its waste diversion efforts:

- Mini-fridges (420 lbs)
- Clothing and shoes (3351 lbs)
- Books (497 lbs)
- Household goods (999 lbs)
- Miscellaneous plastics (811 lbs)

Construction and Demolition Waste Diversion

Responsible Party

Nathan Lief
Facilities Director
Facilities

Criteria

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

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

545.15 Tons

Construction and demolition materials landfilled or incinerated :

193.24 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

With the last three building projects, the first two being completed in Fall of 2012 and the third being completed in January of 2014, Macalester made a significant impact by choosing to remodel existing structures instead of leveling the site and starting from scratch. This choice kept a significant amount of waste from entering the waste stream, as well as reducing emissions from pouring new structures.

Hazardous Waste Management

Responsible Party

Robert C. Rossi
Laboratory Manager
Chemistry Department

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Macalester College has taken a number of steps to reduce hazardous waste on campus. These include:

- Centralized chemical ordering system
- Laboratory exercises scaled down from grams to milligrams
- Many laboratory experiments redesigned to reduce the chemical hazards associated with them
- Yearly inventory of chemicals
- Chemical tracking system

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Use of hazardous chemicals is subject to specific protocol outlined in the college's Chemical-Hygiene Plan. It delineates specific procedures for chemical usage as well as detailed protocol to be used in the case of over exposure to hazardous chemicals. The disposal of this chemical waste is taken care of by a licensed recycling company contracted by Macalester. Macalester chooses which company to use based on methods for waste transport and disposal, company reputation, and cost. Macalester prefers to dispose of its hazardous

wastes using combustion or fuel blending.

In its waste disposal practices, the college aims to be economical as well as environmentally responsible as possible.

Some additional steps include:

- Use of water miscible paints to allow safe disposal down the drain
- Recycling of used car batteries, oil, light bulbs, and other waste from Facilities Management
- Remediation of select wastes in-house to reduce shipping (e.g. acid neutralization)

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Macalester College has implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals. Each chemical bottle has a unique barcode. The computerized inventory system uses this barcode to store the bottle's information, including chemical information, container size and room location. Faculty can then always be aware of what chemicals are available for use. Faculty also do an evaluation on the use of chemicals once a year to better inform which kinds of chemicals should be purchased in lower quantity to reduce any unnecessary waste.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

We pay a materials recycling company,

<http://www.mpc-e.com>

, to come to campus and haul away our accumulated e-waste. Broken and irreparable components are broken down, and their component elements are either recycled or disposed of in approved, environmentally-conscious ways. Computers and electronic devices that still work are refurbished and resold to the public at substantial discounts - Macalester gets 50% of the proceeds from these sales. To date, the profit-sharing has been sufficient to cover our costs for recycling our e-waste, which is in itself economically sustainable.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Full information about MPC-e.com's recycling practices and the standards they meet can be found on their Web site,

<http://www.mpc-e.com>

. Their certifications include R2, e-Stewards, ISO 14001, ISO 9001, OHSAS 18001 and Microsoft Registered Refurbisher. MPC-e belongs to NAID and ITAR.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Nathan Lief
 Facilities Director
 Facilities

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	26,808,320 Gallons	21,040,076 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	26,808,320 Gallons	21,040,076 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	-------------------------	----------------------

Number of residential students	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,047	1,872
Full-time equivalent of employees	567	542
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,392,731 <i>Square Feet</i>	1,351,585 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	11 <i>Acres</i>	11 <i>Acres</i>

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

	Start Date	End Date
Performance Year	June 1, 2012	May 31, 2013
Baseline Year	June 1, 2007	May 31, 2008

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

none

A brief description of any water metering and management systems employed by the institution:

Markim Hall has a system that monitors all water usage and updates it to a publicly available database every fifteen minutes.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

The majority of sink faucets have been converted to use 1.5 GPM aerators.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Macalester is using low flow shower heads. Approximately 90% use 2.5 GPM aerators.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Macalester has adopted, through the prairie restoration project and the Markim Hall landscaping considerations, planted low maintenance native grasses into landscape plans. This practices has recently been formalized in the 2011 Sustainable Landscape Plan which takes into account the plan and design, and appropriate plant selection aspects of xeriscaping.

A brief description of any weather-informed irrigation technologies employed by the institution:

The Grounds department has rain sensors that turn off the irrigation system while it is raining so as not to contribute to stormwater runoff.

A brief description of other water conservation and efficiency strategies employed by the institution:

A student, as part of an internship, convinced the college to retrofit college sinks and lower-flow aerators.

The website URL where information about the institution's water conservation and efficiency initiatives is available:

<http://www.macalester.edu/sustainability/sustainability-plan/>

Responsible Party

Nathan Lief
Facilities Director
Facilities

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

All new building projects need to infiltrate the first inch of precipitation from the building site. This is a regulation in our area. We go further by having a goal of infiltrating the first inch of precipitation campus-wide. Storm water projects have been part of the Leonard Center, Markim Hall, and Janet Wallace Fine Arts Center building projects. Other stormwater projects include: Janet Wallace Fine Arts parking lot, porous pavers, porous concrete test, raingarden and green roofs.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Macalester developed a sustainable landscaping master plan in 2011 that addresses stormwater. Macalester's sustainability plan includes infiltrating the first inch of precipitate campus wide.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

The MacCARES, a student organization, green roofing task force successfully installed a green roof on a connecting hallway between student dorms in 2006. The roof was installed using a containerized green roof block system. In 2008, another student imitative installed a green roof on Kagin Commmons and has sewn it with prairie grasses. The sustainability office replanted the Kagin green roof.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Porous pavement are installed at Markim Hall, the Library plaza, the Woodlawn walkways, and areas around the Art and Music Departments.

A brief description of any downspout disconnection employed by the institution:

All downspouts on campus are either daylighted or flow to infiltration basins.

