



Silver

MacEwan University STARS REPORT

Date Submitted: Nov. 12, 2025

Rating: Silver

Score: 49.26

Online Report: [MacEwan University](#)

STARS Version: 2.2

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Summary of Results

Score 49.26

Rating: Silver

Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics

Curriculum	16.41 / 37.00
Research	16.00 / 18.00

Engagement

Campus Engagement	8.51 / 21.00
Public Engagement	7.32 / 18.00

Operations

Air & Climate	6.33 / 11.00
Buildings	2.95 / 8.00
Energy	1.78 / 10.00
Food & Dining	2.06 / 8.00
Grounds	1.29 / 3.00
Purchasing	4.75 / 6.00
Transportation	1.29 / 7.00
Waste	5.53 / 10.00
Water	1.73 / 6.00

Planning & Administration

Coordination & Planning	6.88 / 9.00
Diversity & Affordability	4.31 / 10.00
Investment & Finance	0.00 / 7.00
Wellbeing & Work	3.53 / 7.00

Innovation & Leadership

Innovation & Leadership	3.00 / 4.00
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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.

Report Preface

Introduction

Points Earned 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close

Executive Letter

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Bonnie Dong
Manager, Sustainability
Facilities

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

Executive cover letter:

[2025.11.07_STARS_Certification.pdf](#)

Data source(s) and notes about the submission:

Data sources are as noted throughout the credits.

This letter has been signed by the Vice President, Finance and Administration and Chief Financial Officer, Maureen Powers-Lomas.

Points of Distinction

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

Name of the institution's featured sustainability program, initiative, or accomplishment:

ISO 50 001 Certification

A brief description of the institution's featured program, initiative, or accomplishment:

The ISO 50001 sets a globally recognized standard to improve environmental impacts through best standards, practices and principles for managing energy systems.

ISO 50001 ensures that MacEwan University improves energy efficiency and resource conservation, while minimizing operation costs, battling climate change and thinking about continuous improvements for the campus's future.

This energy management system's requirements support MacEwan to:

- Develop more efficient energy policies
- Meet energy consumption policy targets and objectives
- Gather data to improve energy use decisions
- Measure results
- Continually improve energy management
- Monitor a greenhouse gas inventory

MacEwan is actively safeguarding our future by:

1. Establishing an energy management committee
2. Conducting a large-scale lighting retrofit
3. Upgrading campus equipment and boilers to be more energy efficient
4. Piloting a solar array that is operational for over the first year

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:

Air & Climate
Buildings
Energy
Coordination & Planning

Optional Fields

Website URL where more information about the accomplishment may be found:

<https://www.macewan.ca/campus-life/sustainability/initiatives/energy-efficiency/>

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):

IN-10 Energy System Certification

A photograph or document associated with the featured program, initiative, or accomplishment:

[_DSC8528-HDR.jpg](#)

Second Point of Distinction

Name of a second highlighted sustainability program/initiative/accomplishment:

BOMA Best and LEED Certified Buildings

A brief description of the second program/initiative/accomplishment:

Three of MacEwan's buildings have LEED silver certification. As the Edmonton downtown community expands, MacEwan aims to set an example as sustainability leaders in urban development.

The Leadership in Energy and Environmental Design (LEED) certification program is an internationally used benchmark for the design, construction and operation of high-performance green buildings. LEED projects help to:

1. Reverse contribution to global climate change
2. Enhance individual human health and well-being
3. Protect and restore water resources
4. Protect, enhance and restore biodiversity and ecosystem services
5. Promote sustainable and regenerative material resources cycles
6. Build a greener economy
7. Enhance social equity, environmental justice and community quality of life

The points-based system focuses on seven key areas of human and environmental health:

1. Location and transportation
2. Sustainable sites
3. Water efficiency
4. Energy and atmosphere
5. Materials and resources
6. Indoor environmental quality
7. Innovation and regional priority

The University Service Center building (USC) was opened in 2011 and is situated on top of the west parkade at 110 street and 104 avenue, alleviating the need to increase the physical footprint of the campus. The center was built to Leadership in Energy and Environmental Design (LEED) Silver Standard. LEED encourages participants to incorporate green development practices throughout the planning, construction and operation of building projects. The USC also received BOMA Best level 3 certification with a grade of 83%.

The SAMU Building, opened in 2020, is LEED Gold Certified.

The Robbins Health Learning Center achieved LEED NC Silver certification, utilizing environmentally friendly building practices and sustainable materials.

MacEwan has earned silver standing in BOMA's Best Sustainability Building Certification for the City Centre Campus buildings and the Robbins Health and Learning Centre. This ranking demonstrates our commitment to reducing energy consumption, minimizing waste generation, enhancing indoor environmental quality and implementing sustainable practices throughout campus.

Which impact areas does the second program/initiative/accomplishment most closely relate to?:

Campus Engagement
Air & Climate
Buildings
Energy
Water
Coordination & Planning
Wellbeing & Work

Website URL where more information about the second program/initiative/ accomplishment may be found:

<https://www.macewan.ca/campus-life/sustainability/initiatives/energy-efficiency/>

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):

OP-3: Building Design and Construction

A photograph or document associated with the second program/initiative/ accomplishment:

[June16Campus-3470.jpg](#)

Third Point of Distinction

Name of a third highlighted program/initiative/accomplishment:

MacEwan University Urban Beekeeping Project

A brief description of the third program/initiative/accomplishment:

MacEwan University loves bees. Protecting pollinators, increasing their habitat, supporting plant diversity, educating our community about the link between bees and food security—we play a key role in the urban beekeeping movement.

Close to half a million bees currently make MacEwan University home, living in the seven flow-hives on the roof of Building 5 and the ground-level bee hotel for solitary bees. During the 2024 season, we harvested 100 pounds of honey, which we used in MacEwan recipes or sold, with the proceeds invested back into the project.

Collaboration at its buzziest

Bees work in collectives and so do we. MacEwan University's Urban Beekeeping project is a joint effort, led by Campus Services and supported by Food Services; Security, Health, Safety and Environment and resident beekeeper, Troy Donovan. The project provides an opportunity for student, staff, and faculty volunteers to learn about beekeeping and engage with their local ecology. It also provides an opportunity for classes, faculty, and student projects to carry out research and design projects with the hives.

Which impact areas does the third program/initiative/accomplishment most closely relate to?:

Campus Engagement
Public Engagement
Food & Dining
Grounds
Wellbeing & Work

Website URL where more information about the third program/initiative/accomplishment may be found:

<https://www.macewan.ca/campus-life/sustainability/initiatives/urban-beekeeping/>

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):

Innovation B Urban Beekeeping Project

A photograph or document associated with the third program/initiative/accomplishment:

[Beekeeping.jpg](#)

Data source(s) and notes about the submission:

Institutional Characteristics

Points Earned 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

Credit	Points
	0.00 /
Institutional Boundary	Total adjusted for non-applicable credits
	Close
	0.00 /
Operational Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Academics and Demographics	Total adjusted for non-applicable credits
	Close

Institutional Boundary

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Bonnie Dong
Manager, Sustainability
Facilities

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field.

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

Institution type:

Baccalaureate

Institutional control:

Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

MacEwan University's main campus is located in downtown Edmonton, Alberta, Canada (10700 - 104 Avenue). It is an urban campus - stretching across a six-block span - from 105 street to 111 street. The university also operates one satellite campus, which is the Alberta College Campus (10050 MacDonald Drive). The data in this report may include the still existing Alberta College Campus as it was recently sold from our portfolio in fall 2023.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Museum	No	No
Satellite campus	Yes	Yes
Farm larger than 2 hectares or 5 acres	No	No
Agricultural experiment station larger than 2 hectares or 5 acres	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

Optional Fields

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Operational Characteristics

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Roger Timmer

Senior Manager, Facilities Maintenance & Infrastructure
Facilities Operations Admin

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

Endowment size:

82,728,567.0

Total campus area:

16.09 Hectares (39.7557004353 Acres)

Locale:

Large city

IECC climate zone:

7- Very Cold

Gross floor area of building space:

258,675 Gross square meters (2,784,354.527117475 Gross square feet)

Energy intensive space

Floor area of laboratory space:

2,139.20 Square meters (23,026.1571640464 Square feet)

Floor area of healthcare space:

0 Square meters

Floor area of other energy intensive space:

1,959.80 Square meters (21,095.1116352366 Square feet)

Optional Fields

Additional documentation to support the submission :

[Room_Areas-Space_Inventory_-_2024_-HighEnergyUse_.xlsx](#)

Data source(s) and notes about the submission:

Endowment size reported in Canadian dollars as of March 31, 2023
Responsible Party Endowment size:
Layla Luan, CPA CGA
Manager, General Accounting
luanl@macewan.ca
Tel (780) 633-3968

Allard Hall has been added since the 2018 submission. Alberta College Campus is included for this submission.

The boundary encompasses the following buildings (in sqm from FIMS):

105 Street Building: 15,018
106 Street Building: 27,865
107 Street Building: 35,495
GMC-Centre for Sports & Wellness (including SAMU): 19,947
University Service Centre Building (incl parking): 33,674
109 Street Pedway: 393.00
Robbins Health Learning Centre: 30,679
Student Residence: 33,670
GMC-Alberta College Campus: 14,402
Allard Hall: 47,378
Allard Hall Pedway: 154

Energy intensive spaces were discussed on an individual basis with Facilities (specifically with the person responsible for Space Management and the Maintenance Manager). In our space inventory, some rooms are labelled server rooms or mechanical rooms, but only some meet the criteria of an energy intensive space as outlined in the technical manual. (E.g. one server room is not a true server room in the sense of a server room or the name should be changed. The second room has cooling in it because it has a significant enough of a heat load that we agreed it was a high intensity space). The energy intensive spaces that were applicable are marked in yellow (see additional documentation uploaded above). The space classification was done in various stages, but it is generally based on the judgement and discretion of the Facilities Department. Energy intensive spaces comprise food preparation spaces and all spaces with heavier energy intensive equipment (e.g. cooling, heating systems, compactors, energy intensive lab equipment [however, MacEwan has no scientific labs]).

Academics and Demographics

Score	Responsible Party
0.00 / Total adjusted for non-applicable credits	Bonnie Dong Manager, Sustainability Facilities
Close	

Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate weighted campus user, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

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

Number of academic divisions:

5.0

Number of academic departments (or the equivalent):

28.0

Headcounts

Report the unduplicated total number of students enrolled and workers employed over a 12-month period or else representative headcounts (e.g. autumn figures).

Number of students enrolled for credit:

18,108.0

Total number of employees:

2,344.0

Full-Time Equivalents (FTE)

Report the institution's best estimates, annualized as feasible and/or calculated according to relevant national, regional or international standards. Non-credit students may be included.

Full-time equivalent student enrollment:

12,558.0

Full-time equivalent of students enrolled exclusively in distance education:

529.0

Full-time equivalent of employees:

1,745.0

On-Campus Residents

Report annualized headcounts as feasible or else representative snapshots (e.g. autumn headcounts).

Number of students resident on-site:

860.0

Number of employees resident on-site:

0.0

Number of other individuals resident on-site:

7.0

Weighted Campus Users

Weighted campus users, performance year:
10,552.5

Optional Fields

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Staff data reported from June 2024. John Russel

Residence data reported by Anthony Falls, confirmed changes from 2018 baseline numbers for "Other individuals on site" by Wendy Brost, Director of Residence and Hospitality Services. The student residence building took many years to be filled up with MacEwan students as the university population grew. In earlier years the residence also rented rooms to non-MacEwan students and other individuals, hence the large change in this value from 2018.

From: Caitlin Goyeau <goyeauc@macewan.ca>

Sent: Thursday, August 29, 2024 12:10 PM

To: Bonnie Dong <dongb3@macewan.ca>; John Russell <RussellJ@macewan.ca>

Subject: RE: Question about staff at macEwan

Hi folks,

Thanks for your patience. I've run the numbers a couple of ways. Using 900 hours to calculate FTE for our part time staff doesn't really work for us. For positions other than sessional faculty members, 1820 hours = 1 FTE at MacEwan. Using 900 hours would more than double our FTE count. There are a few different values used for sessional faculty members based on the type of position they have.

The numbers below are based on our standard hours. I've provided the total with Sessionals separated and then again with Sessionals included under "Part Time". Let me know if you'd like to discuss or if you would like any additional analysis.

Caitlin

FTE Summary	2023-2024	2018-2019
Full Time	1,277	1,176
Sessional	237	267
Part Time	231	209
Total	1,745	1,652

**FTE
Summary 2023-2024 2018-2019**

Full Time	1,277	1,176
Part Time	468	476
Total	1,745	1,652

Data reported from 2017/18 academic year. 2017-2018 figures are preliminary data "All Student" numbers are based on the government reporting figures and are the year: May 1 - April 30. Students enrolled exclusively in distance education is an online FTE estimate for students who were registered in only online classes in the reporting year https://www.macewan.ca/contribute/groups/public/documents/document/df8y/mde2/~edisp/annual_report_2016-17.pdf The number of student enrolled in long-distance education comprises all students, regardless of their program (this figure goes beyond the counting of only government approved programs). MacEwan has 25 formal academic departments. However, 2 additional 'department equivalents' were included, because they offer academic courses. One course is offered by the Provost's office (SUST 201), and two courses are offered by UT Engineering. The School of Continuing Education was excluded and not considered an 'academic division'. Responsible Parties: HR-stats: Mark Bran, Director, HR Systems and Reporting, 780-497-5419, brannm@macewan.ca Student-stats: David McLaughlin, Executive Director Institutional Analysis & Planning, 780-497-5840, mclaughlinD@macewan.ca; Ruth Freeman, Research Analyst Institutional Analysis & Planning, 780-497-5751, freemanr6@macewan.ca Residence-stats: Wendy Brost, Senior Manager Residence Services, 780-633-3993, brostw@macewan.ca

Academics

Curriculum

Points Earned 16.41

Points Available 37.00

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	Points
Academic Courses	9.37 / 14.00
Learning Outcomes	5.84 / 8.00
Undergraduate Program	0.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	0.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	1.20 / 4.00

Academic Courses

Score

9.37 / 14.00

Responsible Party

Bonnie Dong
Manager, Sustainability
Facilities

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

Institution offers sustainability course content as measured by the percentage of academic departments(or the equivalent) with sustainability course offerings.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

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.

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

Part 1. Sustainability course offerings

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	10,441.0	0.0
Number of sustainability-focused courses offered	205.0	0.0
Number of sustainability-inclusive courses offered	688.0	0.0

Percentage of courses that are sustainability course offerings:

8.552820611052582

Part 2. Sustainability course offerings by department

Total number of academic departments that offer courses:

28.0

Number of academic departments with sustainability course offerings:

25.0

Percentage of academic departments with sustainability course offerings:

89.28571428571429

Documentation

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[Revised-Course_Data_2023_-_SH_FINAL_COUNT.xlsx](#)

Do the figures reported above cover one, two, or three academic years?:

Three

A brief description of the methodology used to complete the course inventory :

The definitions were based on the STARS Technical Manual. Staff with MacEwan Sustainability department reviewed the Master Course Syllabi for each academic course at MacEwan (2 staff). These lists were then submitted to the Dean's office for each faculty for review and confirmation with the definition of sustainability inclusive and focused as described in the STARS technical manual. Procedures varied based on department but generally included review by course lead or curriculum committee member. Confirmed courses were included in the count for sustainability inclusive and focused courses.

How were courses with multiple offerings or sections counted for the figures reported above?:

Each offering or section of a course was counted as an individual course

A brief description of how courses with multiple offerings or sections were counted:

A list of all courses offered from 2021 to 2023 inclusive was requested from the Office of the Registrar and University Data and Statistics. The number of each section of the course was tallied. The total number of sustainability inclusive and sustainability focused courses were tallied, and the total number of courses offered from 2021 to 2023 were tallied.

Optional Fields

Website URL where information about the sustainability course offerings is available:

<https://calendar.macewan.ca/programs/certificates-achievement/sustainability/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

MacEwan has 28 formal academic departments.

<https://www.macewan.ca/academics/academic-departments/>

Learning Outcomes

Score

5.84 / 8.00

Responsible Party

Bonnie Dong
Manager, Sustainability
Facilities

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. 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 the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

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

Part 1. Institutional sustainability learning outcomes

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:

Yes

Which of the following best describes the sustainability learning outcomes?:

Sustainability-supportive

A list of the institution level sustainability learning outcomes:

In 2021, the Board of Governors approved the following institutional learning outcomes: Upon completion of their programs at MacEwan University, students should be able to:

3. Collaborate effectively with others toward fulfillment of a vision, goal, initiative, or project.
7. Contribute to strengthening communities locally, nationally, and internationally.
8. Demonstrate cultural mindfulness including a sense of respect for Indigenous peoples.
9. Apply ethical and sustainable practices towards social, cultural, environmental, and economic well-being.

(The four learning outcomes mentioned above are a selection that specifically speaks to sustainability related learning outcomes.)

Reference: Academic Calendar 2024-2025, Institutional Learning Outcomes

Part 2. Program-level sustainability learning outcomes

Total number of graduates from degree programs:

1,625.0

Number of graduates from degree programs that require an understanding of the concept of sustainability:

780.0

A brief description of how the figure above was determined:

The number of graduates for the above noted programs and for all degree programs for one calendar year was collected for the above data figures. May 1 2022- April 30-2023.

A list of degree programs that require an understanding of the concept of sustainability:

The following degree programs require a sustainability-focused course to fulfill requirements:

Faculty of Arts and Science – Physical Sciences Major

Faculty of Health and Community Studies – Bachelor of Science in Nursing

Faculty of Health and Community Studies – Bachelor of Social Work

School of Business – Bachelor of Commerce, including co-op grads

Faculty of Fine Arts and Communications - Professional Communications

Documentation supporting the figure reported above (upload):

[2022-2023_Graduates_Data_to_support_STARS_Credit.xlsx](#)

Do the figures reported above cover one, two, or three academic years?:

One

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:

48.0

Optional Fields

Website URL where information about the sustainability learning outcomes is available:

<https://calendar.macewan.ca/about/institutional-learning-outcomes/>

Additional documentation to support the submission:

[2022-2023_Graduates_Data_to_support_STARS_Credit.xlsx](#)

Data source(s) and notes about the submission:

Data source is the Institutional Analysis and Planning department of MacEwan University, copying the data reported to the funding source, the Province of Alberta's Ministry of Advanced education.

Undergraduate Program

Score

0.00 / 3.00

Responsible Party

Munro Tai
Instructional Designer
Office of Sustainability

Criteria

Institution offers at least one:

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

AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

Graduate Program

Responsible Party

Chantal Beaudoin
Head of Sustainability
Office of Sustainability

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).

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Score

0.00 / 2.00

Responsible Party

Bonnie Dong
Manager, Sustainability
Facilities

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.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

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.

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

Sustainability Literacy Assessment

Score

0.00 / 4.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

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

Incentives for Developing Courses

Score

0.00 / 2.00

Responsible Party

Stacey Martin
Senior Manager Provost's Office
Provost's Office

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Campus as a Living Laboratory

Score

1.20 / 4.00

Responsible Party

Bonnie Dong
Manager, Sustainability
Facilities

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Campus Engagement

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

Mark 440: Marketing/Strategy project

MacEwan Sustainability partnered with students from MARK 440/DESN 393 to serve as the community partner for their term project. Building on survey data collected by another course in the previous term, the students developed, implemented, and assessed a targeted marketing strategy to increase and advance sustainability awareness and literacy across the campus community. Their campaign included educational tabling at the campus Eco-Market, supported by posters and social media content to engage their peers in a variety of forms. Through this project, students applied marketing and design concepts in a hands-on way while directly engaging with MacEwan Sustainability's initiatives and campus infrastructure. By using the campus itself as a testing ground for their campaign, the project exemplifies the STARS Campus as a Living Laboratory category, which recognizes experiential learning that integrates classroom instruction with real-world application.

Public Engagement

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

Air & Climate

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

Buildings

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

Energy

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

Food & Dining

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

Grounds

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

Purchasing

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

Transportation

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

Waste

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

Student Waste Audits

3-Stream to 4- Stream waste upgrade for campus (compost, recycle, landfill, refundables). Waste Diversion Ambassadors created engagement opportunities for students, staff and faculty to learn about new waste streams and better understand diverting waste while also partnering with campus waste management service GFL in education campaign.

Waste Diversion Ambassadors are casual workers of MacEwan University that are also students, they conduct peer-to-peer teaching about waste management and other sustainability initiatives on campus. The student waste audit events were hands on, as the students helped break apart bags from active waste bins and evaluated what was put where.

Water

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

Coordination & Planning

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

Diversity & Affordability

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

Student Refugee Program -

SAMU has partnered with the World University Service of Canada (WUSC) to form the Student Refugee Program (SRP). Under this program, \$3.50 of your SAMU fee in each term funds the tuition and housing of an international student refugee for four years at MacEwan University.