A brief description of any rain gardens on campus:

A student-designed rain garden is located near the library.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The "detention" ponds are located near the athletic game field and all run off from the fields goes to the detention area; by the Campus Center where all roof stormwater collects and George Dayton residence hall where site on roof stormwater is collected.

A brief description of any bioswales on campus (vegetated, compost or stone):

A brief description of any other rainwater management technologies or strategies employed by the institution:

Markim Hall has an underground groundwater return mechanism, involving perforated piping in the soil. A similar system was constructed for the Leonard Center Athletic complex which included about 450 feet of six foot diameter perforated pipe. A much larger scale system was installed for the Janet Wallace Fine Arts Center, involving some 750 ft of six foot diameter underground perforated piping.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://www.macalester.edu/sustainability/data-reports/SustainabilityatMacalesterDecember2012.pdf>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The sustainability office has been a vehicle and support for many student led sustainable initiatives such as banning bottled water, switching disposable white board markers to refillable ones, implementing composting and recycling, promoting public transportation and bike usage among others. There also exists the student sustainability network where students can support each other and share ideas for projects and the faculty, staff and student sustainability advisory committee which acts as a space to talk about current sustainability projects.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

Sustainability Advisory Committee:

The mission of the Sustainability Advisory Committee is to oversee the implementation of the American College and University Presidents Climate Commitment and the Talloires Declaration. The committee also recommends policies and practices which best reflect

College's commitment to an environmentally sustainable world. In addition, the committee will function as a conduit for information exchange about campus sustainability initiatives.

Zero Waste Committee:

The mission of the Zero waste committee is to work towards achieving this goal, the Zero Waste committee will be an advisory group to provide leadership for the Macalester College Recycling Organization (MacRO) program. In addition, the Zero Waste Committee will advise the Facilities Services department, and MacRO, on strategies for successful campus recycling efforts.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

The Sustainability Advisory Committee is comprised of three staff members, two faculty members, four students (two are appointed by Macalester College Student Government and two are appointed by the Sustainability Manager to represent specific student sustainability initiatives). Faculty and Staff Members are appointed for two year terms. Students are appointed for one year terms.

The Zero Waste committee is comprised of seven full time staff, one faculty member, and four students.

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

<http://www.macalester.edu/sustainability/about/committees/>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The mission of the Sustainability Office is to act as a resource for encouraging and enabling the advancement of sustainability across campus. It does this by:

- helping to form connections between students, staff, faculty and the senior administration
- creating and supporting campus communication structures
- acting as a central hub of information on sustainability
- supporting sustainability projects and policies

The Sustainability Office works in conjunction with and under the oversight of the Sustainability Advisory Committee.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1.30

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

<http://www.macalester.edu/sustainability/index.html>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Suzanne Savanick Hansen, Sustainability Manager; Kurt Miller, Sustainability Project Coordinator

A brief description of each sustainability officer position:

Suzanne Savanick Hansen, Macalester College's Sustainability Manager, works with students, staff and faculty on campus sustainability projects. She led the effort to develop a comprehensive Sustainability Plan. That innovative plan includes a climate action plan for the college's American College and University Presidents Climate Commitment. She chairs the Sustainability Advisory Committee and co-chairs the Zero Waste Committee. She also typically teaches or co-teaches at least one environmental studies course a year. So far her classes have calculated the college's greenhouse gas emissions inventory, developed recommendations for the college's climate action plan and developed projects that advance the goal of zero waste by 2020.

Kurt Miller, Sustainability Project Manger, works on sustainability projects for the office. He has implemented the AusPens pilot project, organized the installation of energy metering in the dorms. He also manages the student workers in the office and handles the administration of the office.

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

<http://www.macalester.edu/sustainability/staff/>

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	No
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	No
Diversity and Affordability	No	No
Health, Wellbeing and Work	No	No
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

The Sustainability Plan states the following plans to advance sustainability in Curriculum under section 1.3 Education (Student Learning in the Classroom):

- 1) Continue supporting academic internships that focus on sustainability
- 2) Increase opportunities to use the campus as a teaching tool
- 3) Support new faculty seminar, academic leadership seminars, and "talking about teaching" sessions that focus on sustainability topics
- 4) Augment faculty development by providing resources and encouragement to integrate sustainability throughout the curriculum
- 5) Continue to support and strengthen faculty connections to ongoing community partners whose focus is sustainability issues
- 6) Identify sustainability opportunities and programs for study abroad
- 7) Support students in creating academic civic engagement projects to promote innovative sustainability efforts related to campus operations and/or create Macalester-community partnerships
- 8) Continue outreach to faculty about opportunities for sustainable classroom management
- 9) Continue to offer grants for curriculum and course development
- 10) Develop resource guides by department with examples of syllabi, assignments, service learning, course materials, and other tools to assist faculty who want to include sustainability as part of courses they teach and research they conduct with students

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The Sustainability Plan includes the following goal for advancing sustainability in the curriculum: increase the number of students exposed to sustainability through academic work.

Accountable parties, offices or departments for the Curriculum plan(s):

The Sustainability Plan lists the following departments as accountable for our Research plans: Corporate and Foundation Relations, and the Sustainability Office

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The Sustainability Plan states the following plans to advance sustainability in Research under section 1.3 Education (Research):

- 1) Develop and implement a plan to more effectively publicize opportunities for sustainability research funding
- 2) Develop an effective tracking mechanism for faculty sustainability research

The measurable objectives, strategies and timeframes included in the Research plan(s):

The Sustainability Plan includes the following goal for advancing sustainability in Research plans: Increase the amount of faculty research on sustainability issues.