Once in Canada, the student lives in MacEwan Residence and attends classes full-time. SAMU, with cooperation from MacEwan, assists with integrating them into student life in Canada and setting them up for success at the University.

SAMU Pantry/ Breakfast Club -

The SAMU Pantry is a confidential food service that strives to support MacEwan students by providing access to a hamper of non-perishable food and hygiene items, up to twice per month. The Pantry strives to create a range of items to support dietary options including Halal, Vegan, Vegetarian, and allergy-based needs. MacEwan Sustainability Tower Garden Project supplies the Pantry with fresh greens and herbs to share the responsibility and commitment to food security.

Investment & Finance

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

Wellbeing & Work

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

Optional Fields

Website URL where information about the institution's living laboratory program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Research

Points Earned 16.00

Points Available 18.00

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	Points
Research and Scholarship	12.00 / 12.00
Support for Sustainability Research	2.00 / 4.00
Open Access to Research	2.00 / 2.00

Research and Scholarship

Score

12.00 / 12.00

Responsible Party

Sandy Jung
Associate Dean
Research

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one employee who conducts sustainability research.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

Part 1. Sustainability research

Total number of employees that conduct research:

352.0

Number of employees engaged in sustainability research:

91.0

Percentage of employees that conduct research that are engaged in sustainability research:

25.85227272727273

Part 2. Sustainability research by department

Total number of academic departments that include at least one employee who conducts research:

31.0

Number of academic departments that include at least one employee who conducts sustainability research:

25.0

Percentage of departments that conduct research that are engaged in sustainability research:

80.64516129032258

Research Inventory

A copy of the inventory of the institution's sustainability research (upload):

[Sustainability_Faculty_Oct_2024.xlsx](#)

Inventory of the institution's sustainability research:

See attached spreadsheet.

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

A list of all TRS workload was obtained from HR to construct Faculty Researcher Database. Research topics/keywords for each researcher were populated from various sources (e.g., websites, social media, ethics applications, grant applications) and then used key words to search of the Faculty Researcher Database using the following key words: sustainability, ecology, human health, social justice, climate change, poverty, inequality, natural resource, and environment, biodiversity, food, water, energy, global health, carbon, conservation, public transit, social activism, forestry, agriculture, land.

Optional Fields

Website URL where information about the institution's sustainability research is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Support for Sustainability Research

Score

2.00 / 4.00

Responsible Party

Sandy Jung
Associate Dean
Research

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 sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
 - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
 - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
 - 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/or e-learning objects focused on sustainability.
-

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

Student sustainability research incentives

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?:

No

A brief description of the student sustainability research program:

Faculty sustainability research incentives

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:

Yes

A brief description of the faculty sustainability research program:

The Thematic Area Funding Grant offers up to \$10 000 to full-time MacEwan faculty conducting research

Scholarship aligning with one or more of the following categories is eligible for funding:

Health and wellness in communities

Persuasive and immersive technologies in research and the scholarship of teaching and learning

Energy and environment

This grant must include a faculty member from outside of the applicant's discipline as part of the research team or a community partner. Stronger applications will have a interdisciplinary research team and a community partner.

Recognition of interdisciplinary, transdisciplinary and multi-disciplinary research

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

No

A copy of the promotion or tenure guidelines or policies:

[fr_dossier_guidebook.pdf](#)

The promotion or tenure guidelines or policies:

Library support

Does the institution have ongoing library support for sustainability research and learning?:

Yes

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

The MacEwan University Library has published a Sustainability research guide which can be accessed at the link provided. The library also subscribes to a number of relevant databases including Environment Complete and GreenFILE, among others which can be viewed [here](#). The library also offers creative-commons book publishing through MacEwan Open Books, and has published a free digital textbook by MacEwan faculty member Tai Munro entitled "Introduction to Sustainability".

Optional Fields

Website URL where information about the institution's support for sustainability research is available:

<https://libguides.macewan.ca/c.php?g=707901&p=5039674>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Responsible Party regarding library support:

Robyn Hall

Librarian

780-633-3478

hallr27@macewan.ca

Open Access to Research

Score

2.00 / 2.00

Responsible Party

Sandy Jung
Associate Dean
Research

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

Policies and programs 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

Open access repository

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Website URL where the open access repository is available:

<https://roam.macewan.ca/home>

A brief description of the open access repository:

Research Online at MacEwan (RO@M) is an institutional repository of research, scholarship, and creative works by MacEwan University faculty, students, and staff. It is administered by MacEwan University Library.

RO@M's purpose is to share and digitally preserve the scholarly and creative output of the MacEwan University community.

Open access policy

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

No

A copy of the institution's open access policy:

The institution's open access policy:

Does the policy cover the entire institution? :

APC fund

Does the institution provide an open access article processing charge (APC) fund for employees?:

Yes

A brief description of the open access APC fund:

The Office of Research Services may provide additional support to faculty whose research and creative activities do not meet the objectives of other internal funding.

The internal Scholarship Support Grant proposals need to address one or more of the five goals described in [MacEwan University's Strategic Vision](#). Eligible activities include:

1. Matching Funds for External Award Applications
2. Enhancement of Re-applications for External Funding
3. Partnership Development of Collaborative Research or Creative Teams
4. Knowledge Mobilization and Outreach
5. Commercialization

Scholarship Support Grant Amount: \$10,000

This grant covers article processing charges in open access journals listed in the [Directory of Open Access Journals](#) (up to \$2500 CDN).

<https://library.macewan.ca/faculty/open-access-publishing>

Open access journal hosting

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:

Yes

A brief description of the open access journal hosting services:

MacEwan University users have access to a no-fee open access journal hosting service called [MacEwan Open Journals](#). This uses Open Journal Systems, which is locally hosted open source software, and is staffed by a library and IT personnel. In addition to various student journals, this year MacEwan Open Journals launched two new peer-reviewed journals (Journal of the Society of Internationally Educated Nurses and Pedagogical Inquiry and Practice). Both are planning to publish their first completed issues in 2025.

Optional Fields

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:

Website URL where information about the institution's support for open access is available:

<https://journals.macewan.ca/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Engagement

Campus Engagement

Points Earned 8.51

Points Available 21.00

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 help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	2.06 / 4.00
Student Orientation	2.00 / 2.00
Student Life	0.75 / 2.00
Outreach Materials and Publications	1.20 / 2.00
Outreach Campaign	0.00 / 4.00
Assessing Sustainability Culture	0.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.50 / 2.00

Student Educators Program

Score

2.06 / 4.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

This credit recognizes ongoing student educator programs that engage students as peers 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 actively participate.

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 the Outreach Campaign and Student Life credits.

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

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Number of students enrolled for credit:

18,108.0

Total number of students served by a peer-to-peer sustainability outreach and education program:

18,108.0

Percentage of students served by a peer-to-peer sustainability outreach and education program:

100.0

1st program

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

Waste Diversion Ambassadors (WDA)

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

The WDAs are students hired for their demonstrated passion for sustainability, and their abilities in communication, program development, and education. WDA's are trained on relevant sustainability messaging for campus, and coached on how to reach and educate their peers. They are encouraged to develop their own educational campaigns and materials, and plan events based on their personal passion for sustainability. In particular, WDAs are trained as subject-matter experts on the new campus waste diversion program. They provide peer-to-peer education by hosting workshops and tabling across campus so that a broad cross-section of students are reached.

A brief description of the student educators program's target audience (1st program):

The WDAs primarily target their education towards all students on campus, but they also work with staff and other community members present on campus.

Number of trained student educators (1st program):

4.0

Number of weeks the student educators program is active annually (1st program):

31.0

Average or expected number of hours worked weekly per trained student educator (1st program):

4.35

Total number of hours worked annually by trained student educators (1st program):

540.0

Website URL where information about the student educators program is available (1st program):

<https://www.macewan.ca/about-macewan/strategic-vision/sustainability/>

If reporting students served by additional peer-to-peer programs, provide:

2nd program

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

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

A brief description of the student educators program's target audience (2nd program):

Number of trained student educators (2nd program):

Number of weeks the student educators program is active annually (2nd program):

Average or expected number of hours worked weekly per trained student educator (2nd program):

Total number of hours worked annually by trained student educators (2nd program):

Website URL where information about the student educators program is available (2nd program):

If reporting students served by three or more peer-to-peer programs, provide:

3rd program

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

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

A brief description of the student educators program's target audience (3rd program):

Number of trained student educators (3rd program):

Number of weeks the student educators program is active annually (3rd program):

Average or expected number of hours worked weekly per trained student educator (3rd program):

Total number of hours worked annually by trained student educators (3rd program):

Website URL where information about the student educators program is available (3rd program):

Additional programs

A brief description of all other student peer-to-peer sustainability outreach and education programs:

Number of trained student educators (all other programs):

Number of weeks, on average, the student educators programs are active annually (all other programs):

Average or expected number of hours worked weekly per student educator (all other programs) :

Total number of hours worked annually by trained student educators (all other programs):

Part 2. Educator hours per student served by a peer-to-peer educator program

Grand total number of hours worked annually by trained student sustainability educators (all programs):

540.0

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:

0.02982107355864811

Optional Fields

Website URL where information about the student sustainability educators programs is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Student Orientation

Score

2.00 / 2.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

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., environmental, social, and economic).

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

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?:

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	N/A - institution does not have graduate students

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

100.0

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

The Sustainability Team has a featured booth at New Student Orientation (NSO), where staff share resources and tips for living sustainably while on campus. NSO is open to all first-year students as well as transfer students. Student Affairs collaborates with Sustainability to identify waste reduction and energy conservation measures. Sustainability features programs and initiatives that address the dimensions of sustainability and hands out educational resources. Through dialogue, staff share information about the four dimensions of sustainability and how they are embedded into the institutions activities. All students are engaged through prizes and giveaways like reusable cutlery to encourage students to use less disposable cutlery on campus, and minimally-packaged food items.

Optional Fields

Website URL where information about sustainability in student orientation is available:

<https://www.macewan.ca/apply-enrol/orientation/fall-orientation/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Numbers of transfer students are negligible at MacEwan. However, if there are any, they are invited to New Student Orientation as well.

Student Life

Score

0.75 / 2.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

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
- Student-run 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 focused on sustainability
- Cultural arts events, installations or performances focused on sustainability
- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused 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

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

Student groups

Does the institution have an active student group focused on sustainability?:

Yes

Name and a brief description of the active student groups focused on sustainability:

The Climate Justice MacEwan club has been active in raising awareness of climate change and global sustainability issues. In collaboration with a student who received a Student Community Engagement Grant CJM helped to develop an ecological grief toolkit which remains in use by MacEwan Wellness and Psychological Services.

Gardens and farms

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

The MacEwan University Community Garden offers students the opportunity to learn organic gardening practices in a hands-on and peer-to-peer setting at any level of involvement that fits their schedule and needs. Student volunteers make up part of the membership of the Garden Leadership Team and are involved with selecting crops to grow, learning how to start them, and caring for them in their early weeks. The leaders also host weekly garden sessions for their peers, coordinate garden activities, and act as mentors for their peers.

MacEwan University also continues to operate the Urban Beekeeping Project, which consists of a number of honeybee hives on the roof of one of the campus buildings. Students have the opportunity to join the beekeeping team, learn about apiculture, and practice beekeeping skills throughout the seasonal operation of the hives.

The Stepping Stones program connected students with the Edmonton Urban Farm, providing them with a garden plot and supporting students to access the off-campus site. This award winning farm served as an excellent place for students to connect to the wider Edmonton growing community, especially with racialized and newcomer gardeners demonstrating resilience and healthy community building through growing food. This was also an opportunity for students to learn from fellow community members about how to grow a diverse array of foods locally and how to build healthy soil.

Student-run enterprises

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:

No

A brief description of the student-run enterprises:

Sustainable investment and finance

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

Events

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:

No

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

Eco Month -hosted in March- is a month-long event series consisting of speaking events with local subject matter experts, hands-on learning opportunities, a plant sale by the MacEwan University Botanical Club, a market hosting student craft vendors, and student conversation cafes. In 2024 a highlight was also placed on the Inner Development Goals, and inspiring students to understand and develop the personal, social, and emotional skills required to make an impact on sustainability challenges as called-upon by the UN Sustainable Development Goals.

Cultural arts

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:

No

A brief description of the cultural arts events, installations, or performances focused on sustainability:

Wilderness and outdoors programs

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:

No

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

Sustainability-focused themes

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:

No

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

Sustainable life skills

Does the institution have a program through which students can learn sustainable life skills?:

No

A brief description of the programs through which students can learn sustainable life skills:

Student employment opportunities

Does the institution offer sustainability-focused student employment opportunities?:

Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

In 2023 and 2024 MacEwan Sustainability has created 4 casual student employee positions called Waste Diversion Ambassadors. These WDAs support MacEwan Sustainability with education and promotion of MacEwan's waste diversion system through outreach events and student-led public waste audits. WDAs also have the opportunity to get involved with other Sustainability activities such as carrying out research and networking for the STARS report, and supporting general sustainability promotion and education through presentations for students and staff, and outreach at New Student Orientation. WDAs also have the opportunity to lead projects based on their own motivations and interests, such as the hydroponic indoor tower garden project, and furniture waste reduction and reutilization.

Graduation pledge

Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

No

A brief description of the graduation pledge(s):

Optional Fields

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

The "Student Community Engagement Grant" provides seed funding for students to pursue projects and training opportunities related to community engagement, development, and social awareness. It seeks to empower students to connect and enhance their communities through qualified initiatives. Students are eligible to apply as individuals and groups for funding for community engagement projects, partnerships and conferences within Canada. There are 5 deadlines throughout the year with a maximum of \$5000 per project. In the past students have received funding to research and develop an eco-grief toolkit for their peers, and to deliver a project around Indigenous culture and Cree family games related to reconciliation.

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Outreach Materials and Publications

Score

1.20 / 2.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

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

Central sustainability website

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

Website URL for the central sustainability website:

<https://www.macewan.ca/campus-life/sustainability/>

Sustainability newsletter or social media platform

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:

Yes

A brief description of the sustainability newsletter or social media platform:

The MacEwan Sustainability Instagram is managed by paid student interns. It features stories of people's sustainability journeys and efforts, sustainability initiatives on campus, upcoming sustainability events, information about sustainable living, and opportunities to get involved in and influence campus sustainability. There are 908 followers as of January 2024.

Signage

Does the institution have signage that highlights sustainability features on campus?:

Yes

A brief description of the signage that highlights sustainability features on campus:

The Students' Association of MacEwan University (SAMU) building was awarded LEED Gold certification in 2020. SAMU building has public signage communicating its sustainable features. The Robbins Health Learning Centre (RHLC) was awarded LEED Silver certification on January 27, 2012. RHLC has signage communicating this certification, as well as key green building features such as:

- Energy Efficiency (efficient heating & cooling systems, energy efficient products, and reflective Energystar Cool Roof lowers energy consumption by over 35% saving 9.7 million mega joules/year)
- Indoor Environmental Quality (low V.O.C. paints, adhesives, and carpets etc.)
- Sustainable Site development (native and low impact landscaping, underground parking to reduce heat island effect, site was originally Canadian National Railyard and was remediated to strict residential standards)
- Materials selection (over 75% construction waste was diverted from landfill)

Sustainability map or tour

Does the institution provide a sustainability walking map or tour?:

No

A brief description of the sustainability walking map or tour:

Green living guide

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:

No

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

Optional Fields

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

Coffee served on campus is sourced from Birch Bark Coffee Company, a certified Indigenous business by the Canadian Council for Indigenous Business serving with Fair Trade, organic coffee. Outreach materials posted at coffee distributors on campus share messaging about the importance of Fair Trade coffee, economic reconciliation, and Indigenous culture.

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Outreach Campaign

Score

0.00 / 4.00

Responsible Party

Kazimir Haykowsky

Sustainability Program Coordinator
Facilities Administration

Criteria

Part 1. Student outreach campaign

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 by students in a course.

Part 2. Employee outreach campaign

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 by 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 dorm or green office rating 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.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

Assessing Sustainability Culture

Score

0.00 / 1.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

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

Employee Educators Program

Score

0.00 / 3.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee educators in how to conduct peer outreach; AND
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers 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 actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., “green leaders”).

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

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

Employee Orientation

Score

1.00 / 1.00

Responsible Party

Caitlin Goyeau
Strategic Coordinator
Human Resources

Criteria

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

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

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

100.0

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

The new employee orientation course includes a variety of topics related to sustainability. The previous version of the course (2021-2024) included information for employees, including workforce engagement and wellness information (including benefits and EFAP). In addition to this, information about particular work areas was included, such as the Office of Human Rights Equity & Inclusion, the Office of Sexual Violence Prevention Education and Response, and our Centre for Sexual and Gender Diversity.

In 2024, the course was substantively revised and launched in the summer. The updated course enhanced the previous information for employees and added numerous sustainability-related topics. A notable update, Getting to MacEwan, includes:

- Information regarding various commuting methods (e.g. cycling, public transit, driving).
- Discounts on public transit passes.
- E-vehicle parking.

Another substantial revision was to include a connecting with community section of the course highlighting different work areas. This includes some of the previously mentioned work areas and newly developed materials for our Indigenous Centre and Sustainability initiatives at the university (e.g., kick the cup program, beekeeping, community garden, sustainability programming via Continuing Education, etc.). Each of these work area highlights includes invitations for employees to connect and participate holistically at MacEwan.

Optional Fields

Website URL where information about sustainability in employee orientation is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Staff Professional Development and Training

Score

1.50 / 2.00

Responsible Party

Caitlin Goyeau
Strategic Coordinator
Human Resources

Criteria

Part 1. Availability of professional development and training in sustainability

Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year.

Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

Does the institution make available professional development and training opportunities in sustainability to all non-academic staff at least once per year?:

Yes

Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?:

Yes

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:

25-49%

If sustainability professional development and training opportunities for staff are made available or supported, provide at least one of the following:

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic staff:

PD-OPPORTUNITIES

MacEwan's Human Resource Department also coordinates the delivery of a number of staff professional development opportunities, including the following courses which include some social, economic, and environmental sustainability elements:

- MHE-FS 101 Mental Health & Well-being: Essentials for Faculty & Staff
 - This course is intended to support faculty and staff with education about mental health.

- Learning Outcomes for Faculty & Staff
 - Understand mental health as a continuum
 - Recognizing signs in yourself and others of a shift in mental health
 - Self-reflection on current mental state, identifying tools that have been used & identifying new tools to support their own mental health
 - Identify ways to care for others
 - Creating a learning and working environment that is supportive and understanding
 - Identify resources for additional support
- 8% of staff have completed this course
- New Employee Orientation
 - MacEwan University re-launched this course in 2024. Approximately 40% of MacEwan non-faculty employees have completed either the previous course or the new course.
 - The new employee orientation course includes a variety of topics related to sustainability. The previous version of the course (2021-2024) included information for employees, including workforce engagement and wellness information (including benefits and EFAP). In addition to this, information about particular work areas was included, such as the Office of Human Rights Equity & Inclusion, the Office of Sexual Violence Prevention Education and Response, and our Centre for Sexual and Gender Diversity.
 - In 2024, the course was substantively revised and launched in the summer. The updated course enhanced the previous information for employees and added numerous sustainability-related topics. A notable update, Getting to MacEwan, includes:
 - Information regarding various commuting methods (e.g. cycling, public transit, driving).
 - Discounts on public transit passes.
 - E-vehicle parking.

MacEwan's indigenous centre, kihêw waciston, offers excursions, sessions, camps, circles and other formats that address different social and ecological aspects of sustainability. Cultural diversity and equity, in combination with a personal and societal healing are the main themes throughout their events.

Sustainability-focused or -related content is provided through credit and continuing education courses, as well as external conferences and learning opportunities. MacEwan staff are able to access these courses using the The Access to University Learning Activities Fund. This fund provides employees with up to \$1,100 per fiscal year (July 1 to June 30) to cover tuition fees for scheduled MacEwan University learning activities. This includes:

- Credit courses
- Non-credit and Continuing Education courses*
- Courses available through MacEwan University Sport and Wellness
- Programs available through the Conservatory of Music

The Access to University Learning Activities Fund can only be used toward tuition fees. Special fees, material fees, and costs associated with textbooks and other supplies must be paid by the employee. The Access to University Learning Activities Fund is available to all MacEwan University employees, including, casual employees who work a minimum of 910 hours per year and active Sessional instructors who have had five sessional appointments.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :

The Career Development Fund covers tuition, conference registration fees or workshop fees for continuing MacEwan Staff Association (MSA) Members and Out of Scope (OOS) employees previously included in the Administrative Support and Supervisory Personnel (ASSP) policy.