Accountable parties, offices or departments for the Research plan(s):

Corporate and Foundation Relations, and the Sustainability Office

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Sustainability Plan states the following plans to advance Campus Engagement around sustainability under section 1.3 Education (Campus and Community Learning):

- 1) Promote sustainability across campus by requiring each administrative department to develop a bi-annual Departmental Sustainability Action Plan
- 2) Develop campus outreach programs to raise awareness of, and participation in, sustainability projects including, but not limited to, waste reduction and the Campus Energy Challenge.
- 3) Create outreach opportunities for campus sustainability events and programs for the community
- 4) Continue to support ongoing student initiated community projects, such as the Live It! Fund, Action Fund, and Projects for Peace.
- 5) Support students looking for sustainability related career options
- 6) Continue to offer sustainability tours and other sustainability topics at Reunion
- 7) Increase opportunities to leverage alumni engagement and connect with students around sustainability issues, including guest lectures, provide internships and career support
- 8) Investigate developing a Sustainability Alumni Network

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

The Sustainability Plan includes the following strategy for advancing campus engagement around sustainability: Incorporate sustainability into student learning outside the classroom.

Accountable parties, offices or departments for the Campus Engagement plan(s):

The Sustainability Plan lists the following departments as accountable for Campus Engagement Plans: Residential Life, Civic Engagement Center, and the Sustainability Office.

A brief description of the plan(s) to advance Public Engagement around sustainability:

The Sustainability Plan states the following plans to advance Campus Engagement around sustainability under section 1.3 Education (Campus and Community Learning):

- 1) Promote sustainability across campus by requiring each administrative department to develop a bi-annual Departmental Sustainability Action Plan
- 2) Develop campus outreach programs to raise awareness of, and participation in, sustainability projects including, but not limited to, waste reduction and the Campus Energy Challenge.
- 3) Create outreach opportunities for campus sustainability events and programs for the community
- 4) Continue to support ongoing student initiated community projects, such as the Live It! Fund, Action Fund, and Projects for Peace.
- 5) Support students looking for sustainability related career options
- 6) Continue to offer sustainability tours and other sustainability topics at Reunion
- 7) Increase opportunities to leverage alumni engagement and connect with students around sustainability issues, including guest lectures, provide internships and career support
- 8) Investigate developing a Sustainability Alumni Network

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The Sustainability Plan includes the following strategies for advancing public engagement around sustainability:

1. Create diverse opportunities for the campus community to be involved in efforts to foster ownership of sustainability processes in all aspects of college life and operations. Connect Macalester community members with sustainability opportunities in the community and connect community members with sustainability opportunities and events on campus.
2. Provide students with information about sustainability career options by connecting alumni with Macalester's sustainability programs and goals.

Accountable parties, offices or departments for the Public Engagement plan(s):

The Sustainability Plan lists the following department as accountable for Public Engagement Plans: Sustainability Office, Facilities Services, Zero Waste Committee, Career Development Center, Alumni Office, Civic Engagement Center, High Winds, and Communications and Public Relations.

A brief description of the plan(s) to advance sustainability in Air and Climate:

Macalester's President Rosenberg signed the American College and University President's Climate Commitment in 2007, which gives Macalester the goal of reaching carbon neutrality by 2025. We plan on reaching this goal by investing in energy efficiency, renewable energy on and off campus, and offsetting our current emissions.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

To ensure our efforts to achieve climate neutrality by 2025 are on track, we've set benchmarks, as follows (which is part of our sustainability plan):

- 2015 – 17.5 percent reduction from 2007-2008 levels
- 2020 – 35 percent reduction from 2007-2008 levels
- 2025 – 52 percent reduction from 2007-2008 levels, 48 percent would be offset or obtained from off-site renewable energy

Accountable parties, offices or departments for the Air and Climate plan(s):

The Sustainability Plan lists the following departments as accountable for our Air and Climate Plans: The Sustainability Office and Facilities Services.

A brief description of the plan(s) to advance sustainability in Buildings:

The Sustainability Plan includes the following plans for advancing sustainability in buildings under section 1.2 Operations (Building Green):

- 1) Implement a Green Building Policy: All new construction or major renovations must meet the Minnesota B3 guidelines or be designed to at least a LEED silver standard
- 2) Systematically share information and gather feedback about major infrastructure projects with the Macalester community
- 3) Analyze the effectiveness of current green building metrics for campus buildings
- 4) Investigate LEED for existing buildings

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The Sustainability Plan includes the following strategies for advancing sustainability in buildings:

- 1) Implement a Green Building Policy: all new construction or major renovations must meet the Minnesota B3 guidelines or be designed to at least a LEED silver standard.
- 2) Systematically share information and gather feedback about major infrastructure projects with the Macalester community.
- 3) Analyze the effectiveness of current green building metrics for campus buildings.
- 4) Investigate LEED for existing buildings

Accountable parties, offices or departments for the Buildings plan(s):

The Sustainability Plan lists the following departments as accountable for the building plans: Facilities Services, Sustainability Office, and the Sustainability Advisory Committee

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Macalester College President Brian Rosenberg signed the Real Food Challenge Campus Commitment in 2012, which commits the school to 30% Real Food by 2020.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

The Real Food Campus Commitment pledges Macalester to purchase 30% Real Food by 2020. Real Food is defined as ecologically sound, fair, humane and community based and is assessed using the Real Food Calculator. The Macalester Sustainability Office is currently developing a real food action plan to layout benchmarks for this goal. Strategies for reaching 30 percent Real Food include, shifting conventionally produced products to locally produced products, reducing conventional purchases, and continuing to implement Bon Appetit's sustainability benchmarks.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Bon Appetit, the Sustainability Office, and the Food Systems Working Group are accountable parties for our Real Food Challenge Commitment.