The fund may be used for training that:

- Enhances the employee's capacity to perform work in their current role; or
- Prepares the employee for an expanded or different role at MacEwan.

The Career Development Fund can only be used for tuition, conference registration fees, or workshop

fees. The Career Development Fund does not pay for general interest courses, personal development, wellness, or job-specific requirements. Department budgets for professional development are to be used to cover any job-specific requirements or legislative compliance training. An individual employee is allocated a maximum of \$750 per fiscal year.

External services can be accessed through the Career Development Fund mentioned above. Past PD opportunities included, but were not limited to conferences, speaker series and, indigenous culture camps, personal coaching and training sessions, such as Kihew Waciston Land Based Camp, EconoUs Conference, Communities in Bloom, The Impact of Social Media on the Criminal Justice System, Come Together Alberta Conference, Creative Commons Global Summit, NASPA Sexual Violence Prevention and Response Conference, IDI intercultural development inventory, Business Ethics and Society, Restorative Justice Conference, Knowing Our Spirits Conference.

Optional Fields

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:

A brief description of how sustainability is included in staff performance reviews :

Website URL where information about staff professional development and training in sustainability is available:

<https://www.macewan.ca/academics/faculties-schools/school-of-continuing-education/professional-development/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

MacEwan's New Employee Orientation offers the most information about sustainability related topics, so the 40% staff completion rate was used to determine the percentage of regular, non-academic staff that participates annually in sustainability professional development and training. However, this rate is likely higher as a result of the many PD opportunities offered that are not easily tracked, such as an individual employee's choices of credit courses or conferences during their career.

Public Engagement

Points Earned 7.32

Points Available 18.00

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, nonprofit 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	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 3.00
Continuing Education	2.31 / 5.00
Community Service	0.01 / 5.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	Not Applicable

Community Partnerships

Score

3.00 / 3.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

Community-based research and engaged scholarship around sustainability challenges 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 partnerships and contribute toward sustainability, they are covered in the Community Service credit and should not be included in this credit.

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

1st Partnership

Name of the institution's formal community partnership to advance sustainability :

Student Refugee Program: SAMU (Student Association of MacEwan University) with World University Service of Canada (WUSC)

Does the institution provide financial or material support for the partnership? :

Yes

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

Which of the following best describes the partnership?:

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :

Yes

A brief description of the institution's formal community partnership to advance sustainability:

The Student Refugee Program (SRP) combines resettlement with opportunities for higher education. Launched in 1978 with the placement of one student at Carleton University, the program has since grown to support over 130 students per year through active partnerships with over 80 campuses. As an official Sponsorship Agreement Holder in Canada, WUSC has a longstanding agreement with Immigration, Refugees and Citizenship Canada. This agreement enables us to bring refugee students to study in Canada as permanent residents. WUSC identifies refugee students who are in need of resettlement and grants permission to WUSC Local Committees at universities, colleges and cegeps across Canada to sponsor in WUSC's name.

Crucial to the program's success is its unique youth-to-youth sponsorship model which empowers young Canadian students to play an active role in the sponsorship of refugee students. They also play a critical role in offering day-to-day social and academic support to SRP students. Furthermore, current and former SRP students have a chance to share their experiences and get involved in the planning and implementation and improvement of the program.

Financial support to WUSC scholars is granted through MacEwan Residence, by waiving a variety of deposits and application fees. Furthermore, MacEwan Residence maintains a good relationship with SAMU in order to help orient students when they arrive.

A variety of sustainability challenges are addressed through the partnership: Peace, Justice and Stong Institutions, quality education, reduced inequalities, decent work and economic growth, good-health and wellbeing

WUSC:

<https://srp.wusc.ca/>

SAMU:

<https://samu.ca/programs-services/student-refugee/>

<https://vimeo.com/85850149>

2nd Partnership

Name of the institution's formal community partnership to advance sustainability (2nd partnership):

Does the institution provide financial or material support for the partnership? (2nd partnership):

No

Which of the following best describes the partnership timeframe? (2nd partnership):

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

3rd Partnership

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

Does the institution provide financial or material support for the partnership? (3rd partnership):

Which of the following best describes the partnership timeframe? (3rd partnership):

Which of the following best describes the partnership? (3rd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

Optional Fields

A brief description of the institution's other community partnerships to advance sustainability:

Website URL where information about the institution's community partnerships to advance sustainability is available:

<https://samu.ca/student-resources/other/student-refugee-program/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Inter-Campus Collaboration

Score

2.00 / 3.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.
 - Actively participates in a regional, state/provincial, or local higher education sustainability network.
 - Has presented at a higher education sustainability conference during the previous year.
 - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
 - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
 - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
-

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

Is the institution currently a member of a national or international higher education sustainability network?:

Yes

The name of the national or international sustainability network(s):

- 1) AASHE
- 2) Canadian Alliance of College and University Sustainability Professionals (CUSP)

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

- 1) Canadian Alliance of College and University Sustainability Professionals (CUSP), Alberta Chapter

Has the institution presented at a higher education sustainability conference during the previous year?:

Yes

A list or brief description of the conference(s) and presentation(s):

MacEwan Sustainability professor Tai Munro presented at the OE Global conference in fall 2023. The theme was the Sustainable Development Goals

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:

Yes

A list or brief description of the sustainability resource center or awards program and submission(s):

The open sustainability textbook developed by professor Tai Munro was submitted to AASHE in 2023 and accepted.

Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?:

No

A list or brief description of the board or committee appointment(s):

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:

No

A brief description of the mentoring relationship and activities:

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

Optional Fields

A brief description of other inter-campus collaborative efforts around sustainability during the previous year :

Website URL where information about the institution's inter-campus collaborations is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Continuing Education

Score

2.31 / 5.00

Responsible Party

Eaman Mah
Associate Dean
School of Continuing Education

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. 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.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

Part 1 . Continuing education courses in sustainability

Total number of continuing education courses offered:

1,249.0

Number of continuing education courses that are sustainability course offerings:

13.0

Percentage of continuing education courses that are sustainability course offerings:

1.0408326661329064

Course Inventory

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:

[School_of_Continuing_Education_courses_and_sections_2023-2024.xlsx](#)

Institution's inventory of its continuing education sustainability course offerings and descriptions:

- SUST 201 – Introduction to Sustainability
 - In this course, which builds on the legacy of our university's namesake, Dr. J. W. Grant MacEwan, students examine the theories, principles, and practices of sustainability, focusing on the interconnectedness of environmental, economic, and social systems in achieving overall well-being. Students explore compelling sustainability issues from a variety of inter-disciplinary perspectives.
- SUST 301 – Sustainability Challenges
 - Many different sectors are now seeking professionals who have expertise in sustainability in order to guide projects and lead organizational change. This course will focus on the systems thinking and related skills that are required to identify, discuss, evaluate, and address sustainability challenges. Students will connect theory to practice as they develop a project to address a sustainability challenge within the university or broader community.
 - Prerequisite: One of [SUST 201](#), [SUST 302](#), or consent of the instructor.
- SUST 302 – Systems Thinking
 - Tackling complex problems requires different ways of thinking that recognize the interconnections within the whole. Systems thinking provides helpful ways of thinking and tools that can be used to critically analyze and respond to complex situations. This course will provide foundational knowledge of the concepts, components, and dynamics of complex systems. Students will learn how to identify interconnections, feedback loops, and leverage points, as well as the importance and pitfalls of identifying the system's purpose or function.
- SUST 310 – Indigenous and Western Perspectives: Walking Side by Side
 - This course examines Indigenous and western perspectives of sustainability using various conceptual frameworks. The colonial, technoscientific nature of western perspectives of sustainability are challenged as insufficient to achieve sustainability that incorporates cultural vitality, social equity, environmental responsibility, and economic integrity. Indigenous principles are examined as leading to sustainability as a way of being. Note: Students may obtain credit in only one of [INDG 310](#) and [SUST 310](#).
- SUST 390 – Topics in Sustainability
 - This course examines a substantive topic or topics of relevance to sustainability. The topic for the course varies and is announced prior to registration. This course may be taken up to two times provided the course topic is different.
 - Prerequisites: [SUST 201](#).

Do the figures reported above cover one, two, or three academic years?:

One

Part 2. Sustainability-focused certificate program

Does the institution have at least one sustainability-focused certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program(s):

MacEwan University's School of Continuing Education offers the Certificate of Achievement in Sustainability Studies. "Sustainability theories and practices are increasingly important in our ever-changing world. Theories and practices can be applied to not only the environment, but to the economy and social systems. This certificate is truly interdisciplinary in nature with applications in business, government, education, and more. Students can build on their current or past post-secondary education. The Certificate of Achievement in Sustainability Studies consists of 2 core courses in addition to 2 electives with a sustainability focus."

Optional Fields

Website URL where information about the institution's continuing education courses and programs in sustainability is available:

<https://calendar.macewan.ca/programs/certificates-achievement/sustainability/#overviewtext>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Community Service

Score

0.01 / 5.00

Responsible Party

Brett Farquharson

Manager

Student Success

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

Part 1. Percentage of students participating in community service

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:

Yes

Total number of students:

18,108.0

Number of students engaged in community service:

28.0

Percentage of students engaged in community service:

0.15462778882261982

Part 2. Community service hours per student

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

Yes

Total number of student community service hours contributed annually:

1,122.0

Number of annual community service hours contributed per student:

0.06196156394963552

Part 3. Employee community service program

Does the institution have a formal program to support employee volunteering during regular work hours?:

No

A brief description of the institution's program to support employee volunteering:

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

No

Total number of employee community service hours contributed annually through programs sponsored by the institution:

Optional Fields

Website URL where information about the institution's community service programs is available:

Additional documentation to support the submission:

[EN 13_Staff and Faculty Collective Agreements_2.pdf](#)

Data source(s) and notes about the submission:

Participation in Public Policy

Score

0.00 / 2.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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.

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

Trademark Licensing

Responsible Party

Kalen Pilkington
Director of Sustainability
Sustainability

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

Institution's gross annual licensing revenue is less than \$50,000 (US/Canadian).

Operations

Air & Climate

Points Earned 6.33

Points Available 11.00

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	Points
Emissions Inventory and Disclosure	2.04 / 3.00
Greenhouse Gas Emissions	4.29 / 8.00

Emissions Inventory and Disclosure

Score	Responsible Party
2.04 / 3.00	Bonnie Dong Manager, Sustainability Facilities

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
 - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
 - Commuting (regular commuting to and from the institution by students and employees)
 - Purchased goods and services (e.g., food and paper)
 - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
 - Fuel- and energy-related activities not included in Scope 1 or 2
 - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
 - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NO_x) and sulfur oxides (SO_x). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
 - Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
 - Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
 - Commuting
 - Off-site electricity production
-

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

Part 1. Greenhouse gas emissions inventory

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :

Yes

A copy of the most recent GHG emissions inventory:

[MacEwan_University_-_STARS_v2.2_OP-1_-_2024-10-25.pdf](#)

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

Scope 3 emissions are excluded from the GHG Inventory. As advised in the GHG Protocol (Corporate Standard), GHG emissions were calculated by applying appropriate emission factors to relevant activity data that is reflective of energy consumption on campus.

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 GHG inventory verification process:

The methodology and the results were prepared by Energy Profiles Ltd. an independent energy management consultant. The results were reviewed by Bonnie Dong, Manager of Sustainability for MacEwan University and the Energy Management System Sub-Committee that meets to fulfil the requirements of ISO 50001 (Energy Management Standards) certification that was last achieved in 2023. Bonnie is a professional engineer who specializes in building science and sustainability and is registered to practice in the province of Alberta. She also chairs the ISO 50001 Energy Management Standards management review committee that is comprised of facilities leaders that manage operational systems impacting energy consumption and emissions. The Energy Management System sub-committee reviews monthly energy consumption and emissions against budgeted figures and reviews annual reports of energy consumption and greenhouse gas emissions generated, meeting a minimum of 8 times per year.

Documentation to support the GHG inventory verification process:

Scope 1 GHG emissions

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO ₂ e
Stationary combustion	7,466.0
Other sources (mobile combustion, process emissions, fugitive emissions)	16.0

Total gross Scope 1 GHG emissions, performance year:

7,482.0

Scope 2 GHG emissions

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO2e
Imported electricity	11,162.0
Imported thermal energy	0.0

Total gross Scope 2 GHG emissions, performance year:

11,162.0

GHG emissions from biomass combustion

Gross GHG emissions from biogenic sources, performance year:

Scope 3 GHG emissions

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO2e
Business travel	---	---
Commuting	---	---
Purchased goods and services	---	---
Capital goods	---	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---	---
Waste generated in operations	---	---
Other sources	---	---

Total Scope 3 GHG emissions, performance year:

0.0

A brief description of how the institution accounted for its Scope 3 emissions:

Part 2. Air pollutant emissions inventory

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:

Yes

Annual weight of emissions for::

	Weight of Emissions
Nitrogen oxides (NOx)	8.52 Metric tons (9.39388582 Tons)
Sulfur oxides (SOx)	0.10 Metric tons (0.11353792999999998 Tons)
Carbon monoxide (CO)	4.70 Metric tons (5.176447759999999 Tons)
Particulate matter (PM)	0.48 Metric tons (0.5291087999999999 Tons)
Ozone (O3)	0.00 Metric tons
Lead (Pb)	0.00 Metric tons
Hazardous air pollutants (HAPs)	0.00 Metric tons
Ozone-depleting compounds (ODCs)	0 Metric tons
Other standard categories of air emissions identified in permits and/or regulations	0.10 Metric tons (0.111250085595 Tons)

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	Yes
Area sources	No
Mobile sources	---
Commuting	---
Off-site electricity production	---

None

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

Energy consultants were used to gather the data for OP 1: Emissions Inventory and Disclosure.

Activity data was collected from the following stationary sources in their native consumption units for the fiscal year between April 1, 2023 to March 21 2024.

- Natural gas combustion by boilers and furnaces
- Diesel fuel use by backup electricity generators

In keeping with the industry best practice for quantifying emissions, the following equation was used to estimate emissions from stationary sources at MacEwan University:

Emissions (Tons) = Activity Data (Unit) X Emission Factor (Tons/Unit)

All relevant stationary sources of emissions identified by STARS were investigated at MacEwan University. For the current reporting year, it was determined that the refrigerants used in the chillers on campus did not need to be recharged. As a result, the weight of ozone-depleting compounds is reported as zero

Optional Fields

Gross Scope 2 GHG emissions from purchased electricity (location-based):

11,162.0

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :

Website URL where information about the institution's emissions inventories is available:

Additional documentation to support the submission:

[MacEwan_University_-_STARS_v2.2_OP-1_-_2024-10-25.pdf](#)

Data source(s) and notes about the submission:

Greenhouse Gas Emissions

Score

4.29 / 8.00

Responsible Party

Bonnie Dong
Manager, Sustainability
Facilities

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO₂e) per gross square metre (0.02 MTCO₂e per gross square foot) of floor area.

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 (see Standards and Terms).

Carbon sinks

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

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

Scope 1 and Scope 2 GHG emissions

Gross GHG emissions

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	7,466.0	9,039.0
Gross Scope 1 GHG emissions from other sources	16.0	66.0
Gross Scope 2 GHG emissions from imported electricity	11,162.0	21,649.0
Gross Scope 2 GHG emissions from imported thermal energy	0.0	0.0
Total	18,644.0	30,754.0

Carbon sinks

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0.0	0.0
Institution-catalyzed carbon offsets generated	0.0	0.0
Carbon storage from on-site composting	0.0	0.0
Carbon storage from non-additional sequestration	0.0	---
Carbon sold or transferred	0.0	0.0
Net carbon sinks	0.0	0.0

If total performance year carbon sinks are greater than zero, provide:

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Adjusted net GHG emissions

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	18,644.0	30,754.0

Performance and baseline periods

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

	Performance year	Baseline year
Start date	April 1, 2022	July 1, 2013
End date	March 31, 2023	June 30, 2014

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

Required if end date of the baseline year/period is 2004 or earlier.

2014 was the first year that the GHG Inventory was conducted by Energy Profiles Ltd. MacEwan's 2014 baseline year was established as part of an ongoing energy management strategy. It serves as a valid benchmark, as the methodology established in 2014 remained the same throughout the following years, hence allowing reliable comparisons across reporting years, and measurement of the overall impact of ongoing efforts to mitigate emissions.

Part 1. Reduction in GHG emissions per person

Weighted campus users

Figures needed to determine "Weighted Campus Users":

	Performance year	Baseline year
Number of students resident on-site	860.0	671.83
Number of employees resident on-site	2.0	2.0
Number of other individuals resident on-site	7.0	548.3
Total full-time equivalent student enrollment	12,558.0	11,958.0
Full-time equivalent of employees	1,745.0	1,391.0
Full-time equivalent of students enrolled exclusively in distance education	529.0	384.33
Weighted Campus Users	10,553.0	10,440.260000000002

Metrics used in scoring for Part 1

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	1.766701411920781	2.9457120799673566

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

40.024640427846606

Part 2. GHG emissions per unit of floor area

Performance year floor area

Gross floor area of building space, performance year:

258,675 Gross square meters (2,784,354.527117475 Gross square feet)

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	2,139.20 Square meters (23,026.1571640464 Square feet)
Healthcare space	0 Square meters
Other energy intensive space	1,959.80 Square meters (21,095.1116352366 Square feet)

EUI-adjusted floor area, performance year:

264,913.09 Gross square meters (2,851,501.953080804 Gross square feet)

Metric used in scoring for Part 2

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:

0.07 MtCO₂e per square meter (0.006538308690217361 MtCO₂e per square foot)

A brief description of the institution's GHG emissions reduction initiatives:

50 solar panels were installed, lighting was retrofitted and boilers were replaced. The ISO 50001 Energy Management Standard was adopted and implemented.

Website URL where information about the institution's GHG emissions is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Buildings

Points Earned 2.95

Points Available 8.00

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	Points
Building Design and Construction	2.40 / 3.00
Building Operations and Maintenance	0.55 / 5.00

Building Design and Construction

Score	Responsible Party
2.40 / 3.00	Bonnie Dong Manager, Sustainability Facilities

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:

6,774 Square meters (72,914.729164758 Square feet)

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square meters
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	6,224 Square meters (66,994.578435408 Square feet)
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square meters
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 Square meters
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square meters

	Floor area
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square meters
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	550 Square meters (5,920.15072935 Square feet)
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square meters
Total	6,774 Square meters (72,914.729164758 Square feet)

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

91.88072040153529

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Students Administration of Macewan University Building, LEED Gold certified, 2022

West Village Doorway Renovation and Fire Door Upgrades, 2024 - green building practices for construction in an occupied campus and waste diversion from landfill reported.

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Optional Fields

Website URL where information about the institution's green building design and construction program is available:

https://www.macewan.ca/c/policies/facilities_sustainability.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

LEED scorecard to show SAMU LEED Gold Certification, the most recent large scale project on MacEwan University campus in the past 5 years.

Building Operations and Maintenance

Score

0.55 / 5.00

Responsible Party

Stephen Luyendyk
Senior Manager Operations
Operations

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/ program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

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

Total floor area of existing building space:

258,675 Square meters (2,784,354.527117475 Square feet)

Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

Existing floor area

Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)

0 Square meters

Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)

0 Square meters

Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)

0 Square meters

	Existing floor area
Certified at a step above minimum level under a 4 -or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 Square meters
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 Square meters
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	36,362 Square meters (391,397.310582954 Square feet)
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 Square meters
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	51,638 Square meters (555,826.806113046 Square feet)
Total	87,999.96 Square meters (947,224.116696 Square feet)

Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:

14.057021358847974

A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:

The Robbins Health Learning Center (RHLC) building was certified by BOMA and achieved BOMA Best Silver in 2023 (29 370 sqm). City Centre Campus Buildings 5, 6, 7 and 8 was also certified by BOMA to BOMA Best Silver in 2023 (6992 sqm).

Optional Fields

Website URL where information about the institution's sustainable operations and maintenance program is available:

<https://www.macewan.ca/campus-life/sustainability/initiatives/energy-efficiency/>

Additional documentation to support the submission:

[Robbins_Health_Learning_Centre_Final_Verification_Report.pdf](#)

Data source(s) and notes about the submission:

The university's Facilities department follows sustainable practices when designing, constructing and operating buildings. Sustainability guidelines are included in contracts and RFP development, whether it's a service or commodity. These guidelines include: • Impacts on the surrounding site • Energy consumption • Usage of environmentally preferable materials • Indoor environmental quality • Water consumption Facilities is ISO 9001 and ISO 50001 certified and is committed to "operating physical environments that are: secure, clean, functional, sustainable and inspiring through committed resources and technology." ISO processes ensure that procedures are followed as stipulated and proper control mechanisms are in place. All buildings meet the "eligible building criteria" and a number of policies apply: D6000, D5050, D5070, D5000. Access policies here: <https://www.macewan.ca/about-macewan/policies/current-policies/policies-current-administrative/#Infrastructure>

Energy

Points Earned 1.78

Points Available 10.00

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	Points
Building Energy Efficiency	1.78 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Efficiency

Score

1.78 / 6.00

Responsible Party

Roger Timmer

Senior Manager, Facilities Maintenance & Infrastructure
Facilities Operations Admin

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit 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.