A brief description of the plan(s) to advance sustainability in Energy:

The Sustainability Plan includes the following plans for advancing sustainability in buildings under section 1.2 Operations (Energy):

- 1) Implement energy efficiency projects with a five-year or better financial payback and projects with longer paybacks where practical
- 2) Investigate installing solar panels when renovating buildings
- 3) Investigate renewable energy opportunities and implement renewable energy programs as they become practical
- 4) Investigate systems to individually monitor energy usage for buildings
- 5) Eliminate fuel oil usage by switching to natural gas by 2015
- 6) Install solar panels on Markim Hall
- 7) Install on-site energy systems as these projects become financially practical
- 8) Research carbon-neutral, renewable fuel sources such as biogas with the goal of switching to a carbon-neutral fuel at Macalester

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The Sustainability Plan includes the following strategies for advancing sustainability in energy:

- 1) Implement energy efficiency projects with a five-year or better financial payback and projects with longer paybacks where practical. Annually review energy efficiency options.
- 2) Develop a mechanism to track cost savings from energy projects in order to fund later projects.
- 3) Investigate new ways to form partnerships (with other school, community groups, utilities, etc) to generate, own, and reap financial benefit from clean energy generation
- 4) Investigate installing solar panels when renovating buildings
- 5) Investigate renewable energy opportunities and implement renewable energy programs as they become practical
- 6) Investigate systems to individually monitor energy usage for buildings
- 7) Investigate creating an energy-efficiency maintenance position
- 8) Investigate opportunities for energy savings through behavior change, information feedback loops, and outreach.
- 9) Eliminate fuel oil usage by switching to natural gas by 2015.
- 10) Install solar panels on Markim Hall
- 11) Install on-site energy systems as these projects become financially practical
- 12) Research carbon-neutral, renewable fuel sources such as biogas with the goal of switching to a carbon-neutral fuel at Macalester College by 2025.

Accountable parties, offices or departments for the Energy plan(s):

The Sustainability Plan lists the following departments as accountable for the energy plans: Facilities Services, Sustainability Advisory Committee, and the Sustainability Office.

A brief description of the plan(s) to advance sustainability in Grounds:

The Sustainability Plan states the following plans to advance sustainability in grounds under section 1.2 Operations (Landscaping):

- 1) Implement the Sustainable Landscaping Master Plan
- 2) Review the de-icing products the college uses to find options that require the least energy to produce and have the least harmful environmental impact
- 3) Implement the Integrated Pest Management Plan
- 4) Develop a record-keeping and information sharing system for data about fertilizer, biodiversity, and water use

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The Sustainability Plan includes the following strategies for advancing sustainability in grounds and landscaping:

- 1) Implement the Sustainable Landscaping Master Plan
- 2) Review the de-icing products the college uses to find options that require the least energy to produce and have the least harmful environmental impact
- 3) Implement the Integrated Pest Management Plan
- 4) Develop a record-keeping and information sharing system for data about fertilizer, biodiversity, and water use.

Accountable parties, offices or departments for the Grounds plan(s):

The Sustainability Plan lists the following departments as accountable for the grounds plans: Facilities Services and the Sustainability Office.

A brief description of the plan(s) to advance sustainability in Purchasing:

The Sustainability Plan states the following plans to advance sustainability in grounds under section 1.2 Operations (Purchasing): Macalester recognizes that the goods and services the college purchases have both an environmental and social impact. The college has taken steps to reduce the negative impact of apparel purchases. In 2001, we became a member of the Workers' Rights Consortium, which monitors the labor practices at apparel factories. For the past two years, the Purchasing Department has employed a sustainability student worker and has been active in promoting sustainable purchasing on campus.

Goal: Seek and create purchasing options that minimize Macalester's costs and promote a positive ecological and social impact.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

The Sustainability Plan includes the following strategies for advancing sustainability in purchasing:

- 1) Explore opportunities for coordinated purchasing/investment with the goal of improving the sustainability of supply chains that Macalester uses while improving access for others to those supply chains.
- 2) Develop implementation plan for the Responsible Purchasing Policy

Accountable parties, offices or departments for the Purchasing plan(s):

The Sustainability Plan states that the Purchasing Department is accountable for purchasing plans.

A brief description of the plan(s) to advance sustainability in Transportation:

The Sustainability Plan states the following plans to advance sustainability in grounds under section 1.2 Operations (Transportation):

- 1) Promote direct flights and travel by train, bus, or other mass transit
- 2) Increase promotion of, and training for, teleconferencing and videoconferencing
- 3) Investigate options for offsetting all college-funded airline travel in a responsible, sustainable manner, with a goal of implementing such offsets by 2025

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The Sustainability Plan includes the following strategies for advancing sustainability in transportation:

Macalester College will promote reductions in airline emissions through voluntary means, such as using technology to reduce the need for travel, and will offset the rest of the travel emissions. The College will reduce emissions from airline travel 10% from 2008 levels by 2025.

Accountable parties, offices or departments for the Transportation plan(s):

The Sustainability Plan lists the following departments as accountable for the transportation plans: Purchasing Office, Sustainability Office, and Information Technology Services.

A brief description of the plan(s) to advance sustainability in Waste:

The Sustainability Plan states the following plans to advance sustainability in waste under section 1.2 Operations (Recycling and Waste):

- 1) Continue monitoring recycling, waste, e-waste, and reuse programs and assess current diversion rates and cost savings (or expenditures) from these discard programs
- 2) Continue a recycling and reuse outreach program
- 3) Increase composting at EcoHouse and the Veggie Co-op by providing additional training to students and develop a composting education program across campus
- 4) Participate annually in a waste reduction competition
- 5) Develop a guide for sustainable events to assist campus event planners
- 6) Investigate campus-wide commercial compost options
- 7) Develop a plan for adoption of compostable instead of disposable products
- 8) Develop program or partnership to reduce and recycle plastic bags, stretch wrap, and styrofoam
- 9) Develop a hazardous waste reduction plan that builds on our successful current program
- 10) Develop a paper reduction plan and outreach campaign

The measurable objectives, strategies and timeframes included in the Waste plan(s):

The Sustainability Plan states that Macalester College is committed to reaching zero waste by 2020 and reduce toxicity of waste.

Accountable parties, offices or departments for the Waste plan(s):

The Sustainability Plan lists the following departments as accountable for the waste plans: Zero Waste Committee, Facilities Services, Information Technology Services, Macalester Library, Residential Life, and the Sustainability Office.

A brief description of the plan(s) to advance sustainability in Water:

The Sustainability Plan states the following plans to advance sustainability in waste under section 1.2 Operations (Water):

- 1) Install water efficient fixtures in all new buildings and major renovations
- 2) Replace old fixtures with efficient fixtures when replacement is warranted
- 3) Investigate and support behavioral strategies and practices that will reduce water consumption
- 4) Investigate greywater reuse options on campus

The measurable objectives, strategies and timeframes included in the Water plan(s):

The Sustainability Plan states our goal to reduce the amount and improve the efficiency of potable water us on campus.

Accountable parties, offices or departments for the Water plan(s):

The Sustainability Plan lists the Facilities Services and the Sustainability Office as accountable departments for our water plans.

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Sustainability is the continuous effort to meet the needs of the present generation without compromising the ability of future generations to meet their needs by working toward a healthy environment, social justice, and a strong economy. At Macalester, sustainability is infused throughout our core values of academic excellence, internationalism, multiculturalism, and service to society.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

A new strategic planning is underway.

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

<http://www.macalester.edu/sustainability/>

Responsible Party

Ann Minnick

Director of Academic Programs
Academic Programs and Advising

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students can run as class representatives or for executive positions in MCSG (Macalester College Student Government). Furthermore, all MCSG members are appointed to different subcommittees. MCSG appoints student members to faculty, standing, and trustee committees.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

There are elections for student representatives to Macalester's Board of Trustees.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Student representatives sit on all major campus committees and are involved in decisions for construction and renovation. Students are in the following committees: Strategic Planning Committee, Academic Affairs Committee, Financial Affairs Committee, Program Board, Student Organizations Committee, Student Services and Relations Committee, Campus Committee, and Student Liasons to the Board of Trustees. Information on all of the MCSG committees and roles can be found on this website:

<http://www.macalester.edu/mcsg/committeesboards/>

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

The Staff Advisory Council solicits nominations for staff committee appointments.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Representative bodies exist to formally give input and make recommendations to Senior Management regarding the above categories. Campus committees include the advancement committee, benefits advisory committee, entertainment committee, honorary degree committee, infrastructure committee, library and media services advisory committee, resource and planning committee, safe workplace committee, social responsibility committee, staff advisory council, staff outstanding service award committee, student employment advisory committee, sustainability advisory committee, and wellness and health at Macalester.

Information on all of the staff committees and roles can be found on this website:

<http://www.macalester.edu/committees/sac/committees/>

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

All full-time faculty, whether contingent or tenure-track, are eligible to run for committees.

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Faculty members of all standing committees (of which EPAG, our governing body, is one) are elected from the voting members of the faculty who are full-time employees of the College. The committees that have student members shall have the student members elected according to rules developed by the Student Government. In conducting these elections, the Student Government should take into consideration the need for representation on faculty committees of the various subject matter fields taught at the College. The staff members that serve on the Resource and Planning Committee shall be elected according to the rules developed by the Staff Advisory Council.

In all cases for which members of the faculty are to be chosen by election, nomination shall be by means of a slate drawn up by the Faculty Personnel Committee, to which names may be added by floor nomination. The Faculty Personnel Committee shall announce the slate to be placed in nomination when the agenda for the faculty meeting in which nominations are to take place is circulated to the faculty. This is to allow members of the faculty to submit further nominations from the floor. The slate will consist of at least as many candidates as there are positions to be filled, though the normal practice will be to present more nominees than there are vacancies.

After the floor has been closed to new nominations, the Presiding Officer may ask for a vote (by voice or paper ballot) for any positions for which there are the same number of candidates as openings. Any person nominated during the meeting for such a position either must be present or must communicate to the Presiding Officer

For the Educational Policy and Governance Committee divisional representation will be ensured as follows. The candidate within each division who receives the largest number of votes from the faculty as a whole will be elected to the appropriate divisional slot. Once these divisional slots have been filled, the at-large slots will be filled as noted above.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty committees include the affirmative action committee, the educational policy and governance committee, the faculty personnel committee, the honorary degree committee, the library and media services advisory committee, and the resources and planning committee.

Information on all of the faculty committees and roles can be found on this website:

<http://www.macalester.edu/provost/committees/>

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Karla Benson Rutten

Director

Lealtad-Suzuki Center, Department of Multicultural Life

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Staff Affirmative Action Committee reviews the status of staff affirmative action program as well as operating policies and procedures affecting affirmative action.

The mission of the Department of Multicultural Life (DML) is to provide transformative leadership in creating a Macalester community that is equitable, inclusive, and socially just for everyone.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.macalester.edu/employmentservices>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	---
Administrators	---

A brief description of the cultural competence trainings and activities:

The Department of Multicultural Life runs the continuous Allies Project, which is a group of faculty, administrators, and students who are committed to creating a safe environment and community for all people regardless of sexual orientation, race, ethnicity, national origin, gender, religion, class, age, or ability. Allies of the Allies Project provide support and resources to individuals and/or groups who are exploring their own feelings and/or are struggling with issues related to their multiple identities. Programming for the Allies Project is ongoing and introductory workshops are hosted year-round.