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

Part 1. Site energy use per unit of floor area

Performance year energy consumption

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	223,686,233.0	763,217.426996
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	13,792.0	47.058304

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	558.18
Imported steam, hot water, and/or chilled water	0.0

Total site energy consumption, performance year:

763,822.6653

Performance year building space

Gross floor area of building space, performance year:

258,675 Gross square meters (2,784,354.527117475 Gross square feet)

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	2,139.20 Square meters (23,026.1571640464 Square feet)
Healthcare space	0 Square meters
Other energy intensive space	1,959.80 Square meters (21,095.1116352366 Square feet)

EUI-adjusted floor area, performance year:

264,913.09 Gross square meters (2,851,501.953080804 Gross square feet)

Performance year heating and cooling degree days

Degree days, performance year:

	Degree days
Heating degree days	4,741 Degree-Days (°C) (8,533.800000000001 Degree-Days (°F))
Cooling degree days	187 Degree-Days (°C) (336.6 Degree-Days (°F))

Total degree days, performance year:

4,928 Degree-Days (°C) (8,870.400000000001 Degree-Days (°F))

Performance period

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

	Start date	End date
Performance period	April 1, 2023	March 31, 2024

Metric used in scoring for Part 1

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:

180.58 Btu / GSM / Degree-Day (°C) (30.19782497415195 Btu / GSF / Degree-Day (°F))

Part 2. Reduction in source energy use per unit of floor area

Baseline year energy consumption

STARS 2.2 requires electricity data in kilowatt-hours (kWh). If a baseline has already been established in a previous version of STARS and the institution wishes to continue using it, the electricity data must be re-entered in kWh. To convert existing electricity figures from MMBtu to kWh, simply multiply by 293.07107 MMBtu/kWh.

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	92,375.37	315.18476244
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0.0	0.0

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	141,201.09483175
Imported steam, hot water, and/or chilled water	0.0

Total site energy consumption, baseline year:

141,516.27959419

Baseline year building space

Gross floor area of building space, baseline year:

241,152.03 Gross square meters (2,595,738.8477976965 Gross square feet)

Baseline period

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

	Start date	End date
Baseline period	July 1, 2014	June 30, 2015

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

The baseline was adopted by the Energy Management Committee in pursuit of the ISO 50001 Management System (standard requirement) which was implemented in 2016.

Source energy

Source-site ratio for imported electricity:

2.05

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	2.95 MMBtu per square meter (0.2743266555372127 MMBtu per square foot)	6.05 MMBtu per square meter (0.5621414041933038 MMBtu per square foot)
Baseline year	0.59 MMBtu per square meter (0.054518689241121736 MMBtu per square foot)	0.59 MMBtu per square meter (0.05464618434751226 MMBtu per square foot)

Metric used in scoring for Part 2

Percentage reduction in total source energy consumption per unit of floor area from baseline:

0.0

Optional Fields

Documentation to support the performance year energy consumption figures reported above:

[MacEwan_University_-_FY_2024_Emission_Report_2.pdf](#)

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

BOMA Ugly Christmas Sweater Day, December 19, 2022: Turned down the heat in all buildings by one degree Celsius for one day.

A brief description of energy use standards and controls employed by the institution:

Last submission:

Building temperatures are controlled centrally through a building automation system. Temperatures are kept between 21 and 23 degrees. Buildings have minimum, maximum, night setback temperature control standards, HVAC automation schedules, lighting automation schedules, light harvesting, occupancy sensors for rooms controlled through the various BMS automation systems.

Current submission:

ISO 50001 - Energy Management System: Received certification and using standard since 2018.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

Systematically retrofitting sections of the buildings to LED lighting. Started 2014 and are continuing sections every year applying ISO 50001 strategies and targets.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

Installed small solar project at Robbins Health Learning Centre 2017 and now working on large solar roof installation on campus that is currently in progress.

A brief description of co-generation employed by the institution:

N/A

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

Implementing through our procurement department , project requirements, RFP processes, new construction, purchasing energy efficient equipment. MacEwan University has completed numerous retrofits, including the replacement of pool systems

with energy efficient units, including heat recovery, and installation of variable frequency drives on air handlers and pumps.

Website URL where information about the institution's energy conservation and efficiency program is available:

<https://www.macewan.ca/campus-life/sustainability/initiatives/energy-efficiency/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Clean and Renewable Energy

Score

0.00 / 4.00

Responsible Party

Bonnie Dong
Manager, Sustainability
Facilities

Criteria

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

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, 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 (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

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

Food & Dining

Points Earned 2.06

Points Available 8.00

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.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.38 / 6.00
Sustainable Dining	1.68 / 2.00

Food and Beverage Purchasing

Score

0.38 / 6.00

Responsible Party

Susana Chalut
Manager
Hospitality Services

Criteria

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

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:

0.56

Percentage of total annual food and beverage expenditures on plant-based foods:

11.41

An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[FINAL_Aramark_-_MacEwan_Food_and_Beverage_Purchasing_Inventory_for_STARS_Credit_OP-7.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

We used a timeframe of calendar year 2023. MacEwan's food services contractor, Aramark, keeps detailed records of all purchases and suppliers and was able to provide us with a comprehensive and detailed list of all products, their sources, and their 3rd party verification status.

If reporting Real/Good Food Calculator results, provide:

Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g., regional or global brands)	Yes	No
Convenience stores	Yes	Yes

	Present?	Included?
Vending services	Yes	No
Concessions	Yes	No

Total annual dining services budget for food and beverage products:

\$500,000 - \$999,999

Optional Fields

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

We are committed to seeking out and working with more suppliers that have incorporated sustainability into their approach to procurement. We look for well-recognized certifications from respected third parties such as Fairtrade International, Marine Stewardship Council, Rainforest Alliance, Certified Organic and more. In addition, through a series of transitional, time-bound commitments we are working to increase the number and volume of products from sustainable sources.

Website URL where information about the food and beverage purchasing program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Compared to the reports in 2014 and 2018, the percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Short Food Supply Chain has continued to decline significantly (6.11% to 0.56%). This change appears to be due to MacEwan food vendors no longer stocking FairTrade certified snacks and candies such as chocolates.

Sustainable Dining

Score	Responsible Party
1.68 / 2.00	Susana Chalut Manager Hospitality Services

Criteria

Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

Part 1. Sustainable dining initiatives

Local community engagement

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:

No

A brief description of the farmers market, CSA or urban agriculture project:

Sustainability-themed outlet

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

No

A brief description of the sustainability-themed food outlet:

Inclusive and local sourcing

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:

Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

On campus convenience stores and food vendors have a dedicated local section selling numerous local products including Bloom cookies, Twelve Cows, Caramunchies, and twigz.

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

3.43

Low-impact dining

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:

Yes

A brief description of the low impact dining events and/or plant-forward options:

"Plant-powered" meal options center vegetable ingredients and are available from coolers, convenience stores and food service restaurants on campus.

Vegan dining program

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

Vegan options are consistently available at food service locations on campus.

Labelling and signage

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:

Yes

A brief description of the sustainability labelling and signage in dining halls:

MacEwan's primary food service contractor -Aramark- makes use of a consumer-focused labelling system including identifiers like "Plant-Powered" (indicating plant-centered meals) and "Cool-Foods" (indicating sustainably-sourced and less carbon intense meals)

Part 2. Food waste minimization and recovery

Food recovery program

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

MacEwan University's prime food service contractor Aramark's strategy for reducing food waste involves our Food Management Fundamentals Training, coupled with our food waste tracking system, Global Metric Monitor (GMM). Our Food Management Fundamentals Training teaches staff to prevent food waste before it occurs. This includes eliminating spoilage, food expiration, waste due to excessive trimming, and overproduction. The program emphasizes the top of the Food Waste Reduction hierarchy, source reduction, and follows a structured food production process focused on the "Five P's": Plan, Product, Production, Portion, and Post-Analysis.

GMM allows us to track food waste by weighing all waste at the end of each day, manually inputting the data into a log sheet, which is then entered into our database. The waste is categorized into general waste, production waste, service waste, and storage waste. The database allows us to review our food waste for post-analysis.

Trayless dining and portion modifications

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

All food service outlets are trayless. Uncombo'd menus (single menu items) are available to customers can order soup only, veg only, salad only or 1/2 soup/salad, single offerings of single menu items to reduce over production and overpurchasing.

Food donation

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

Excess food items produced by catering and retail operations on campus that are deemed food safe are donated to the Students' Association of MacEwan University Food Pantry (food bank) when possible.

Food materials diversion

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:

No

A brief description of the food materials diversion program:

Composting

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

No

A brief description of the pre-consumer composting program:

Does the institution or its primary dining services contractor have a post-consumer composting program?:

Yes

A brief description of the post-consumer composting program:

Composting services are provided to the MacEwan campus by GFL. Consumer compost bins are provided in all food service and lounge areas of campus, with clear signage as to what items may be disposed of in the compost bins, or in the adjacent landfill and recycling bins.

Dine-in service ware

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:

Yes

A brief description of the reusable service ware program:

On-campus dine-in restaurants and catering provided by Aramark use reusable china as the default option.

Take-away materials

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

Yes

A brief description of the compostable containers and service ware:

Take-out containers and serviceware offered at food services locations and catering are primarily compostable.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in “to-go” food service operations?:

Yes

A brief description of the reusable container discount or incentives program:

Food services offers the "Green to go" program which provides customers with a reusable clamshell container in exchange for a deposit, which is refunded when the container is returned to food services to be washed and returned to circulation. Customers can collect a stamp for each purchase using a "Green to go" container, and may redeem 10 stamps for a free meal up to a value of \$10. However, the program has not had very much uptake.

The "Kick the Cup" program encourages customers to bring their own reusable mug by offering a \$0.10 discount.

Optional Fields

A brief description of other sustainability-related initiatives not covered above:

Our seafood is wild-caught and sourced from fisheries that are certified by the Marine Stewardship Council (MSC) and committed to harvesting at a rate that ensures enough fish are left in the ocean and respecting aquatic habitats.

We're proud to be a member of the National Farm Animal Care Council (NFACC), the national lead for codes of practice development and farm animal care in Canada.

Website URL where information about the sustainable dining programs is available:

<https://macewaneats.ca/green/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Grounds

Points Earned 1.29

Points Available 3.00

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 resources.

Credit	Points
Landscape Management	0.29 / 2.00
	1.00 / 1.00
	This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:
	<ul style="list-style-type: none">• Legally protected areas (e.g., IUCN Category I-VI)• Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)• Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)• Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)
Biodiversity	
	2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.
	Close

Landscape Management

Score
0.29 / 2.00

Responsible Party
Stephen Luyendyk
Senior Manager Operations
Operations

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Total campus area:

16.09 Hectares (39.7557004353 Acres)

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	0 Hectares
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	3.71 Hectares (9.1675955 Acres)
Area managed using conventional, chemical-based landscape management practices	9.17 Hectares (22.6595285 Acres)
Total area of managed grounds	12.88 Hectares (31.827124 Acres)

If the total area of managed grounds is less than the total campus area, provide:

A brief description of any land excluded from the area of managed grounds:

Parking, sidewalks and roadways, plaza areas and the clock tower entrance are excluded.

Organic program

Percentage of grounds managed organically:

0.0

If reporting an organic program, provide:

A brief description of the organic landscape management program:

Integrated Pest Management (IPM) program

Percentage of grounds managed in accordance with an IPM program:

28.80434782608696

If reporting an IPM program, provide:

A copy of the IPM plan or program:

A brief description of the IPM program:

The Facilities Grounds Department uses an Integrated Pest Management (IPM) Program to promote healthy vegetation and guide pest control activities on lands owned and leased by the MacEwan University. The MacEwan University program follows a 4-tiered IPM approach to improve plant health and to prevent and manage pest infestations: (1) determination of action thresholds (based on vigor assessment) (2) monitoring and identifying pests (e.g. infestation of young Elm trees with European Elm Scale, Green Ash affected by Lecanium Scale, regular monitoring) (3) prevent or remove conditions that attract pests (e.g. structural or maintenance pruning, removal) (4) control (e.g. for set date and/or during periodic health inspection) When pests are detected the Grounds Supervisor will determine the most effective and environmentally sound method to deal with the issue. These methods include: 1. Cultural methods Suppress pest problems by minimizing the conditions they need to live (water, shelter, food). Planting plants that are adapted to our growing conditions, planting them in the right place, giving proper attention to their water and nutritional needs and the like. Native plants resist diseases, outgrow weeds and are less likely to succumb to insects. 2. Biological methods Use predators, parasites and diseases of pests in a targeted way to suppress pest populations. Such as the use of Ladybugs to control Aphids and whitefly in roses and shrub areas. 3. Chemical methods Conventional pesticides currently refers to synthetically produced compounds that act as direct toxins (nerve poisons, stomach poisons, etc.) MacEwan Grounds uses only environmentally friendly biodegradable pesticide treatments as required in minimal effective amounts.

Optional Fields

A brief description of the institution's approach to plant stewardship:

-A centrally controlled irrigation system that includes a weather station is used to optimize and regulate water use. -Plant beds are mulched to retain additional moisture.

A brief description of the institution's approach to hydrology and water use:

We utilize a centrally-controlled irrigation system, including a weather station and rain sensors. Mulching of planter beds, and leaving grass clippings on the lawns reduces evaporation and watering frequency.

A brief description of the institution's approach to landscape materials management and waste minimization:

All grass is mulched. -Recycled and reusable materials are used in hard landscaping when available.

A brief description of the institution's approach to energy-efficient landscape design:

Site-appropriate deciduous shade trees are planted in many places along the south side of buildings, especially those with many windows and glass walls, to reduce solar radiation in the summer and hence reduce cooling costs. Many perennial plants are utilized, which reduces the need to ship and plant annual flowers each year. Campus is experimenting with additional perennial plant options for flower beds.

A brief description of other sustainable landscape management practices employed by the institution:

MacEwan University reduces the impact of snow and ice removal by regularly clearing sidewalks with a sweeper, manually scraping, and using sand in place of deicing chemicals whenever possible.

Website URL where information about the institution's sustainable landscape management program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Biodiversity

Score

1.00 / 1.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)
- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Kazimir Haykowsky
Sustainability
Program Coordinator
Facilities
Administration

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or 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, or regions of conservation importance?:

No

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

Endangered and vulnerable species

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:

Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

No endangered or vulnerable species were identified.

Areas of biodiversity importance

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:

Yes

A brief description of areas of biodiversity importance on land owned or managed by the institution:

MacEwan University is a relatively small, urban campus in downtown Edmonton. The campus area exists entirely between 104 and 105 avenues, and 105 and 112 streets. A large part of the campus area is buildings, and the remainder consists of paved areas, lawns, landscape trees, and ornamental flower beds. There are no areas of biodiversity importance identified on the MacEwan University Campus.

Methodologies

If yes to either of the above, provide the following:

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

The assessment consists of observation by MacEwan custodial, operations, administrative, and academic staff during regular grounds and building maintenance, operational, and extracurricular activities and is carried out on an ongoing basis.

A brief description of the scope of the assessment(s):

The assessment encompasses the entire campus area.

A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:

New landscaping plans for the MacEwan University campus emphasize the importance of native plant species and ecosystem services to support native pollinator, other insect, and bird species, and encourage their incorporation into the campus environment. Grounds maintenance staff have been piloting the inclusion of pollinator-friendly perennial and native species into plantings in campus garden beds. MacEwan University also keeps 6 beehives on the roof of building 5. These bees provide pollination services for plants of all kinds in the downtown Edmonton environment which extends to include the naturalized areas of Edmonton's river valley which contains many native and naturalized plant species.

Optional Fields

Estimated percentage of areas of biodiversity importance that are also protected areas :

0.0

Website URL where information about the institution's biodiversity initiatives is available:

<https://www.macewan.ca/about-macewan/strategic-vision/sustainability/initiatives/urban-beekeeping/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Purchasing

Points Earned 4.75

Points Available 6.00

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	Points
Sustainable Procurement	2.50 / 3.00
Electronics Purchasing	0.98 / 1.00
Cleaning and Janitorial Purchasing	1.00 / 1.00
Office Paper Purchasing	0.27 / 1.00

Sustainable Procurement

Score	Responsible Party
2.50 / 3.00	Soraya Granados Abad Director, Procurement and Contract Management Services Procurement and Contract Management

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
<p>A. Chemically intensive products and services</p> <p>Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.</p>	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.• Including sustainability objectives in contracts with service providers.
<p>B. Consumable office products</p> <p>Batteries, lamps, paper, toner cartridges</p>	<ul style="list-style-type: none">• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content.• A stated preference for extended use, rechargeable, or remanufactured products.• A stated preference for low mercury lamps.
<p>C. Furniture and furnishings</p> <p>Furniture, flooring, ceilings, walls, composite wood.</p>	<ul style="list-style-type: none">• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified)• A stated preference for furnishings that are low-VOC or free of flame retardants
<p>D. Information technology (IT) and equipment</p> <p>Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.</p>	<ul style="list-style-type: none">• Published measures to reduce the demand for equipment.• A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products.• A stated preference for ACT-labeled laboratory products
<p>E. Food service providers</p> <p>Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)</p>	<ul style="list-style-type: none">• Including sustainability objectives in contracts with on-site food service providers.• Requiring that dining service contractors pay a living wage to employees.

F. Garments and linens

Clothing, bedding, laundry services.

- Published labor and human rights standards that clothing suppliers must meet.
- A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

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.

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

Part 1. Institution-wide sustainable procurement policies

Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:

Yes

A copy of the policies, guidelines or directives:

[procurementpolicy.pdf](#)

The policies, guidelines or directives:

The current Procurement of Goods and Services multiple policy at MacEwan has been uploaded. This policy references another policy, Sustainability Policy.

Part 2. Life Cycle Cost Analysis

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

Yes

Which of the following best describes the institution's use of LCCA?:

Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

A brief description of the LCCA policy and/or practices:

From policy D5000 Facilities - Whole Life Cycle Sustainability MacEwan University is committed to sustainability and responsible stewardship throughout the whole life cycle of its campuses. It provides a healthy and safe environment that is conducive to learning, working and service to the community. MacEwan recognizes the fundamental interrelationship of its environmental, social and economic imperatives; it will effectively balance consideration of these matters in decisions and actions related to the whole life cycle of its facilities and in responding to services requests from members of the MacEwan University community As stipulated in D5000 MacEwan is committed to planning, designing, constructing, operating, renovating and maintaining its facilities in a responsive and sustainable manner; and, at the life cycle conclusion, MacEwan will likewise decommission, deconstruct and/or dispose of its facilities in a sustainable manner. The purpose of this policy is to provide a foundation and direction for other policies, regulations and procedures on decisions and actions related to the "whole life cycle" of MacEwan facilities. (Facilities are things built, installed or established to serve a particular purpose.) Extract of regulations pertaining to this credit: (...) 4.1.3 Monitor, review and optimize the use of resources; 4.1.4 Monitor, review and reduce environmental pollutants; 4.1.5 Follow procurement strategy and use a procurement approach that aligns with procurement policy (see policy D4000 Procurement); 4.1.6 Comply with government-mandated and Canada Green Council, environmental and sustainability codes of practice (...) Example: Air filtration (filters) for HVAC applications were chosen based on criteria going out in an RFP to for Merv 8 and Merv 13 filters based on ASHRAE standard compliance 52.2-207 Appendix J, filter construction and filter media as well as an LCI (life Cycle costing index). Analysis was done for life cycle over 20 years. Also it was taken into account the amount of energy to push air through the filters based on kWh costing.

Part 3. Product-specific sustainability criteria

To count, the criteria must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category. Broader, institution-wide policies should be reported in Part 1, above.

Chemically intensive products and services

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

Yes, chemical suppliers for custodial cleaning are required to provide chemical dispensers that are metered and checked monthly to ensure they are dispensing the correct amount of Green cleaning chemical solutions (for more Information see Exemplary Practice credit). Products purchased under the green cleaning program must have a reputable third-party certification that the product is safe with Green Seal or ECOLOGO being the preferred certifications.

Consumable office products

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:

No

A brief description of the published sustainability criteria for consumable office products:

Furniture and furnishings

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:

Yes

A brief description of the published sustainability criteria for furniture and furnishings:

Extract from policy regulations Facilities Operations and Maintenance policy:

5.2 Responsibilities 5.2.1 The Officer responsible for University facilities shall: 5.2.3.1 implement this policy and related procedures in compliance with legislation, codes, standards and LEED practices for a sustainable campus; 5.2.3.2 ensure an assessment of risk is undertaken for items subjected to operational and maintenance activity (including deferred maintenance and operations); 5.2.3.3 develop and implement a building capital replacement plan that includes the “whole life cycle” of campus buildings and related equipment; 5.2.3.4 ensure that the capital replacement and infrastructure maintenance funding envelope is allocated to meet the “whole life cycle” of campus buildings and related equipment and implemented in accordance with accepted, standard building and equipment specifications; 5.2.3.5 implement contractual agreements that comply with University procurement policies; 5.2.3.6 optimize the energy performance of its facilities with effective equipment selection, building infrastructure, efficient operations and responsible cost and benefit rationale; 5.2.3.7 encourage increasing levels of on-site and off-site renewable energy supply in order to reduce environmental impacts associated with fossil fuel energy use; 5.2.3.8 facilitate the reduction of waste generated by building occupants that is transported to and disposed in landfills; 5.2.3.9 divert construction and demolition materials from landfills (recyclable and recovered resources shall be redirected back to the manufacturing process when feasible); 5.2.3.10 ensure appropriate transfer or disposition of surplus building equipment and furniture; and 5.2.3.11 acquire, operate and maintain University leased space.

Information Technology (IT) and equipment

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:

Yes

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

The request for proposal regarding the supply and deployment of computer equipment (2015) contains the following quality statement: Quality Assurance (pg. 14) Sustainable practices, green products, standards that align with the STARS Sustainability Tracking, Assessment & Rating System points system Association for the Advancement of Sustainability in Higher Education. Off-site disposal of packaging Project Management (pg. 20) Ensure proper disposal of all packaging and garbage following sustainable practices. Through our computer leasing program, all desktop and laptop computers, displays, tablets/slates, televisions and imaging equipment must meet EPEAT Gold or Silver product requirements.

Food service providers

Does the institution have published sustainability criteria to be applied when evaluating food service providers?:

Yes

A brief description of the published sustainability criteria for food service providers:

The following information was requested from food service providers through the last public request for proposals that closed in April 2025.

3.1

Supply Chain

3.1.1

● How will your company ensure, whenever possible, that local and organic third party verified food are purchased whenever possible? Please include your definition of local sourcing with targets through the life of the contract.

3.2

Waste Diversion

3.2.1

● Describe how you will help the University to minimize waste and maximize waste diversion (recycling, composting, single use items, waste audits, benchmarking, targets, etc.)?

3.2.2

● Describe what type of containers or materials will be used for serving the various types of food products you are proposing (plans for retail and catering)?

3.2.3

● Describe what waste tracking data will be included in dashboards and reporting (quarterly at minimum) to the University?

3.3

Preparation and Service

3.3.1

● Provide any initiatives to ensure operations make efficient use of resources and reduce energy, water and waste impacts in food operations.

3.3.2

● Describe your company's educational initiatives, training programs and working with student groups in areas of sustainability. Indicate how your company is going to

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educate the University community on waste diversion and energy reduction practices and/or other certified sustainable campus programs, local procurement, etc.

3.4

Food Insecurity

3.4.1

● Food insecurity is a growing issue on campus. Indicate what programs will be implemented at the University to address food insecurity.

3.4.2

● Describe what progressive targets and reports will be used to track contributions to the food insecurity initiative(s)?

3.5

Progress Dashboard

3.5.1

● Describe how you will track and/or measure and report target results and success that can be used for reporting and comparing statistics to other institutions.

3.5.2

● Provide a sample dashboard report depicting the metrics to be tracked and how Proponent's plan to or have reported such metrics in the past. The University wishes to be provided updated dashboards over the life of

Garments and linens

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

No

A brief description of the published sustainability criteria for garments and linens:

Professional service providers

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:

No

A brief description of the published sustainability criteria for professional service providers:

Transportation and fuels

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:

No

A brief description of the published sustainability criteria for transportation and fuels:

Optional Fields

Website URL where information about the institution's sustainable procurement program or initiatives is available:

Additional documentation to support the submission:

[RFP_16-17-1146_Waste_Management_Services_Final.pdf](#)

Data source(s) and notes about the submission:

A copy of the recent waste management rfp that was used has been included.

Electronics Purchasing

Score

0.98 / 1.00

Responsible Party**Soraya Granados Abad**Director, Procurement and Contract Management Services
Procurement and Contract Management

Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/ administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

Total annual expenditures on electronics:

1,280,000.0

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	1,210,000.0
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	51,000.0
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	0.0
Labeled under a single-attribute standard	0.0

Do the figures reported above include leased equipment?:

No

A brief description of the time period from which the figures reported above are drawn:

Fiscal Year: April 1, 2022 - March 31, 2023

This includes items such as computers, printers, electronic displays, phones, and projectors.

Optional Fields

Website URL where information about the institution's electronics purchasing is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Mac Ewan has two primary suppliers for electronic devices. The numbers reported above are composed expenditures with these two providers. The acquisition of smaller electronic items is subject to departmental decisions and centralized through the Procurement Department. The figures include five leased devices.

Cleaning and Janitorial Purchasing

Score

1.00 / 1.00

Responsible Party

Stephen Luyendyk
Senior Manager Operations
Operations

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Cleaning products

Total annual expenditures on cleaning products:

55,672.03

Annual expenditures on certified green cleaning products:

55,672.03

Janitorial paper products

Total annual expenditures on janitorial paper products:

161,963.78

Annual expenditures on certified green janitorial paper products:

161,963.78

A brief description of the time period on which the figures reported above are based :

Calendar year 2023

Metric used in scoring

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

100.0

Optional Fields

Website URL where information about the institution's cleaning and janitorial purchasing is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All in-house Custodial employees receive training on cleaning standards, procedures and chemical use. The time frame varies for individual employees. Supervisors monitor staff closely during the training period and records are kept of individual employee training. Continuing, all employees are accountable for following best cleaning standards and safety procedures. Indoor Air Quality Special attention will be paid to improve indoor air quality by preventing the use of unsafe cleaning chemicals with hazardous contaminants and by introducing environmentally friendly approved Green products in all university buildings. These Green products must be certified by the Environmental Choice Program or approved by Green Seal. Chemical Dispensers In order to reduce and control excess chemical usage, chemical dispensers are installed in all custodial rooms to dispense cleaning solutions at the correct dilution rate, as per the manufacturer's specification.

Office Paper Purchasing

Score

0.27 / 1.00

Responsible Party

Soraya Granados Abad

Director, Procurement and Contract Management Services
Procurement and Contract Management

Criteria

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

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

Total annual expenditures on office paper:

36,701.29

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	0.0
30-49 percent	2,058.36
50-69 percent	0.0
70-89 percent (or FSC Mix label)	0.0
90-100 percent (or FSC Recycled/100% label)	9,175.08

A brief description of the time period from which the figures reported above are drawn:

The figures reported above are based on expenditures with MacEwan's main office paper supplier Grand&Toy over a 12-month period (April 2022 -March 2023).

Optional Fields

Website URL where information about the institution's paper purchasing is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

These figures are based on office paper expenditures and were provided by the university's preferred supplier Grand&Toy. Depending on eco-attributes and labels, product categories at Grand & Toy range from "Not Green" over "Light" and "Mid" to "Dark Green". Features of each paper grade were harmonized with STARS criteria. "Mid Green" is a fairly broad category, as 30% to 89% of the materials consist of postconsumer recycled content and/or are GreenSeal/EcoLogo/Blue-Angel certified. Since this category spans the breadth of three STARS criteria outlined above (30-49 percent post-consumer recycled, 50-69 percent post-consumer recycled, 70-89 percent post-consumer recycled), the expenditures on "Mid Green" office paper were equally divided between the three areas.

Transportation

Points Earned 1.29

Points Available 7.00

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	Points
Campus Fleet	0.29 / 1.00
Commute Modal Split	0.00 / 5.00
Support for Sustainable Transportation	1.00 / 1.00

Campus Fleet

Score

0.29 / 1.00

Responsible Party**Michelle Bukmeier**

Manager

Finance, Capital Planning, Projects & Asset Management

Criteria

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. 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)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet:

17.0

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	9.0
Diesel-only	3.0
Gasoline-electric hybrid	0.0
Diesel-electric hybrid	0.0
Plug-in hybrid	0.0
100 percent electric	5.0
Fueled with Compressed Natural Gas (CNG)	0.0
Hydrogen fueled	0.0
Fueled with B20 or higher biofuel	0.0
Fueled with locally produced, low-level biofuel	0.0

Do the figures reported above include leased vehicles?:

No

Optional Fields

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

Website URL where information about the institution's motorized fleet is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Commute Modal Split

Score

0.00 / 5.00

Responsible Party

Kazimir Haykowsky

Sustainability Program Coordinator
Facilities Administration

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, 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.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, 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 worksites.

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

Support for Sustainable Transportation

Score

1.00 / 1.00

Responsible Party

Kris Bruckmann

Director, Retail & Hospitality Operations
Retail and Campus Services

Criteria

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:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - 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.
 - Offers preferential parking or other incentives for fuel efficient vehicles.
 - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
 - Has incentives or programs to encourage employees to live close to campus.
 - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
-

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

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:

Bicycle-sharing is available during snow-free months as provided by companies Lime, Bird, and Neuron offering service to the MacEwan University campus and central Edmonton.

Does the institution participate in a car sharing program?:

Yes

None

A brief description of the car sharing program:

Car sharing is available through Communauto for staff and students by the minute, hour and day.

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:

Yes

A brief description of the incentives for fuel efficient vehicles:

Designated carpool-only parking spots are made available in priority areas of certain parkades on campus.

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

None

A brief description of the electric vehicle recharging stations:

2, level-2 electric vehicle charging stations are located outside of the entrance to the building 10 parkade and fully accessible to students, employees, and public community members.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

None

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:

Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

MacEwan offers bike parking/locking options outside of every building, as well as secure, covered, indoor, and heated bike parking in several buildings. MacEwan offers a free do-it-yourself bike repair station in the heated, secure, indoor bike parking in the Robbins Health Learning Center.

Optional Fields

Website URL where information about the institution's support for sustainable transportation is available:

<https://www.macewan.ca/campus-life/parking-transportation/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Waste

Points Earned 5.53

Points Available 10.00

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	Points
Waste Minimization and Diversion	4.07 / 8.00
Construction and Demolition Waste Diversion	0.71 / 1.00
Hazardous Waste Management	0.75 / 1.00

Waste Minimization and Diversion

Score

4.07 / 8.00

Responsible Party

Stephen Luyendyk
Senior Manager Operations
Operations

Criteria

Part 1. Reduction in total waste per person

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. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste Diversion and Hazardous Waste Management credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Parts 1 and 2. Waste per person

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	220.72 Metric tons (243.3018632 Tons)	178.66 Metric tons (196.9387046 Tons)
Materials composted	392.59 Metric tons (432.7558829 Tons)	0 Metric tons
Materials donated or re-sold	19.26 Metric tons (21.2304906 Tons)	93.73 Metric tons (103.32282323 Tons)
Materials disposed through post-recycling residual conversion	0 Metric tons	0 Metric tons
Materials disposed in a solid waste landfill or incinerator	377.24 Metric tons (415.8354244 Tons)	440.38 Metric tons (485.4352778 Tons)
Total waste generated	1,009.81 Metric tons (1,113.1236611 Tons)	712.77 Metric tons (785.69680563 Tons)

If reporting post-recycling residual conversion, provide:

A brief description of the residual conversion facility:

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

	Start Date	End Date
Performance Period	Jan. 1, 2024	Dec. 31, 2024
Baseline Period	July 1, 2017	June 30, 2018

If end date of the baseline year/period is 2004 or earlier, provide:

A brief description of when and why the waste generation baseline was adopted:

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	860.0	594.1
Number of employees resident on-site	0.0	2.0
Number of other individuals resident on-site	7.0	482.3
Total full-time equivalent student enrollment	12,558.0	12,914.926

	Performance Year	Baseline Year
Full-time equivalent of employees	1,745.0	1,389.0
Full-time equivalent of students enrolled exclusively in distance education	529.0	382.88
Weighted campus users	10,552.5	11,072.1095

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.10 Metric tons (0.1054843554702677 Tons)	0.06 Metric tons (0.07096179870963161 Tons)

Percentage reduction in total waste generated per weighted campus user from baseline:

0.0

Part 3. Waste diverted from the landfill or incinerator

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

62.64247729770948

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

62.64247729770948

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	No
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	No
Scrap metal	Yes
Pallets	Yes
Tires	No
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Optional Fields

Active Recovery and Reuse

**Materials intended for disposal but subsequently recovered and reused on campus,
performance year:**

0 Metric tons

Recycling Management

Does the institution use single stream recycling to collect standard recyclables in common areas?:

No

Does the institution use dual stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:

No

Contamination and Discard Rates

Average contamination rate for the institution's recycling program:

9.9

A brief description of any recycling quality control mechanisms employed:

Multi-stream waste bins in public areas are clearly labeled with consistent wording and imagery to assist user waste sorting decisions. Regular outreach events are held throughout the school year to educate community members about how to properly sort their waste. MacEwan's waste management contractor -GFL- keeps a close record of all materials collected and utilizes advanced manual and electronic sorting technologies to minimize contamination at their facilities.

Programs and Initiatives

A brief description of the institution's waste-related behavior change initiatives:

Outreach is done by MacEwan Sustainability to raise awareness for correct recycling/waste diversion behavior.

A strong preference for no single use containers and reusable dishware is communicated for all catering services.

During events, Sustainability advocates for waste-reduction/waste-free behavior.

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

MacEwan's waste management contractor, GFL, conducts waste audits upon request. Waste audits are typically conducted on an annual basis. These audits are conducted by MacEwan custodial staff with oversight from MacEwan administration and GFL staff. All compost, recycling, and landfill waste bags on campus are collected during the course of a typical 24 hour period, and meticulously sorted and weighted by GFL. Waste is categorized in detail and a report is generated which shows weights of different types of waste collected, and contamination levels in each collection container.

A brief description of the institution's procurement policies designed to prevent waste:

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

The MacEwan Facilities Department employs a number of people dedicated to furniture allocation, redeployment, donation, and discard. Efforts are made to utilize existing furniture for new furnishing projects before purchases of new material are made. When furniture is deemed to be at the end of its useful life at MacEwan, it is assessed for suitability for resale, donation, or discard.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

A brief description of the institution's limits on paper and ink consumption:

A brief description of the institution's initiatives to make materials available online by default rather than printing them:

paskwâwi-mostos mêskanâs is MacEwan's digital learning environment that allows faculty to post course syllabuses and materials online. Academic journals are available on online databases. Board of Governors uses online storage software to avoid printing meeting packages. MacEwan staff utilize

Microsoft OneDrive/Sharepoint to share and collaborate on documents, virtually eliminating the need to print documents.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

At the end of each term students are invited to donate unwanted reusable items in the lobby of residence. Items such as clothes, electronics, non-perishable food, and other household and school supplies are accepted. Items are sorted and kept in crates in the the lobby, where they can be accessed by all MacEwan community members. Some items will be collected for starter-kits for international students and all remaining items will be donated to community members (e.g. Goodwill, Bissel Centre, YESS). The weight of these items was not tracked in the reporting year, so these waste diversion efforts were not accounted for in the above totals.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Unused electronics are assessed by Information Technology Services and refurbished and redeployed where possible. Electronics that cannot be redeployed are recycled with service provider eCycle with a 100% material reclamation rate. These numbers are included in the above totals and attached calculation spreadsheet.

Website URL where information about the institution's waste minimization and diversion efforts is available:

Additional documentation to support the submission:

[2.0_Data_Sheet_STARS_OP-18_Waste_Minimization_and_Diversion.xlsx](#)

Data source(s) and notes about the submission:

Construction and Demolition Waste Diversion

Score

0.71 / 1.00

Responsible Party

Mona Patel

Director, Planning and Projects
Facilities Administration

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:

97.35 Metric tons (107.30987849999998 Tons)

Construction and demolition materials landfilled or incinerated:

38.92 Metric tons (42.9019052 Tons)

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

71.43905481764145

Optional Fields

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:

For large-scale renovation projects in BOMA or LEED certified buildings the prime contractor will track the weight of all waste removed from site and will make efforts to recycle, donate, and repurpose materials in alignment with certification requirements and MacEwan standards. For smaller projects like laboratory and classroom renovations that do not produce significant volumes of waste, waste is discarded in a comingled bin for which diversion is not tracked. Waste management service providers may be recovering usable materials from these bins, but it is not required by MacEwan or tracked.

Website URL where information about the institution's C&D waste diversion efforts is available:

Additional documentation to support the submission:

[MacEwan_University_Consolidated_CD_Waste_Tracking_1-Year.xlsx](#)

Data source(s) and notes about the submission:

From September 2023 to August 2024 (the 1-year reporting period) there were no major new building construction projects. The largest project was the Exiting Project in Building 7 & 8. This project achieved a remarkable diversion rate of 89.13% of 287.43 tonnes of waste over 25 months of construction, but during the reporting period achieved a diversion rate of 86% of 67.86 tonnes of waste. During the reporting period some laboratory renovations were conducted.

Hazardous Waste Management

Score

0.75 / 1.00

Responsible Party

Stephen Luyendyk
Senior Manager Operations
Operations

Criteria

Part 1. Hazardous waste minimization and disposal

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. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] and/or Responsible Recycling (R2) standards.

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

Part 1. Hazardous waste minimization and disposal

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:

1. MacEwan University promotes the use of rechargeable batteries to reduce the use and disposal of single-use alkaline batteries and purchases high-efficiency light bulbs to reduce the need to replace and dispose.
2. There are different protocols in place for individual departments producing hazardous waste. Most chemical waste is generated by the Department of Physical Sciences. This Department engages in a number of use minimization and pollution prevention practices also designed to mitigate fiscal and environmental impacts such as:
 1. The generation of hazardous wastes is considered in lab activity design (eg. Removal of CL-2 organisms from Biol 211).
 2. Using non-hazardous alternative products where possible.
 3. Ensuring all waste delivered to the municipal drainage system has neutral pH prior to its release into the municipal drainage system by plumbing all laboratory sinks and drains to an acid neutralization tank.
 4. Utilizing oil traps and filters on all high vacuum pumps to prevent oil contamination (and thus need for oil replacement).
 5. Utilizing cold traps in-sequence on central vacuum systems to prevent release of solvents.
 6. Utilizing secondary traps on rotary evaporators to prevent release of solvents.
 7. Utilizing recirculating chillers on rotary evaporators to remove the need for a continuous water supply when condensing solvents.
 8. Accepting chemical donations from industry based on faculty need.
3. Hazardous Material Information System: This system is monitored by the Office of Health, Safety & Environment. It was developed to track the number of chemicals stored and used throughout the University. Every administrative department and Faculty that works with chemicals have been provided training on the system and access to the database. We currently have approximately 4700 chemical products tracked across MacEwan University. The system has links to the chemical's Safety Data Sheet and location. We are working on incorporating volume tracking into this database. At this time, each Faculty Department tracks the volume of chemicals on department spreadsheets, and conducts an annual inventory. The departments do not exchange chemicals, but order in small quantities to ensure we are not stockpiling.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

-

Maintenance staff are responsible for changing and disposing of light bulbs and fluorescent tubes. These are stored in containers provided by the recycling contractor for safe storage until collection. Bulbs and tubes are boxed up and counted before collection can happen.

-

Maintenance staff collect and recycle used mechanical oil.

-

Special containers are available in each lab for safe disposal of biological waste collected by contractor GM Pearson. Biohazardous waste is autoclaved before disposal as-needed. Biological waste and chemical waste are handled and disposed of by lab technicians who contact the contractor for collection. Each department is responsible for collecting and storing small quantities of used batteries. Once the bin is full, the department contacts Facilities to collect the batteries. They are taken to Shipping and Receiving where the contractor collects them for safe disposal. Sharps and clinical waste are handled and disposed of by departmental program labs, who coordinate collection with contractor when appropriate.

-

The Department of Physical Science follows specific disposal and treatment protocols that are driven by City, Provincial, and Federal regulations: • City of Edmonton Drainage Bylaw (Bylaw 16200) • Alberta Environment Protection and Enhancement Act • Canadian Environmental Protection Act • Transportation of Dangerous Goods Act As stated in the safety manual (pg. 136): "Hazardous waste is periodically collected and disposed of by Secure Energy. Secure Energy manages the disposal protocols based on the nature of the waste provided. The type of hazardous laboratory waste must be clearly identified for acceptance by Secure Energy (e.g. halogenated solvents, non-halogenated solvents, heavy metal solutions, gas cylinder, sharps, etc.) and drives both transportation of the waste, and its disposal. Secure Energy conducts confirmatory testing of all waste provided to ensure that appropriate disposal protocols are followed. (...)" Furthermore, the Department engages in a number of sustainable waste management practices designed to mitigate fiscal and environmental impacts. These include: - On-site conversion (using established protocols) of hazardous chemical waste to non-hazardous waste that can be disposed of via municipal waste and/or drainage services. - Organized and efficient collection and segregation of hazardous and non-hazardous waste. (...) (Please see attachment pg. 72 et seq., 136 et seq.) Science labs have implemented SOPs for handling of hazardous chemical spills should they occur.