In addition to Allies, the Employment Services Department hosts a yearly professional development session called Chautauqua which includes cultural competence workshops.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Karla Benson Rutten

Director

Lealtad-Suzuki Center, Department of Multicultural Life

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Every year, Macalester College assesses its campus diversity culture through surveys given to graduating senior students. The surveys are meant to assess their overall experience at Macalester College. Several questions are asked and among those questions are those related specifically to diversity culture. For example, they are asked to evaluate their overall satisfaction with the College's ethnic and racial diversity, climate for minority students etc.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

As well as having a high percentage of international students on campus, more effort through the Department of Multicultural Life, student organizations, and admissions is focused on encouraging american students of colors to apply.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Macalester continually monitors and adjusts it's approach to maintain our commitment to our mission of being a preeminent liberal arts college with an educational program known for its high standards for scholarship and its special emphasis on internationalism, multiculturalism, and service to society. Specific efforts include monitoring and addressing hiring opportunities that would enable the college to employ a staff and faculty that is reflective of our student body. Additionally, Macalester promotes and nurtures a culture of acceptance related to diversity through on-campus programing, education and academic curriculum. The means for assessing need and outcomes include survey's, employment metrics and maintaining a culture of expression and understanding.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

not applicable

Support for Underrepresented Groups

Responsible Party

Karla Benson Rutten

Director

Lealtad-Suzuki Center, Department of Multicultural Life

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

• Emerging Scholars Program:

This program is designed to increase the number of historically marginalized students at Macalester College who are selected to participate in and receive opportunities for study abroad/away, internships, fellowships, and scholarships, and to increase their application and admittance to graduate and professional schools.

• Student Identity Collectives:

The following collectives are available for students: Asian Women of the Diaspora, Black Women of the Diaspora, Men of Color, Mixed People, Queers of Color, Gender Variant, White Identity, Working Class, and Women of Color.

The objective of Collectives is to provide students the opportunity to talk together about diversity issues both within their specific collectives and in inter-group dialogues.

• Alumni of Color & Friends Host Family Program:

In Collaboration with the Alumni Office located on Macalester Campus, this program connects Macalester alumni of color with first-year students of color and multiracial students. This program is designed to give new students an off-campus resource with shared experiences at Macalester who can assist students with their adjustment to campus and provide links to the greater Macalester community.

• International students host family program:

The Friends of Macalester International Students (FoMIS) Host Family Program at Macalester College places Twin Cities area residents and Macalester international students together for a cross-cultural exchange of ideas and friendship. The program has been in existence for over 30 years, and now includes approximately 150 families and 200 students. The program is administered by Macalester College International Student Programs.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.macalester.edu/multiculturallife/>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Harassment Committee

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.macalester.edu/studentaffairs/harassment/>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Kathy Murray

Provost

Provost

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Mellon Mays Undergraduate Fellowship Program:

The fundamental objective of MMUF is to increase the number of minority students, and others with a demonstrated commitment to eradicating racial disparities, who will pursue PhDs in core fields in the arts and sciences. The program aims to reduce over time the serious under-representation on the faculties of individuals from certain minority groups, as well as to address the attendant educational consequences of these disparities.

Consortium for Faculty Diversity in Liberal Arts Colleges:

Macalester College is a member of Consortium for Faculty Diversity in Liberal Arts Colleges (

<http://www.depauw.edu/admin/acadaffairs/CFD/>

). The Consortium is committed to increasing the diversity of students, faculty members and curricular offerings at liberal arts colleges with a particular focus on enhancing the diversity of faculty members and of applicants for faculty positions.

Macalester typically hosts two fellows per year.

The website URL where more information about the faculty diversity program(s) is available :

[STARS Reporting Tool](#) | [AASHE](#)

Affordability and Access

Responsible Party

Brian Lindeman

Director

Financial Aid

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Macalester College offers a financial aid package that meets 100% of the demonstrated financial need of students, a package that includes loans as well work study.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The recent addition of the Working Class Identity collective has created an affirmative space for those who come from low-income space, and in the same stroke, created a platform from which such an identity can interact directly with the administration. Furthermore, since the Identity Collectives are initially chaired by the Department of multicultural Life, DML has since been able to direct programming to serve these students' needs.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Emerging Scholars Program (ESP) is a program, created in collaboration with the Macalester Academic Excellence (MAX) Center, designed to increase the number of historically underrepresented students at Macalester who are selected to participate in and receive opportunities for study abroad/away, internships, fellowships, and scholarships, and to increase their application and admittance to graduate and professional schools.

A brief description of the institution's scholarships for low-income students:

Macalester College offers a financial aid package that meets 100% of the demonstrated financial need of students, a package that includes loans as well work study. The average financial aid package contains over 80% grants/scholarships. The percentage composed of grants and scholarships is typically higher for low-income students.

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Bonner scholars: This is a program that helps first generation students after they have been accepted to Macalester. There are programs available for students get into college such as Admission possible program which help high school students with their standardized tests for example. But, there are few programs that support those first generation college students or students with special assistance to continue get support while at College. The Bonner scholars program is one of the few programs that support students while at College. This program helps students at Macalester meet with professors and ask tough questions which they would otherwise not ask on their own.

Does the institution have policies and programs in place to support non-traditional students?:

No

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	19
The graduation/success rate for low-income students	81
The percentage of student financial need met, on average	100
The percentage of students graduating with no interest-bearing student loan debt	34.80

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Jason Dempster

Associate Director

Compensation & Benefits

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

778

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

778

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

69

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Macalester College recently reviewed and updated the pay grades, pay ranges and position descriptions for the college and restructured our compensation program ensure that our compensation is up-to-date, fair, and equitable to attract and retain a high-caliber, diverse workforce. Our Employee Services Department participates in multiple salary surveys and in return receives the results of these surveys which include participation of similar institutions. These salary surveys are compared to position descriptions to establish market pay practices for positions, instead of prevailing wages, and continually monitors to ascertain that benefit cost increases to employees are limited to the greatest extent possible. The Department also monitors the City of St. Paul living wage definition and comfortably exceeds it.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