-

The Department of Biological Sciences generates a low to moderate volume of hazardous chemical waste, and this is packaged and removed twice per annum by the University of Alberta Waste Management (under their HSE department). Our department does not use the same system as Physical Sciences due to the mixed nature of most of our wastes, and categories that don't fit into their waste streams. At these times we also remove unused or expired chemicals to avoid a buildup of hazardous materials in our chemical storage areas. We

have a labeling system that includes the start/end dates of waste accumulation, WHMIS symbols and a list of the waste components and their relative volumes or percentage that is required to be filled out during use. The U of A uses CHEMATIX software to organize and label waste containers for removal, and each waste container is identified with a unique barcode for reference on pickup and when brought to their disposal facility. Wastes are stored either in chemical storage under fume hoods or bagged (to prevent spills) and stored in secondary containers/bins with lids as needed.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No incidents in the past three years have been reported.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Hazardous Material Information System: This system is monitored by the Office of Health, Safety & Environment. It was developed to track the number of chemicals stored and used throughout the University. Every administrative department and Faculty that works with chemicals have been provided training on the system and access to the database. We currently have approximately 4700 chemical products tracked across MacEwan University. The system has links to the chemical's Safety Data Sheet and location. We are working on incorporating volume tracking into this database. At this time, each Faculty Department tracks the volume of chemicals on department spreadsheets, and conducts an annual inventory. The departments do not exchange chemicals, but order in small quantities to ensure we are not stockpiling.

Part 2. Electronic waste diversion

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish 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?:

No

If yes to either of the above, provide:

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

"Staff and faculty can contact Facilities for disposal and recycling of any equipment that is battery operated or powered with a cord (electronic waste). Facilities brings electronic waste and their peripherals to Shipping and Receiving for storage until they are ready for collection by contractor."

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Optional Fields

Website URL where information about the institution's hazardous waste program is available:

Additional documentation to support the submission:

[OP 21_Department of Physical Sciences Safety Manual.pdf](#)

Data source(s) and notes about the submission:

Water

Points Earned 1.73

Points Available 6.00

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	Points		
1.23 / 4.00			
<p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p>			
	Physical Risk QUANTITY	Points available for each part	Total available points for this credit
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4
	Medium to High Risk	1 $\frac{2}{3}$	5
	High and Extremely High Risk	2	6
Close			
Rainwater Management	0.50 / 2.00		

Water Use

Score

1.23 / 4.00

Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Stephen Luyendyk Senior Manager Operations Operations
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1. Reduction in potable water use per person

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

Part 2. Reduction in potable water use per unit of floor area

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

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

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

Low to Medium

Part 1. Reduction in potable water use per person

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	92,800 Cubic meters (24,515,166.4256 Gallons)	98,384.82 Cubic meters (25,990,519.78505064 Gallons)

Potable water use:

	Performance Year	Baseline Year
Potable water use	92,800 Cubic meters (24,515,166.4256 Gallons)	98,384.82 Cubic meters (25,990,519.78505064 Gallons)

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

	Start Date	End Date
Performance Period	July 1, 2022	June 30, 2023
Baseline Period	July 1, 2016	June 30, 2017

If end date of the baseline year/period is 2004 or earlier, provide:

A brief description of when and why the water use baseline was adopted:

The water baseline was adopted to accommodate for the variations related to the COVID-19 Pandemic, and its ensuing periods of closures and move to online classes. 2016-17 seems like a reasonable baseline to compare to given these circumstances.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	860.0	539.1
Number of employees resident on-site	2.0	2.0
Number of other individuals resident on-site	7.0	452.6
Total full-time equivalent student enrollment	12,558.0	12,623.22
Full-time equivalent of employees	1,745.0	1,419.0
Full-time equivalent of students enrolled exclusively in distance education	529.0	386.86
Weighted campus users	10,553.0	10,829.395

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	8.79 Cubic meters (2,323.0518739315835 Gallons)	9.08 Cubic meters (2,399.9973945959714 Gallons)

Percentage reduction in potable water use per weighted campus user from baseline:

3.206066841474273

Part 2. Reduction in potable water use per unit of floor area

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	258,675 Gross square meters (2,784,354.527117475 Gross square feet)	222,406.36 Gross square meters (2,393,962.135211052 Gross square feet)

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	0.36 Cubic meters per square meter (8.804613847425356 Gallons per square foot)	0.44 Cubic meters per square meter (10.8566962704944 Gallons per square foot)

Percentage reduction in potable water use per unit of floor area from baseline:

18.901536636389626

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	1.86 Hectares (4.59136113984 Acres)	1.86 Hectares (4.59136113984 Acres)

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	49,944.64 Cubic meters per hectare (5,339,411.490173981 Gallons per acre)	52,950.37 Cubic meters per hectare (5,660,743.947917013 Gallons per acre)

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:

5.676505786156848

Optional Fields

A brief description of the institution's water-related behavior change initiatives:

GREEN SPACES CERTIFICATION PROGRAM

The Green Spaces Certification Program is a way to help the campus community integrate sustainable practices into their work and living spaces. Participants can earn a bronze, silver, or gold certification for their office space, lab, event or living space. Green Spaces has many categories that participants are evaluated on, one of which is water reduction.

GREEN LABS

This pilot program works with lab occupants to build understanding about opportunities to save water in labs. This includes providing incentives for equipment upgrades such as swapping out solvent stills to solvent purification systems resulting in water savings.

GENERAL OUTREACH & ENGAGEMENT

When discussing ways to reduce your overall impact, specifically with students, water reduction is discussed along with topics such as energy efficiency, transportation, dining, and waste.

NATIVE PLANTS

Native plants, or climate appropriate plants are chosen for landscaping at MacEwan to reduce the overall impact of water usage on campus. There is one Naturalized Area that has signage stating that the area is being maintained as a 'naturalized prairie' landscape.

A brief description of the institution's water recovery and reuse initiatives:

Retrofits plumbing fixture to low flow faucets, low flush valves, low flow water closets have been completed. New Buildings have waterless urinals installed as well as low flow plumbing fixtures and trim. Installed dry coolers on building cooling system enabling us to shutdown our main cooling towers during winter.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

Retrofitted all washroom faucets with motion detector. Installed low-flow toilets. Waterless urinals in Robbins Health Learning Centre. Installed dry coolers on building cooling system enabling us to shut down our main cooling towers during winter.

Website URL where information about the institution's water conservation and efficiency efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Rainwater Management

Score

0.50 / 2.00

Responsible Party

Stephen Luyendyk
Senior Manager Operations
Operations

Criteria

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

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

Which of the following best describes the institution's approach to rainwater management?:

No written policies, plans or guidelines, but green infrastructure and LID practices are used

A brief description of the institution's green infrastructure and LID practices:

Naturalized landscaping on City Center Campus campus enables water-efficient landscaping. Installed weather station and rain sensors on irrigation system.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

Optional Fields

Website URL where information about the institution's green infrastructure and LID practices is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Planning & Administration

Coordination & Planning

Points Earned 6.88

Points Available 9.00

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	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.00 / 4.00
Inclusive and Participatory Governance	1.88 / 3.00
Reporting Assurance	1.00 / 1.00

Sustainability Coordination

Score

1.00 / 1.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers 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 one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

Sustainability committee(s)

Does the institution have at least one sustainability committee?:

No

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

Members of each committee, including affiliations and role:

Sustainability office(s)

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:

Yes

A brief description of each sustainability office:

MacEwan University's Office of Sustainability was founded in 2009. After a brief hiatus and reorganization during Covid, The Office of Sustainability became MacEwan Sustainability and still provides sustainability expertise and leadership at MacEwan University, working with students, faculty, staff and the community to enhance sustainability in education and campus operations. We strive towards creating the foundation for a thriving, equitable, resilient and ecologically healthy campus. As outlined in the Strategic Campus Sustainability Plan our efforts are guided by four overarching goals: (1) Academic programming, teaching and research: To promote the growth of sustainability-related opportunities for student learning, faculty research and academic collaboration. (2) Engagement, outreach and communications: To create a community where sustainability matters and is lived, shared and celebrated. (3) Campus operations: To create a model sustainable campus that fosters well-being for individuals, communities, and ecosystems. (4) Leadership: Goal: To guide, coordinate and inspire sustainability planning, initiatives and innovation across the university. Our services encompass: •Deliver programming designed to empower the campus community to actively contribute to sustainability; •Provide guidance, advice and tools on sustainability to all areas of the university; •Initiate, coordinate and/or support sustainability initiatives, trainings and events; •Collaborate with local and global partners to enhance sustainability opportunities; •Report on MacEwan University's sustainability performance.

Full-time equivalent of people employed in the sustainability office(s):

2.67

Sustainability officer(s)

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Bonnie Dong - Sustainability Manager, Kazimir Haykowsky - Sustainability Program Coordinator

Institution-wide coordination

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

2023- Sustainability starts back up after COVID Hiatus. Various campus activities. 2024 - Sustainability Leadership Virtual Summit. Community Garden for MacEwan is started, initiated by Sustainability. STARS reporting.

Optional Fields

Job description (1st position)

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job description (2nd position)

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description (3rd position)

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Website URL where information about the institution's sustainability coordination is available:

<https://www.macewan.ca/campus-life/sustainability/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Sustainability Planning

Score	Responsible Party
3.00 / 4.00	Bonnie Dong Manager, Sustainability Facilities

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Part 1. Measurable sustainability objectives

Academics

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:

Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

Campus Sustainability Plan: AC 1: Promote sustainability learning pathways, by increasing sustainability-related course offerings and developing a sustainability program of study. AC 1.1 Increase the number of sustainability-related courses. AC 1.2 Ensure that graduating students have an understanding of sustainability concepts and principles. AC 1.3 Develop a sustainability credential at MacEwan University. AC 1.5 Create an environment where faculty are supported and encouraged to integrate sustainability into teaching and learning. AC 1.6 Facilitate collaborative projects that link the operational and academic aspects of the university.

Engagement

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:

Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

Campus Sustainability Plan: EO 1: Increase sustainability-related non-credit programming and learning experiences for staff, students, and faculty. EO 1.1 Develop innovative and participatory engagement experiences to educate staff, students, and faculty about sustainability. EO 1.2 Create opportunities for staff, students, and faculty to work together collaboratively on projects to further sustainability at MacEwan. EO 1.3 Employ campus-as-a-living-lab principles to provide interactive and experiential sustainability learning. EO 1.4 Build internal partnerships to foster collaboration through co-development and delivery of programs and initiatives. EO 1.5 Provide students with sustainability learning experiences outside the classroom. EO 1.6 Provide information and opportunities to communicate the culture of sustainability and how to get involved to new staff, students, and faculty.

Operations

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

Campus Sustainability Plan: OP 1: Design and update buildings so they use less energy and emit fewer greenhouse gases. OP 9: Reduce the consumption of energy, waste, and resources by Information Technology Services and print services. OP 9.1 Ensure print services are delivered with responsible procurement, energy management and waste reduction in mind. OP 9.2 Implement pilots and programs to reduce the use of resources across campus. OP 11: Improve the energy efficiency, water conservation, sustainable purchasing, and waste management of all campus spaces.

Administration

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:

Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

Support diversity, equity, inclusivity and social justice initiatives for staff, students and faculty on campus and in the community (LD 7.1) and Improve acces to post-secondary education to underrepresented groups (LD 7.2).

Part 2. Sustainability in institution's highest guiding document

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

The institution's highest guiding document (upload):

Website URL where the institution's highest guiding document is publicly available:

<https://www.macewan.ca/about-macewan/strategic-vision/>

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

Minor theme

Optional Fields

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

<https://sites.google.com/macewan.ca/campus-sustainability-plan/home?authuser=0>

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

Yes

The formal statement in support of sustainability:

MacEwan University has adopted sustainability as one of the 8 foundational pillars of the institution: We are committed to creative approaches to sustainability in education and campus operations – activating solutions for positive environmental, social and economic impact. FOCUS: Demonstrate our commitment to sustainability in education and campus operations.

The institution's definition of sustainability:

The overarching goal of sustainability is to contribute positively towards the well-being of individuals, communities, and ecosystems. To this end, sustainability in higher education balances environmental responsibility, economic health, social equity, and cultural vitality. (...) Sustainability should be purposefully integrated into the institution through academics, operations, engagement, and leadership. Integration and support from the institution as a whole will help create more informed, engaged, and responsible citizens.

Is the institution an endorser or signatory of the following?:

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	---
SDG Accord	---
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	Yes
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

Talloires Declaration (signed in 2009) Through endorsement of the Talloires Declaration, MacEwan University has pledged to support environmental citizenship at all levels on campus, with the goal of advancing global environmental literacy and sustainable development. Pan-Canadian Protocol for Sustainability (signed in 2009) The Pan-Canadian Protocol for Sustainability commits signatories to foster sustainability practices and principles across all campus functions and encourages a participatory process in achieving these goals. University and College Presidents' Climate Change Statement of Action (signed in 2009) The University and College Presidents' Climate Change Statement of Action commits the University to address climate change. This will involve developing a comprehensive Greenhouse Gas Emissions inventory, establishing reduction targets, and facilitating an implementation plan and reduction strategy. Principles for Responsible Management Education (PRME) (signed in 2011) PRME, an initiative of the United Nations Global Compact Office, focuses on integrating human rights, labour rights, environmental sustainability and anti-corruption into the university curriculum. Several School of Business courses include sustainability as part of their curricula. UN Academic Impact (signed in 2017) Our commitment to the United Nations Academic Impact aligns MacEwan University with other institutions of higher learning in supporting and contributing to the realization of UN goals and mandates, including the promotion and protection of human rights, access to education, sustainability and conflict resolution.

Website URL where information about the institution's sustainability planning efforts is available:

<https://www.macewan.ca/campus-life/sustainability/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Inclusive and Participatory Governance

Score

1.88 / 3.00

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, “town and gown” committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution’s decision-making processes. The institution’s contributions to and participation in community decision-making processes do not count.

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

Part 1. Shared governance bodies

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

MacEwan University operates under a shared governance structure between the Board of Governors (Board) and the General Faculties Council (GFC).

The university's culture is reflected in shared governance, which includes considerable engagement and respect for a variety of viewpoints. The trademarks of university decision-making are collaboration, consultation, and cooperation. Under bicameral governance, the Board has senior oversight of the institution and concerns itself with long-range planning and business affairs. General Faculties Council is responsible for the academic affairs of the University.

The Grant MacEwan University Board of Governors consists of a chair appointed by the Lieutenant-Governor in Council, the president as an ex-officio member and sixteen additional governors representing students, faculty, the MacEwan Staff Association, alumni and the general public.

Governance activities at MacEwan University involve consultation and direct decision-making by students, faculty, and staff at many levels.

Standing Committees of the Board of Governors that include student and faculty representation include:

- Strategy and Stakeholder Relations Committee
- Finance, Property and Investment Committee

Standing Committees of the General Faculties Council that include student and faculty representation include:

- Executive Committee
- Academic Planning & Quality Assurance
- Academic Standards, Curriculum & the Calendar
- Teaching & Learning
- Scholarly Activity
- Council on Student Affairs

Part 2. Campus stakeholder representation in governance

Total number of individuals on the institution's highest governing body:

20.0

Number of students representing their peers as official members of the institution's highest governing body:

2.0

Number of academic staff representing their peers as official members of the institution's highest governing body:

2.0

Number of non-academic staff representing their peers as official members of the institution's highest governing body:

1.0

Part 3. Gender equity in governance

Number of women serving as official members of the institution's highest governing body:

7.0

Percentage of official members of the highest governing body that are women:

35.0

Website URL where information about the institution's highest governing body may be found:

<https://www.macewan.ca/about-macewan/governance-leadership/board-of-governors/>

Part 4. Community engagement bodies

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:

No

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

Optional Fields

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

7.0

Website URL where information about the institution's governance structure is available:

<https://www.macewan.ca/about-macewan/governance-leadership/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Reporting Assurance

Score	Responsible Party
1.00 / 1.00	Bonnie Dong Manager, Sustainability Facilities

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
 - All required reporting fields, attachments, inventories, and URLs are included;
 - Reported information meets credit criteria and is consistent with required timeframes; AND
 - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
 - A statement of affirmation from each reviewer, AND
 - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues that were either not mentioned in the completed review template or not resolved successfully).

Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:

Yes

Did the assurance process include internal review, an external audit, or both?:

External audit

The name, title, and organizational affiliation of each reviewer:

Melissa Cadwell,

Sustainability Coordinator

Sustainability Management

Syracuse University

A brief description of the institution's assurance process:

Melissa Cadwell, external reviewer, reviewed our submission three times, with MacEwan responding to the first and second reviews as noted in the Review Spreadsheet uploaded.

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:

[MacEwan_Letter_STARS.dotx](#)

Completed STARS Review Template:

[MacEwan_STARS_2.2_Review_Template_Feb.2023_FINAL_1.xlsx](#)

Optional

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):

Completed STARS Review Template (2nd review):

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):

Copy of completed STARS Review Template (3rd review):

Website URL where information about the institution's reporting assurance is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data sources are noted throughout credits in narratives and by persons responsible. Reviewer's comments were revised as per suggestions or clarified and updated on Report Builder successively for each round of review.

Diversity & Affordability

Points Earned 4.31

Points Available 10.00

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	Points
Diversity and Equity Coordination	1.33 / 2.00
Assessing Diversity and Equity	0.62 / 1.00
Support for Underrepresented Groups	1.83 / 3.00
Affordability and Access	0.53 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.33 / 2.00	Chandelle Rimmer Acting Associate Dean, Student Affairs Student Affairs

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

Part 1

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, equity, inclusion and human rights?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

None

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

In 2018, the Office of Human Rights, Diversity, and Equity was established in order to create a central space where the University can establish University-wide equity, diversity and inclusion initiatives. The focus of this office is to provide institutional support, develop and deliver educational and awareness opportunities, including anti-racism training and to promote a campus without discrimination. In 2024 the name was changed to the Office Human Rights (OHR). <http://Macewan.ca/humanrights>. Currently, the OHR is staffed by a Director and an Education and Awareness Facilitator.

In 2021, MacEwan launched the EDI Accelerator Team (<https://www.macewan.ca/campus-life/news/2021/10/news-edi-accelerator-21/>) and developed the EDI Action Plan that outlines 5 specific actions to promote EDI across campus (please see the link above). Future direction is to transition this Team to a Human Rights Advisory Committee, led by senior leaders and the Director, OHR. The purpose of this Committee will be to:

- advise on and promoting human rights, belonging and inclusive excellence across the University;
- provide context, support and institutional alignment related to human rights and EDI initiatives;
- support the integration of and collaboration of related work across the University; and
- provide input and advice to the University community on human rights and EDI initiatives upon request

Partnered with the Office of Human Rights is the Office of Sexual Violence, Prevention, Education and Response, staffed by the Senior Manager, Sexual Violence Prevention and Education and the Sexual Violence Prevention Coordinator. The Senior Manager leads, implements and evaluates strategic initiatives aimed at reinforcing the University's commitment to campus wide sexual violence prevention and education and collaborates with various stakeholders to develop, deliver and promote training and programming in relation to gender-based violence that respects cultural, social and institutional context and practices

The Sexual Violence Prevention and Education Committee is an advisory standing committee comprised of University administrators, faculty, staff and students. The committee is supported by the Office of Sexual Violence, Prevention, Education and Response, and ensures a coordinated and cohesive approach to sexual violence awareness, education and prevention.

Additional human rights and EDI related work continues throughout the organization, independent and outside of the purview of the Office of Human Rights. This includes:

- kihêw waciston Indigenous Centre (<https://www.macewan.ca/campus-life/kihew-waciston-indigenous-centre/>)
- Centre for Sexual and Gender Diversity (<https://www.macewan.ca/campus-life/centre-for-sexual-and-gender-diversity/>)

Part 2

Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

If trainings are made available, provide:

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

(1) The Office of Human Rights offers:

- a. Training on: Anti-Discrimination Response Training, Unconscious Bias, Inclusive Communications, Anti-Racism Learning Circles and custom workshops by request, including anti-racism.
- a. Champions of Diversity and Equity (CODE Program): 9-week program for students focused on creating a space and culture for dialogue, learning, reflection and action on human rights, exploring the theory and practice of human rights, resulting in a certificate of completion.
- a. Interdisciplinary Dialogue Project: The Interdisciplinary Dialogue Project brings together MacEwan community members from different disciplines along with members of the broader public to explore a social justice issue. Truth and reconciliation, Indigenous ways of knowing, refugee migration—the topic changes each year, but the approach remains the same: interdisciplinary, collaborative, and meaningful.
- a. Human Rights, Diversity and Equity Student Award: Recognizing students who demonstrate a strong commitment to human rights, diversity and equity through volunteerism, advocacy, or other. Value of \$500.00.
- a. Equity, Diversity and Inclusion Week: Annual week to promote equity, diversity and inclusion, with events and information. OHR partners with departments across campus to celebrate diversity and share all the ways MacEwan strives to be an inclusive community.

<https://www.macewan.ca/campus-life/human-rights/>

(2) The Office of Sexual Violence, Prevention, Education and Response offers:

- a. Training on sexual violence prevention and education (e.g. It Takes All of Us: Creating a Campus Community Free of Sexual Violence for students and employees, Bringing in the Bystander, Creating a Culture of Consent) is offered to students via in-class presentations, as well as via

dedicated trainings for target groups, including student athletes, student government, security services and students living in residence.

- a. Training for Faculty and Staff is delivered through the Sexual Violence Support Guide Program, a two-day training and engagement program relating to sexual violence response and prevention, three times annually. More concentrated trainings are delivered on request to specific units and as part of professional development opportunities.
- a. Sexual Violence Prevention Certificate of Recognition is awarded to students who complete 7 of the workshops offered by the Office (3 mandatory workshops and 3 other workshops or attendance at keynote events).
- a. The MacEwan Anti-Violence Education Network (MAVEN) program is a peer education program in which students are provided with comprehensive training and mentorship in sexual violence prevention and awareness, along with training in public speaking, community engagement and responding to disclosures.
- a. Activities such as the Consent Action Week and Healthy Relationships week are opportunities for the entire campus community to participate in programming.

<https://www.macewan.ca/campus-life/office-of-sexual-violence-prevention-education-and-response/>

(3) Access and Disability Resources (ADR) created an online course that Faculty and Staff can take on working with Students with Disabilities. We also regularly provide education to faculty and staff via presentations offered through new Faculty Orientations, Centre for Teaching and Learning, Department/Faculty Meetings, and Professional Development days. ADR directly collaborates with Teaching Faculty when necessary, in the creation and coordination of Accommodation Plans for students. Learning Specialists from ADR provide students with support to assist and develop self-advocacy skills. Celebration of International Day of Persons with Disabilities occurs each year, with contributions from ADR. ADR contributes to governance via the m̄skan̄s (learning management system) Governance Committee and a Working Group on Accessibility and Universal Design under the Teaching and Learning General Faculties Council subcommittee.

(4) Centre for Sexual and Gender Diversity: The Centre for Sexual and Gender Diversity (CSGD) supports research, teaching and service work related to sexual orientation, gender identity and gender expression on campus and in the community. Supported by the Canada Research Chair in Sexual and Gender Minority Youth Issues, CSGD develops inclusive and responsive policies, supports evidence-informed practices and encourages the full and equitable participation of sexual and gender minorities on campus and in society. CSGD serves all members of the MacEwan community—students, faculty and staff. They can answer questions about sexual and gender minority issues and support ideas for initiatives that increase knowledge about and bring visibility to the 2SLGBTQ+ community.

<https://www.macewan.ca/campus-life/centre-for-sexual-and-gender-diversity/>

(5) MacEwan International offers individual advising, training, and information sessions to students, staff, and faculty on intercultural understanding and competency development. These include sessions on understanding Canadian culture and interactions as part of new international student orientation, intercultural competency training for Canadian students preparing to study or work abroad, re-entry programming to help students work through reverse culture shock after an exchange, and annual training for residence assistants to help them better understand and support international and newcomer students living in residence. For faculty and staff, there are sessions on supporting international students in the classroom, unpacking various cultural approaches to education and academic integrity, intercultural competency development, individual IDI (Intercultural Development Inventory) assessments, co-advising international students with a specialist from the international office, and an intercultural awareness training program and job shadow opportunity abroad for non-academic staff who work with international and newcomer students. <https://www.macewan.ca/about-macewan/administration/international/>

(6) kihêw waciston Indigenous Centre: kihêw waciston, which means “eagle’s nest” in Cree, is a home away from home for MacEwan University’s Indigenous students. Here students can gather, work and grow in a community that honours the distinctive knowledge of Indigenous peoples and supports them on their post-secondary journey. As MacEwan University’s Indigenous Centre, kihêw waciston offers personal, academic, financial and cultural support. Students have access to Knowledge Keepers, Student Advisors, ceremonies, and a variety of other supports and opportunities. While many of our services are directed at Indigenous students, kihêw waciston’s doors are open to everyone in the MacEwan community. <https://www.macewan.ca/campus-life/kihew-waciston-indigenous-centre/>

(7) Student Life Department offers the Community Nest program, which connects senior students with first-year students and builds a community of peers to support social inclusion and a positive university experience. Nest leaders coordinate activities such as monthly social gatherings and weekly get togethers to ease first-year students' transition to university life.

(8) MacEwan’s Centre for Teaching and Learning offers a range of programming relevant to cultural competence and EDI related topics. These include: Intercultural Competence, Perspectives on Intercultural Competence, Universal Design for Learning, Addressing Skills Gaps (how to understand struggles through a trauma-informed lens) and Teaching for an Uncertain Future (including role of educators in this moment of rising fascist movements). <https://www.macewan.ca/about-macewan/teaching/>

(9) MacEwan's Human Resources and Wellness and Psychological Services provide Mental Health and Wellbeing Essentials courses for students, staff and faculty, and leaders. These three courses are customized for their respective audience and delve into understanding mental health as a continuum, recognizing signs of mental health shifts, and implementing strategies for self-care and supporting others. By participating in this course, participants contribute to fostering a supportive campus community where mental health is prioritized. In the fall of 2024, a

Recruitment and Selection course for leaders that includes inclusive hiring practices will be launched.

(10) Canadian Centre for Diversity and Inclusion (CCDI): MacEwan University is an employer partner of CCDI, a national charity with a mandate of building a more inclusive Canada. As employer partners, staff and faculty have access to CCDI materials including a library, EDI toolkits, upcoming webinars, repository of past webinars, community of practice events and a yearly conference. (ccdi.ca).

Optional Fields

Website URL where information about the institution's diversity and equity office or trainings is available:

<https://www.macewan.ca/campus-life/human-rights/education-training/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Assessing Diversity and Equity

Score

0.62 / 1.00

Responsible Party

Chandelle Rimmer

Acting Associate Dean, Student Affairs
Student Affairs

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

In 2023, MacEwan University was selected by the Government of Alberta to be the lead institution in developing a province-wide Campus Climate Survey on Sexual and Gender-Based Violence. MacEwan worked collaboratively with representatives from 26 publicly funded post-secondary institutions across Alberta and an external contractor, Leger Marketing Alberta, to design and implement the survey. Surveys were distributed by Leger to all MacEwan University students in February 2023. A total of 1,669 MacEwan University students participated representing a response rate of 11.3%.

The survey asked about experiences of sexual harassment, types of harassment, perceptions of sexual harassment, as well as demographic questions such as race, age, gender, sexual orientation, disability. MacEwan is currently in the process of analyzing the data and determining the appropriate approach for sharing information.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success?:

Yes

Does the assessment process address employee outcomes related to diversity and equity?:

No

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

Analysis is currently underway: to be determined.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

Previous survey results are available online: https://www.macewan.ca/campus-life/news/archive/details/?storyid=2020/09/news_osvper_courage_20. Results of the most recent survey will likely be available in the near future on the same site.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

No

The diversity and equity assessment report or summary (upload):

Website URL where the diversity and equity assessment report or summary is publicly posted:

Optional Fields

Website URL where information about the institution's diversity and equity assessment efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Support for Underrepresented Groups

Score

1.83 / 3.00

Responsible Party

Chandelle Rimmer

Acting Associate Dean, Student Affairs
Student Affairs

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
 2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
 3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
 4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
 5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). 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.)
 - 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 academics.
 - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.
-

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

Non-discrimination statement

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

(1) Human Rights and Accessibility Policy: The University recognizes the Rights of all Members of the University Community, and is committed to the elimination of Discrimination through:

- Eliminating or minimizing rules, practices, or barriers that have negative effects on Students, Faculty, or Staff;
- Educating Students, Faculty, and Staff on Rights and Discrimination; and
- Responding to reported incidents of Discrimination.

https://www.macewan.ca/c/policies/human_rights_accessibility.pdf

(2) Harassment and Violence Policy: MacEwan University recognizes that each Member of the University Community has the right to learn and work in a respectful and professional atmosphere that promotes equal opportunities and prohibits discriminatory practices. Harassment and Violence are serious matters and will be treated as such. All Members of the University Community are responsible for creating an environment that is free of Harassment and Violence. The reporting of all incidents of Harassment and Violence is encouraged.

https://www.macewan.ca/c/policies/harassment_violence_2021.pdf

(3) Respectful Workplace Policy: MacEwan is committed to building and sustaining a respectful workplace which is both diverse and inclusive. The workplace culture is founded upon understanding and mutual respect for the dignity and worth of every person. In practice, MacEwan's efforts are grounded in an institution-wide commitment to excellence, understanding that the pursuit of excellence is advanced and sustained by a culture that is free from discrimination and harassment. MacEwan works in partnership with its employees to integrate these principles into all aspects of the MacEwan work experience, ensuring that individuals are treated equitably and that they are not denied opportunity for reasons unrelated to merit or other legitimate grounds.

https://www.macewan.ca/c/policies/respectful_workplace.pdf

(4) Sexual Violence Policy: MacEwan University (the "University") is committed to promoting and maintaining an educational and working environment free from all forms of Sexual Violence, supporting equitable relations, and fostering a community founded upon the fundamental dignity and worth of all its members. The University recognizes that Sexual Violence affects all people, regardless of identity or relationship status. The University is committed to providing support for all Members of the University Community who have been impacted by Sexual Violence and addressing Sexual Violence through Anti-Oppressive and Trauma-Informed practices. The University prohibits all acts of Sexual Violence; therefore, it is the responsibility of all Members of the University Community to promote an environment that is free of Sexual Violence and to be knowledgeable about this policy and associated procedures.

https://www.macewan.ca/c/policies/sexual_violence.pdf

(5) Employment Equity and Inclusion Policy: MacEwan University (the "University") is committed to the principles of diversity, equity and inclusion and will recognize and address barriers to and in employment. The University values the diverse backgrounds, lived experiences, points of view and identities of its employees and recognizes the importance of this diversity in creating a welcoming learning environment for students and an inclusive and equitable working environment for employees.

https://www.macewan.ca/c/policies/policy_employment_equity.pdf

(6) Barrier-Free Access and Accommodation Policy: MacEwan University is committed to designing and constructing new and existing facilities that reasonably accommodate access by members of the MacEwan University community. Further, MacEwan University is committed to the application of barrier-free design principles in the design and construction of new facilities.

https://www.macewan.ca/c/policies/barrier_free_access.pdf

Bias response team

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:

Yes

A brief description of the institution's discrimination response protocol or team:

(1) MacEwan University is committed to creating inclusive and respectful learning environments. All students, staff and faculty at MacEwan University are protected by the Harassment and Violence Policy. Anyone who has experienced or witnessed harassment or discrimination of any kind can contact a staff member in the Office of Human Rights, the Office of Sexual Violence, Prevention, Education and Response, or the Human Resources Department (where staff or faculty are involved) for assistance in reporting incidences. |

(2) If someone witnesses unwanted, uncomfortable or unethical behavior, either as an employee or as a student, they can report their concerns to the Confidence Line. Their anonymity will be protected and they will be directed to the MacEwan service that can help them best. Confidence Line 1-800-661-9675 City Centre Campus 10700 - 104 Avenue Edmonton, AB

(3) The Sexual Violence Response Team (SVRT) oversees MacEwan University's response to complaints and reports of sexual violence, including related safety concerns, in accordance with the Sexual Violence Policy and Responding to Sexual Violence Procedure. The SVRT reviews all complaints of sexual violence, appoints investigators, makes recommendations for discipline, and ensures that individuals impacted by a sexual violence complaint are connected with appropriate supports and kept informed of the complaint process. The SVRT is responsible for ensuring a trauma-informed response and for upholding procedural fairness. The membership of the Sexual Violence Response Team includes: General Counsel or designate (Chair), Associate Vice President, Human Resources or designate; Associate Vice President, Students or designate; and Director, Security and Dispatch Services.

https://www.macewan.ca/c/policies/responding_sexual_violnce_proc.pdf

<https://www.macewan.ca/campus-life/office-of-sexual-violence-prevention-education-and-response/report-sexual-violence/>

Recruitment programs

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:

No

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:

No

If yes to any of the above, provide:

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

MacEwan University has 11 different programs offering equity admission for Indigenous students. Indigenous student applying for Fall 2025 and later are eligible to have their tuition deposit deferred until the start of their semester to accommodate challenges around 3rd party funding. There is a dedicated Indigenous Student Recruiter whose primary goal is strengthening relationships with Indigenous communities and schools.

The university hosts application fee discounts and waivers throughout the year for Indigenous and non-Indigenous students. There is support for students with disabilities who require accommodations that is shared with prospective students. Work is being done to address barriers experienced by international students.

Mentoring, counseling and support programs

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:

Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

- (1) (1) kihêw waciston Indigenous Centre: As MacEwan University's Indigenous Centre, we offer personal, academic, financial and cultural support. kihêw waciston, which means "eagle's nest" in Cree, is a home away from home for MacEwan University's Indigenous students. Programs for students include access to Elders and knowledge keepers, cultural advising, smudging and a month of activities to celebrate Indigenous History Month and National Indigenous Peoples Day. (<https://www.macewan.ca/campus-life/kihew-waciston-indigenous-centre/>)
- (2) Centre for Sexual and Gender Diversity. The Centre for Sexual and Gender Diversity supports research, teaching and service work related to sexual orientation, gender identity and gender expression on campus and in the community. Supported by the Canada Research Chair in Sexual and Gender Minority Youth Issues, we develop inclusive and responsive policies, support evidence-informed practices and encourage the full and equitable participation of sexual and gender minorities on campus and in society.
- (3) The CSGD provides programming for all members of the MacEwan community - students, staff, and faculty, all with a focus on developing strong communities. We provide learning and professional development opportunities that explore topics ranging from an introduction to sexual and gender diversity to deepening allyship. Our workshops are research-based, immersive, and interactive. Initiatives include Queer Horizons Speaker Series, Pride Week, Edmonton Queer History Project and Out@MacEwan directory of 2SLGBQ+ staff and faculty.

(<https://www.macewan.ca/campus-life/centre-for-sexual-and-gender-diversity/>)
- (3) Access and Disability Resources supports students with disabilities by coordinating accommodations and are a first point of contact for concerns or experience discrimination relating to a disability. <https://www.macewan.ca/campus-life/access-and-disability-resources/>
- (4) Wellness and Psychological Services: Professional counselors in Student Life help students with individual student development and building resiliency and decision making skills to support academic and life success. They can provide information on coming out, being out, working on personal issues, and more. WPS offers individual and group counselling. <https://www.macewan.ca/campus-life/mental-health/counselling/>
- (5) Rainbow Clinic at MacEwan University Health Centre: MacEwan students, faculty and staff have access to comprehensive physical and mental health care, including disease prevention, health promotion, acute care and chronic. The centre is committed to inclusivity and to providing services to all members of the community, such as ongoing health and mental health services, an STI clinic and the "Rainbow Clinic," a unique program designed as a safe space that provides specialized, inclusive care to LGBTQ2S+ patients who study and work at MacEwan. <https://www.muhealth.ca/>
- (6) Pets Assisting with Student Success (PAWSS) is a not-for-profit animal therapy program that offers unstructured animal-assisted interactions at MacEwan University and associated educational

institutions. Research shows that stress levels are reduced when interacting with animals. MacEwan is the only Canadian university that has created, developed and implemented distinct animal wellness programs aimed at supporting student, staff and faculty mental wellness and improving presenteeism. <https://www.macewan.ca/campus-life/pawss/>

(7) MacEwan International has expertise in international education systems and partnerships, mobility trends and Canadian immigration legislation. Support is provided to international students in achieving their academic goals in Canada and global learning opportunities for the university community. Supports are provided relating to immigration, pre-departure and arrival, living in Edmonton, student life and Immigration sessions, informational webinars, social and cultural events.

(8) Office of Sexual Violence Prevention, Education and Response provides supports to the university community who have been impacted by sexual violence. Support services are free for all students, faculty and staff, including people of all genders, sexualities and backgrounds. The Sexual Violence Response Coordinator provides confidential and non-judgmental support, share information about resources on and off campus, refers to counselling services, coordinate academic or workplace modifications and helps explain reporting options.

Support for future academic staff

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

No

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Optional Fields

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Website URL where information about the institution's support for underrepresented groups is available:

<https://www.macewan.ca/campus-life/residence/community/diversity-inclusion/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Optional fields (Details)

Gender Neutral bathrooms: <https://www.macewan.ca/campus-life/human-rights/resources/campus/>

Gender-inclusive housing: To provide a safe, inclusive and supportive living experience, MacEwan Residence has a gender-inclusive housing option that lets students choose to live with whomever they choose, regardless of sexual orientation, gender identity or gender expression. Applicants who have a specific roommate or roommates in mind may request to share a suite with them during the application process. Students can also update their gender pronouns and preferred name at any time while in residence and can reach out to the staff who provide resources to any student needing assistance.

Affordability and Access

Score

0.53 / 4.00

Responsible Party

Sana Malik

Team Lead, Fees & Financial Aid
Office of the University Registrar

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Provide at least one of the following figures:

Percentage of need met, on average, for students who were awarded any need-based aid :

Percentage of students graduating without student loan debt:

40.0

Percentage of entering students that are low-income:

Graduation/success rate for low-income students:

Optional Fields

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

MacEwan has a comprehensive scholarship, award, and bursary (SAB) program:

- Scholarships are based on academic achievements.
- Awards are based on extracurricular activities like leadership and volunteerism, and may also consider academics.
- Bursaries are provided to students with demonstrated financial need.

In the 2023-24 fiscal year, MacEwan distributed over \$9.9 million to students. Of this total, over \$4 million was allocated to students in financial need. The Chancellor's Entrance Scholarship Series, offered to high academic achievers entering from high school, accounted for \$2.1 million. Additionally, MacEwan provided over \$1.8 million in awards. These figures include all students at MacEwan, not just those from low-income backgrounds.

Although not directly offered by MacEwan, the university participates in the Alberta and Canada Student Loan programs, which include both loans and grants. Grants, which do not need to be repaid, are available to students classified as low income.

A brief description of notable policies or programs to support non-traditional students:

In the 2023-24 fiscal year, MacEwan provided over \$1 million in scholarships, awards, and bursaries (SABs) to students with disabilities and another \$1 million to students who are parents. Please note that these amounts do not imply that the SABs were exclusively for students with disabilities or parents.

Additionally, MacEwan offers the MacEwan Access Bursary, an internally-funded bursary available to full- and part-time students who demonstrate financial need. In the 2023-24 fiscal year, we awarded over \$2.4 million to these students.

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

Website URL where information about the institution's accessibility and affordability initiatives is available:

<https://www.macewan.ca/apply-enrol/fees-finances/scholarships-awards-bursaries/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Investment & Finance

Points Earned 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit		Points
Committee on Investor Responsibility	0.00 / 2.00	
	0.00 / 4.00	
	This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:	
	Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit
Sustainable Investment	\$1 billion or more	5
	\$500 - 999 million	4
	Less than \$500 million	3
	Close	
Investment Disclosure	0.00 / 1.00	

Committee on Investor Responsibility

Score

0.00 / 2.00

Responsible Party

Zack Suelzle

Director

Financial Services

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

Sustainable Investment

Score
0.00 / 4.00

**Responsible
Party**

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

**Total value of the investment pool (US/
Canadian dollars)**

**Total points available for the
credit**

Zack Suelzle
Director
Financial
Services

\$1 billion or more

5

\$500 - 999 million

4

Less than \$500 million

3

[Close](#)

Criteria

Part 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 (CDFIs) 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 in Part 1.
- Green revolving loan funds that are funded from the endowment.

Part 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 during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- 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.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- 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.

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

Investment Disclosure

Score

0.00 / 1.00

Responsible Party

Zack Suelzle
Director
Financial Services

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

Wellbeing & Work

Points Earned 3.53

Points Available 7.00

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 offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.66 / 3.00
Assessing Employee Satisfaction	0.25 / 1.00
Wellness Program	0.75 / 1.00
Workplace Health and Safety	1.87 / 2.00

Employee Compensation

Score

0.66 / 3.00

Responsible Party

Kendra Gordon
Manager, Employee Services
Human Resources

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off](#) (LICO) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see [Measurement](#).