778

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

Macalester College recently reviewed and updated the pay grades, pay ranges and position descriptions for the college and restructured our compensation program ensure that our compensation is up-to-date, fair, and equitable to attract and retain a high-caliber, diverse workforce. Our Employee Services Department participates in multiple salary surveys and in return receives the results of these surveys which include participation of similar institutions. These salary surveys are compared to position descriptions to establish market pay practices for positions, instead of prevailing wages, and continually monitors to ascertain that benefit cost increases to employees are limited to the greatest extent possible. The Department also monitors the City of St. Paul living wage definition and comfortably exceeds it.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

lowest paid regular, full-time employees: Macalester College provides a comprehensive benefits program designed to provide employees with the resources they need to maintain their well-being in all respects. Macalester College offers wages which are competitive, up-to-date, fair, and equitable to attract and retain a high-caliber and diverse workforce of community-oriented staff and administrators who are dedicated to supporting the College's vision to be a world class institution.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Macalester College provides wages to part-time employees which are equitable with full-time employees based upon full-time equivalent. Additionally, wages exceed the City of St. Paul living wage definition when scaled to full-time equivalent. Macalester's comprehensive benefits program incorporates the majority of benefits offered and provided to full-time employees. A small fraction of benefits are scaled in cost based upon full-time equivalent. Overall benefits offered to part-time employees exceed market averages.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Macalester College provides a comprehensive benefits program designed to provide employees with the resources they need to maintain their well-being in all respects. Macalester College offers wages which are competitive, up-to-date, fair, and equitable to attract and retain a high-caliber and diverse workforce of community-oriented staff and administrators who are dedicated to supporting the College's vision to be a world class institution.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Macalester College provides a comprehensive benefits program designed to provide employees with the resources they need to maintain their well-being in all respects. Macalester College offers wages which are competitive, up-to-date, fair, and equitable to attract and retain a high-caliber and diverse workforce of community-oriented staff and administrators who are dedicated to supporting the College's vision to be a world class institution.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student

employees (graduate and/or undergraduate, as applicable):

Macalester College offers student employees' wages as part of tuition assistance. These wages appropriately compensate student employees for the work performed in a variety of varying roles. Student employees are not eligible to participate in Macalester's benefits program. Graduate students may participate in Macalester's benefits program if their hours/FTE meets or exceeds the eligibility standard for the respective benefit. If eligible, Macalester College provides a comprehensive benefits program designed to provide employees with the resources they need to maintain their well-being in all respects.

The local legal minimum hourly wage for regular employees:

7.25 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

No

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://www.macalester.edu/employmentservices/>

Assessing Employee Satisfaction

Responsible Party

Cheryl D. Browne

Research Analyst

Macalester Institutional Research

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Macalester College uses a survey called the Working Environment Survey to evaluate employee satisfaction. Various questions are asked in the survey such as: satisfaction with work load, job security, opportunity for advancement etc. It has been done on a five year schedule in the past and that is what we plan for the future.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The Working Environment Survey results are prepared by the Institutional Research Office and shared with the campus community. Survey results are part of the assessment of staff resources for accreditation and a resource for strategic planning efforts.

The year the employee satisfaction and engagement evaluation was last administered:

2,010

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.macalester.edu/ir/surveys/>

Wellness Program

Responsible Party

Lisa Broek

Associate Director
Health & Wellness Center

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The WHAM (Wellness and Health at Macalester) program aim is to develop a culture of wellness at Macalester College and promoting and supporting healthy lifestyle choices for faculty, staff, and students.

The mission of the WHAM Committee is to foster a working and learning environment which promotes healthy lifestyle choices by increasing awareness, providing educational opportunities, and supporting lifestyle changes. Healthier lifestyles among faculty, staff, and students will in turn create happier, more productive individuals who benefit themselves, Macalester, and the greater community.

The WHAM Committee is composed of faculty and staff who are interested in promoting health and wellness at Macalester. WHAM sponsors a variety of initiatives including classes, workshops, and other events or activities. The committee also provides health and wellness resource information and materials for the Macalester community.

Description of Student Wellness Program

The health promotion program is led by a professional health education specialist. The vitality and energy of the program is enriched by a diverse team of students who work together - offering education and initiatives to enhance the health of their peers. As Macalester students, the student health promotion team offers unique perspectives on their community's needs and interests. Our main mission is to create a campus environment in which students feel empowered to make healthy choices for themselves that contribute to their overall personal and academic success.

From the Employment Services Wellness and Wellbeing - Faculty and Staff

Welcome to the Macalester Wellness & Well-being Faculty and Staff website. The site was designed to support and promote individual and community health at Macalester. It's your one-stop-shop for information to help you enhance your physical, financial, social and emotional health. Here you'll find:

- 1) Wellness Blog: Guest writers will periodically post entries on a variety of topics related to well-being.
- 2) Well-being Benefits and Incentives: Stay up to date on the latest events and activities happening across campus, and learn about the incentives being offered for your participation.
- 3) Classes and Programs: Learn about offerings from WHAM and our Well-being Program
- 4) Links and Resources: Connect to the Mayo Clinic, HealthPartners and the National Wellness Institute, among others.
- 5) Wellness Coach: Get to know Macalester's Wellness Coach, Kelly Fang, and schedule an appointment.
- 6) Macalester Facts: Learn about our community related to well-being.
- 7) Health and Well-being Books: Preview the library's extensive offering of titles related to well-being available for check out.

The website URL where information about the institution's wellness program(s) is available:

<http://www.macalester.edu/wham/>

Workplace Health and Safety

Responsible Party

Jason Dempster

Associate Director

Compensation & Benefits

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	21	37
Full-time equivalent of employees	754	754

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2010	Dec. 31, 2012

A brief description of when and why the workplace health and safety baseline was adopted:

Utilized calendar year 2010, 2011 & 2012.