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

Part 1. Living wage for employees

The local living wage (based on a family of four and expressed as an hourly wage):
22.25

Percentage of employees that receive a living wage (benefits excluded):
97.0

Part 2. Living wage for employees of contractors

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:

Yes

A list or brief description of significant on-site contractors:

Security personnel, custodians, food services staff.

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):

0.0

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the living wage)

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:

This employment group is entitled to wage progressions in accordance with the MacEwan Staff Association collective agreement. Employees are entitled to health and dental benefits, participate in the LAPP pension plan, they are eligible to receive funding for MacEwan activities such as credit and non-credit courses, fitness facilities and classes, theatre events, etc., and professional development funding to support their career development at MacEwan.

Optional Fields

Has the institution made a formal commitment to pay a living wage?:

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Website URL where information about employee compensation is available:

<https://macewanstaff.ca/labour-relations/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Assessing Employee Satisfaction

Score	Responsible Party
0.25 / 1.00	Caitlin Goyeau Strategic Coordinator Human Resources

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 a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees assessed, directly or by representative sample:

25.0

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

An institution-wide strategy for measuring employee engagement is in the planning phases. In the interim, Human Resources has been developing and delivering custom pulse surveys as requested by leadership for the area. We use various online survey tools such as Qualtrics and SurveyMonkey.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

The feedback captured from these surveys enables leaders to identify and implement strategies and interventions that target the specific needs within their area of responsibility, e.g., communication, workload, etc. Human Resources continues to support leaders with guidance and assistance in addressing recommendations stemming from survey results. Approximately 25% of MacEwan's workforce has been offered this structured opportunity to share their perspectives with leadership and shape our working and learning environment.

Optional Fields

Website URL where information about the employee satisfaction and engagement evaluation is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Wellness Program

Score	Responsible Party
0.75 / 1.00	Joanne Minaker Associate Dean - Student Health and Wellness Student Affairs

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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

Part 1. Wellness program

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s):

For Students:

- MacEwan University is committed to supporting the well-being of our campus, as outlined in the Okanagan Charter Commitments MacEwan adopted in 2020. MacEwan University has dedicated programs and services related to mental health, well-being, and fostering a healthy, supportive campus environment. Below are examples of programs, initiatives, and support services related to this goal:
- [Wellness & Psychological Services](#) (Mental Health Services)
- Wellness & Psychological Services provides any student enrolled in at least one credit course with free, confidential, professional mental health services, including individual and group counselling, case management, referrals to on-campus and off-campus services, health promotion and harm reduction education.
 - [PHET](#)- utilizing trained peer health educators and adult education strategies to share relevant, evidence-based information to empower students to make informed decisions regarding their well-being.
 - [CHARM](#)- a campus and community coalition that educates campus about harm reduction practices, advocates for harm reduction approaches, and facilitates connections with like-minded folks.
 - Wellness Workshops and Educational Opportunities- these opportunities aim to support students' mental health and overall well-being. Examples include "Stress Management Hacks," "Workplace Wellness," "Mental Health and Well-being: Essentials for Students," "SafeTALK," "myHealth at MacEwan", etc.
- [Headversity](#)- MacEwan offers the headversity program to all students and employees for free. This program shares valuable mental health and well-being information through an easy-to-access platform.
- [Access and Disability Resources](#)- students with a disability or medical condition can meet with the staff to arrange the accommodations and services students need to remove barriers from the learning environment. Students can access ADR independently or through referrals from WPS, Faculty members, and other support services on campus.
- [Student of Concern](#)- The Student of Concern team, which is made up of professionals from Student Affairs, Campus Security, Wellness and Psychological Services and the Office of the University Registrar, identifies, assesses and offers appropriate support to students who may be at risk or pose a risk to others. Students, Staff, and Faculty members can access this service

and make referrals based on needs. In addition to direct support, the SoC offers education and training to employees at MacEwan related to identifying and assisting students in distress.

- **PAWSS**- Pets Assisting with Student Success is a not-for-profit animal therapy program that offers unstructured animal-assisted interactions. PAWSS offers in-class, pop-up and scheduled visits with their furry friends.
- **Office of Sexual Violence Prevention, Education, and Response**- committed to creating a culture of consent and ending sexual violence on campus. OSVPER supports survivors of sexual violence and guides the MacEwan community in learning to recognize, respond to and prevent all forms of sexual violence.
 - Support services- free and available for all students, staff and faculty, including people of all genders, sexualities and backgrounds. Support is available no matter when or where the sexual violence occurred.
 - **MAVEN**- the MacEwan Anti-Violence Education Network utilizes a peer education and adult learning approach to sharing evidence-based information related to ending sexual violence, creating a culture of consent, and fostering a supportive community.
 - Educational Opportunities- workshops, online modules, and intensive training are offered to develop knowledge and skills related to supporting survivors, ending sexual violence, and creating a culture of consent.
- **Office of Human Rights**- works with the entire MacEwan community to build a campus that is free from discrimination. The Office can answer questions about human rights policies, support ideas for initiatives that promote diversity, provide educational opportunities, and guide and support those who have experienced discrimination on campus.
- **Centre for Sexual and Gender Diversity**- supports research, teaching and service work related to sexual orientation, gender identity and gender expression on campus and in the community. The CSGD can answer questions about sexual and gender minority issues and support ideas for initiatives that increase knowledge about and bring visibility to the 2SLGBTQ+ community.
- **kihêw waciston**- which means “eagle’s nest” in Cree, is a home away from home for MacEwan University's Indigenous students. The staff support students with personal, academic, funding or cultural services on campus.
- **Sport and Wellness** – Sport and Wellness provides fitness, aquatics and recreation expertise. We aim to inspire and enable MacEwan students, faculty, staff, and the public to achieve their health and lifestyle goals. The PASS program (referral program from WPS to Sport and Wellness) and Fit Buddy program (peer-to-peer fitness education) aim to bridge the gaps for students on their fitness journey.
- **SAMU**- The Students Association provides many supportive services, including **Peer Support** (a supportive listening service that connects students to additional resources for their mental health and personal needs), **The Pantry** (emergency food support), Health and Wellness insurance, and more.
- **Institutional Campaigns**- aim to raise awareness, provide educational opportunities, and foster supportive campus environments. These campaigns include but are not limited to Mental

Health Week, Consent Action Week, Healthy Relationships Week, National Addictions Awareness Week, Equity, Diversity, and Inclusion Week, and Pride Week.

- Physical health services and supports
- All part-time and full-time students paying Students' Association fees have Health & Dental coverage, unless they have already opted out.
- MacEwan University Health Centre (MUHC): MacEwan students, faculty and staff have access to comprehensive physical and mental health care, including disease prevention, health promotion, acute care and chronic care at the MUHC.
- Moreover, MacEwan offers athletic therapy to students (coverage through student benefits plan) and employees (coverage through health spending account and Access to Learning Fund) likewise.
- The Foundations 101 course supports students with a low GPA as recommended by their faculty. The course provides academic awareness and competence in three specific areas: strategy skills and knowledge, intercultural identity and awareness, and technological tools and communication. All three areas will support the development of academic autonomy and an understanding of post-secondary education in Canada. Foundation 101 provides students with learning tools and strategies to support academic success in a post-secondary environment.

For Staff and Faculty:

- EFAP is a workplace-based program that provides confidential counseling and support services to employees and family members dealing with personal or work-related problems including mental health issues. MacEwan's EFAP provider is TELUS Health in partnership with Desjardins Insurance.
- Benefit eligible employees also have access to between \$2000-\$2500 (annual maximum) of psychology coverage under the benefits plan.
- Access to MacEwan Activities funds: Credit Courses (Program Courses & Open Studies), School of Continuing Education (SCE), Sport and Wellness, Conservatory of Music, Tickets to Griffins Athletic Games and Theatre Events
- All MacEwan employees and students have access to HeadVersity which is a mobile app that is designed to help anyone think, feel, and be better both personally and professionally through quick, interactive lessons. It is completely confidential.

Part 2. Smoke-free environments

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

No

A copy of the institution's smoke-free policy:

[MacEwan_University_Smoking_Policy.pdf](#)

The institution's smoke-free policy:

Optional Fields

Website URL where information about the institution's wellness programs is available:

<https://www.macewan.ca/campus-life/health-wellness/>

Additional documentation to support the submission:

[MacEwan_University_Okanagan_Charter_Committments.pdf](#)

Data source(s) and notes about the submission:

For questions regarding student wellness programs, please contact Dr. Joanne Minaker, Associate Dean Student Health and Wellness.

For questions regarding employee and faculty wellness programs, please contact Kristie Cochrane, Senior Consultant Wellness and Benefits (cochranek0 @ macewan.ca)

For questions regarding MacEwan's smoking policy please contact macewan security (campussecurity @ macewan.ca)

Workplace Health and Safety

Score

1.87 / 2.00

Responsible Party

Ryan White

Manager

Health, Safety and Environment

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

Part 1. Health and safety management system

Does the institution have an occupational health and safety management system (OHSMS)?:

Yes

Does the system use a nationally or internationally recognized standard or guideline?:

Yes

The nationally or internationally recognized OHSMS standard or guideline used:

Partnerships in Injury Reduction Alberta Provincial standard

If no, provide:

A brief description of the key components of the custom OHSMS:

The HSE Policy drives the HSE Management system, which provides information on how leaders implement it. OHSMS organizes and categorizes safety requirements. It also focuses on work activities that are done at the University. The OHSMS standard sets the level of compliance throughout the university, and these are:

1. The **Program Management Standard** outlines key information for the Health, Safety & Environment program at MacEwan.
2. The **Hazard Management Standard** outlines programs to manage specific hazards at the University.
3. The **Training Standard** outlines the rules around health and safety training.
4. The **Emergency Management Standard** identifies programs in response to emergency situations.
5. The **Inspection Standard** outlines how to perform worksite inspections.
6. The **Incident Standard** identifies programs for responding to and communicating about incidents at the University.
7. The **Contractor Management Standard** identifies how to manage the contractors that perform work for the University

8. The **Environmental Standard** outlines how to prevent and respond to environmental incidents

9. The **Program Evaluation Standard** outlines how the University tracks the health and safety program.

Part 2. Incidents per FTE employee

Annual number of recordable incidents of work-related injury or ill health:

5.0

Full-time equivalent of employees:

1,419.6

If the institution wishes to report on other on-site workers, provide:

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

MacEwan Health Safety and Environment does not track these numbers.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:

0.3522118906734292

Optional Fields

Website URL where information about the occupational health and safety program is available:

<https://www.macewan.ca/about-macewan/administration/health-safety-environment/safety-programs/>

Additional documentation to support the submission:

[HSE_Management_System_Brief_and_Diagram.pdf](#)

Data source(s) and notes about the submission:

In the event of an incident, the person involved or someone acting on their behalf must submit an incident report to the HSE within 48 hours (about 2 days). Additionally, a WCB report should also be submitted. The process is outlined as follows:

When an individual is involved in an incident, they must report it to HSE within 48 hours (about 2 days) or as soon as reasonably possible, depending on their position within the university. Individuals such as the Dean or designate, MacEwan Instructor, Manager/Supervisor, MacEwan Representative, Sport and Wellness employee, and Security Services may report on behalf of those involved. They must record the incident using the Incident Report Form and submit it to the Office of Health, Safety, and Environment.

Work-related injuries must be reported by the employer to WCB within 72 hours of being notified by the employee. Here are the steps to initiate a WCB claim:

1. The Supervisor/Manager should email a completed WCB Employer's report to Human Resources, Wellness, and Benefits at hrbenefits@macewan.ca.
2. The Employee must email a completed WCB Worker's report.
3. The Supervisor/Manager should ensure that either the employee or their Supervisor/Manager completes MacEwan's Incident Report, which is separate from the WCB reporting requirements.

Innovation & Leadership

Innovation & Leadership

Points Earned 3.00

Points Available 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Community Garden	0.50 / 0.50
Food Bank	0.50 / 0.50
Green Cleaning Certification	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50
Innovation C	0.50 / 0.50

Community Garden

Score

0.50 / 0.50

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution hosts a community garden on institution-owned land that allows local community members to grow their own food.

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

A brief description of the institution's community garden:

MacEwan University started its first community garden on campus in spring 2024. The garden is open to participation and use by all MacEwan University community members, which includes students, staff, faculty and off-campus contributors. In fact, non-university affiliated individuals have been some of our top contributors to the garden. The garden consists of 9 raised planter boxes for vegetables and herbs, and 6 raised planter boxes for local native plants. 4 of the garden boxes were designed and built by volunteers with support from the MacEwan University theatre wood shop. 6 picnic tables with umbrellas are also installed in the garden and are well-used by campus community members. The garden has received funding to expand in 2025 and will be adding more vegetable gardens and native plant boxes. A leadership team of staff and students supports the garden and hosts biweekly work sessions during which members of the campus community are invited to water, weed, plant, harvest, prune, and carry out other garden activities. The garden was opened with a large gathering and a prayer led by one of MacEwan University's Indigenous Knowledge Keepers. The harvest season was celebrated with a potluck made with ingredients from the garden.

Website URL where information about the community garden is available:

<https://www.macewan.ca/campus-life/sustainability/>

Optional Fields

Estimated number of individuals that use the institution's community garden annually:
36.0

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Food Bank

Score

0.50 / 0.50

Responsible Party

Sydney Limoges
Food Support Assistant
Students Association of MacEwan University

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

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

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:

Yes

A brief description of the food bank, pantry, or equivalent resource:

The SAMU Pantry is a confidential food service that students can access once every two weeks to receive a hamper with approximately 10 to 12 days worth of non-perishable food items. The Pandemic and Inflation have increased the need for this vital service to students. The SAMU Pantry hampers can accommodate a variety of dietary needs including Halal, Vegan and Vegetarian. The Pantry is available to all eligible MacEwan University students.

Optional Fields

Website URL where information about the food bank is available:

<https://samu.ca/student-resources/health-wellness/the-pantry/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Green Cleaning Certification

Score	Responsible Party
0.50 / 0.50	Jolyon Stack Manager Facilities Operations

Criteria

Institution uses a green cleaning program or service that is certified under:

- Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42),
- The International Sanitary Supply Association's (ISSA) Cleaning Industry Management Standard for Green Buildings (CIMS-GB), AND/OR
- An equivalent, nationally or internationally recognized third party certification program approved by AASHE.

Please note that this credit recognizes comprehensive green cleaning programs and services that have been third party certified. Expenditures on certified green cleaning products are recognized in the Cleaning and Janitorial Purchasing credit.

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

Please note that this credit recognizes comprehensive green cleaning programs that have been third party certified. Expenditures on certified green cleaning products are recognized in the Cleaning and Janitorial Purchasing credit.

Under which of the following is the institution's green cleaning program/service certified?:

	Yes or No
Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42)	No
The International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)	Yes
An equivalent third party certification program approved by AASHE	No

A brief description of the institution's certified green cleaning program:

Sustainable custodial services are practiced in all MacEwan University buildings using Green cleaning to safeguard human health while minimizing its impact on the environment. All efforts are made to improve air quality by reducing and eliminating the release of toxins into the environment by using Green Cleaning products. These Green products must be certified by the Environmental Choice Program or approved by Green Seal. All custodial services are provided to MacEwan by Bee Clean. It is the Bee-Clean is the first CIMS-Green Building certified cleaning company in Canada, that received the CIMS certification with honours in 2017. <https://www.issa.com/certification-standards/cleaning-industry-management-standard-cims/certified-organizations.html>

Documentation affirming the green cleaning certification:

The website URL where information affirming the green cleaning certification is available:

<https://bee-clean.com/about/bee-green/>

Optional Fields

Additional documentation to support the submission:

[Green_Cleaning_Plan_-_Bee_Clean.pdf](#)

Data source(s) and notes about the submission:

Innovation A

Score

0.50 / 0.50

Responsible Party

Susana Chalut
Manager
Hospitality Services

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. 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.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. 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 verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Roundhouse

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Roundhouse is a coworking and collaboration space. Roundhouse works hand-in-hand with the MacEwan University Social Innovation Institute to bring together community members, and MacEwan staff, students, faculty, and alumni. There are long-term rental options for initiatives that would like to be part of a shared space, as well as meeting, workshop, and event space designed for collaboration. Through programs, workshops, and events run by both Roundhouse and the Institute, students, faculty, and staff will have the opportunity to be connected across disciplines and with community members to work on real world challenges. Roundhouse is a revenue generating space that is designed to foster social enterprises, and for it to be a social enterprise itself. Roundhouse and the Institute were created to foster the success of initiatives with a social/environmental mission by

addressing the main challenges that they face: affordable workspace and learning opportunities, and not having a community of like-minded people to engage with.

Roundhouse and the Institute will first focus on connecting community to MacEwan to support existing initiatives with a social and/or environmental mission. Our goal is to build the capacities of all parties to move initiatives forward, and generate new ideas. An evaluation framework is being developed to measure the quantity and quality of connections made, initiatives supported, and new ideas being generated. We will also focus on attempting to measure the impact that these initiatives have on the lives of the people in our community, for example: number of jobs created, number of mouths fed, increase in feelings of belonging, etc.

Some examples of focus areas of initiatives currently being supported by Roundhouse and the Institute are: renewable energy, mental health advocacy, food security, urban wellness, and affordable learning opportunities.

Optional Fields

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[IN 1_Press Release.pdf](#)

None

The website URL where information about the innovation is available :

<https://www.macewan.ca/academics/centres-institutes/roundhouse/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Innovation B

Score

0.50 / 0.50

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. 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.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. 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 verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Tower Gardens Project

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

MacEwan Sustainability operates the Tower Gardens Project consisting of 4 Aeroponic Tower Gardens. The project is geared towards food sustainability and food consciousness around campus.

The project transforms limited and underutilized space into a sustainable and responsible area to grow produce, such as peppers, tomatoes, cucumbers, and herbs like mint, sage, dill, and basil (for more information see backgrounder at the bottom).

Various community members come together around the Tower Gardens to learn about local, indoor food systems and low-impact dining. Target groups include MacEwan students, staff and faculty

members as well as Food Services' partners and clients and other external community members (formats include tours for classes, like Sustainability 201, and public 'Urban Food Systems' tours). Food grown is taken home by volunteers and may also be shared with the SAMU Food Pantry.

BACKGROUND INFORMATION:

1) Using aeroponic technology, Tower Gardens (<http://www.towergarden.ca/tg>) grow plants with only water and nutrients, no soil is required. A pump in the reservoir ensures that water, oxygen, and an organic nutrient blend are delivered when needed. The nutrient uptake is greater, and no harmful chemicals are used during the process. As a result, aeroponic systems grow plants three to four times faster and produce 30% greater yields on average when compared to traditional farming. Yet, they require only 10% of the land and water of traditional growing methods. MacEwan has grown tomatoes and herbs. Currently, basil is produced to make pesto for use in food services and sales for revenue generation.

Optional Fields

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[IN 2_Food Systems and Early Learning_Letter of affirmation.pdf](#)

The website URL where information about the programs or initiatives is available:

<https://www.macewaneats.ca/sustainability/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Innovation C

Score

0.50 / 0.50

Responsible Party

Kazimir Haykowsky
Sustainability Program Coordinator
Facilities Administration

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. 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.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

The Urban Beekeeping Project

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Urban Bee Keeping supports pollinators, specifically honey bees, whose populations are declining at an alarming rate due to environmental challenges including habitat loss, pesticide use, and climate change. The project includes seven rooftop Flow hives. Bees pollinate a significant amount of the food we eat, up to 70% according to a UN report, and are essential to biodiversity and plant reproduction. Keeping bees at MacEwan University provides habitat for these pollinators, thereby encouraging food security and raising awareness of the challenges we face in our changing climate. Honey produced is sold by Campus Services to further support the project. Presentations are held during the spring/summer/fall months to highlight the project, share information and answer questions. Research has been done (Earth Common Journal) to look further into the benefits of using the new Flow Hive

system in an urban environment.

Overview - Producing the honey onsite satisfies criteria for deeply embedded sustainability:

- Ecological Integrity - There are numerous environmental benefits including providing habitat for local pollinators, pollinating local food crops, adding to the biodiversity of the Edmonton region, reduced GHG emissions and materials from no transportation, commercial processing and packaging
- Economic Vitality - The honey provides a source of revenue for MacEwan and reduces costs for purchasing honey
- Social Equity - Providing learning opportunities for the community, students, staff and faculty will ensure that the resource is shared equitably and others can learn and contribute to the project.
- Personal Well-being - Honey is a very healthy product that can be used for a variety of uses including replacing simple sugars.

Optional Fields

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[Urban Beekeeping-Honey Harvest-Global \(September 15, 2016\).mp4](#)

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

stars.aashe.org MacEwan University | STARS Report |