A brief description of the institution’s workplace health and safety initiatives:

The College maintains that the safety and protection of students and employees is one of our greatest concerns. Therefore, every supervisor and employee is responsible for working cooperatively with the Safety Committee to eliminate unsafe conditions that can cause unnecessary injuries and accidents. It is also the responsibility of all employees to follow all federal, state, and local standards, and for supervisors to stay current on these standards, to communicate them to their staff, and to enforce them. The College complies with the Federal Occupational Safety and Health Act of 1970 (OSHA) and all other applicable regulations. Safety is a priority at the College. We make every effort to keep all work areas safe and free from hazards. Supervisors are to assist employees with safety and health requirements. All employees are expected to observe all applicable safety requirements, and to immediately report any unsafe or hazardous conditions to your supervisor.

The website URL where information about the institution’s workplace health and safety initiatives is available:

<http://www.maclester.edu/employmentservices/>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Laurie Hamre

VP for Student Affairs
Office of Student Affairs

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Macalester College has a Social Responsibility Committee (SRC). The charge of the SRC is:

Macalester College's Social Responsibility Committee will provide advice to the College's administration regarding practices and policies on issues with significant implications for responsible institutional behavior. While the College always holds itself to high standards of behavior in its day-to-day operations, there may be some subjects that would benefit from a raised level of research, scrutiny or consideration in order to ensure operating practices that are consistent with Macalester's mission and public persona. The administration will take the information provided and respond in a thoughtful, considerate manner and it will clearly communicate its decisions or plans.

The Social Responsibility Committee is where members of the Macalester community bring concerns of environmental sustainability, international human rights, multicultural social justice, local community interests and causes and fair labor practices related to corporate and/or entities investments. The SRC engages the staff in the College Investment Office in prioritizing investments and with the campus community around education and transparency in College investing. When necessary, the SRC facilitates campus conversation around

contentious issues related to the endowment and its appropriation.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Membership on the SRC includes two faculty, two students, three staff and one member of the Board of Trustees. One faculty representative is appointed from the Resources and Planning Committee (RPC). The President appoints the Trustee and the remaining members are appointed either by the Macalester College Student Government, Staff Advisory Council or the Faculty Personnel Committee. The Vice President for Student Affairs and Vice President for Administration serve as ex officio members of the Committee.

Examples of CIR actions during the previous three years:

Information on agenda items can be found here:

<http://www.macalester.edu/committees/src/history.html>

The website URL where information about the CIR is available:

<http://www.macalester.edu/committees/src/>

Responsible Party

Molly Papetti

Manager of Investment Operations and Reporting
Investment Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

715,796,419 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	8,617,071 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	1,728,472 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Macalester's timber investment is in sustainable forestry and another investment is on clean technology, such as renewable energy.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

[STARS Reporting Tool](#) | [AASHE](#)

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Adam Tosh

Senior Investment Officer

Investment Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Sustainability Staff Network

A brief description of the innovative policy, practice, program, or outcome :

Due to the success of the student sustainability network, we have decided to create a network to give support and provide a space for collaboration and discussion of sustainable initiatives on campus for staff.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Increased collaboration, transparency, and communication amongst staff on sustainable initiatives and events.

A letter of affirmation from an individual with relevant expertise:

[Mac STARS 2014.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No

Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Suzanne Savanick Hansen
Sustainability Manager
Macalester Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Sustainable Landscape Master Plan

A brief description of the innovative policy, practice, program, or outcome:

Macalester College created a Sustainability Plan to assess and plan for the reduction of the college’s carbon footprint. The plan established the goal to reduce 2007-2008 carbon dioxide emissions by 52 percent, at a rate of 2.9 percent per year by 2025, and achieve Zero Waste by 2020. Landscape management was targeted to help meet these goals. Specific landscape goals of the Sustainability Plan include:

- Landscape—Maintain grounds in a sustainable and educational manner while providing green space for recreation and events.
- Stormwater—Reduce the pollution, quantity, and speed at which water runs off the campus by infiltrating the first inch of precipitation on campus.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

1. Turf areas on campus will be reduced by 60%.
2. The carbon foot print of landscape management on campus will be cut in half by the year 2025.
3. The species diversity of campus plantings will be increased.
4. Signature species of local native habitats will be used throughout the campus landscape.
5. Organic refuse from the landscape will be composted.
6. Integrated pest management will continue to be implemented as a means to decrease dependence on pesticides in landscape maintenance.
7. Song bird habitat will be created where possible

A letter of affirmation from an individual with relevant expertise:

[MacLandscapeLtr 11 July 14.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No

Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	No
Grounds	Yes
Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.macalester.edu/facilities/planning/2011-05%20Sustainable%20Landscape%20Master%20Plan.pdf>

Responsible Party

Kurt Miller

Inventory/Receiving Specialist, ITS
Sustainability Office and ITS

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Auspens: reusable white board markers

A brief description of the innovative policy, practice, program, or outcome:

In 2013, Macalester started testing and using Auspens, a refillable white board marker that reduces waste and uses no harsh chemicals. Currently, our Science Building, Olin Rice, only uses Auspens. We are looking to expand our program into other buildings.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[Auspen-Innovation letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No

Purchasing	Yes
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Kimberly Driesch

General Manager

Bon Appetit

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Bon Appetit: Composting

A brief description of the innovative policy, practice, program, or outcome:

In the Fall of 2013, Bon Appetit, Macalester's food service, switched to all compostable dishware for catering, in the cafeteria, and at the grill.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Bon Appetit switching to all compostable materials significantly reduces Macalester's waste and helps Macalester become closer to reaching zero waste by 2020.

A letter of affirmation from an individual with relevant expertise:

[MWWF_letter-of-support_MacalesterCollege_7-10-2014.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	Yes
Energy	No
Grounds	No

Purchasing	Yes
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
