

Postsecondary Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

College or University Certifications

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

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The college or university is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a compliance review.
3. OCR has not issued a violation letter of findings to the college or university concluding that the nominated college or university has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the college or university has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings by Federal Student Aid of violations in respect to the administration of Title IV student aid funds.
6. The college or university is in good standing with its regional or national accreditor.
7. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools Postsecondary 2015-2018

Public 4-Year Public 2-Year Private Non-Profit

Name of President/Chancellor: Ms. Rebecca M. Bergman

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

Official College or University Name: Gustavus Adolphus College

(As it should appear on an award)

College or University Street

Mailing Address: 800 West College Avenue, Saint Peter, MN 56082

(If address is P.O. Box, also include street address.)

County: Nicollet IPEDS Number*: 173647

Telephone: 507-933-7538 Fax: 507-933-7041

Web site/URL: gustavus.edu E-mail: president@gustavus.edu

*Integrated Postsecondary Education Data System

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



Date: March 22, 2018
(President's/Chancellor's Signature)

Nominating Authority's Certifications

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

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Minnesota Office of Higher Education

Name of Nominating Authority: Mr. Lawrence J. Pogemiller, Commissioner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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



Date: 3/28/2018

(Nominating Authority's Signature)

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any

other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Summary Narrative



Class meeting in the Linnaeus Arboretum. Gustavus file photo.

Environmental sustainability is essential to

Gustavus Adolphus College's commitment to its core values of faith, community, justice, leadership, and excellence.

Faith calls us to care for the environment which sustains our community. We are not just if clean air and water are not available for all, nor are we leaders if we lead in damaging the natural world and its life-sustaining functions.

Excellence is only possible when we can live, as Wendell Berry says, "without destroying the sources of our life."

As a liberal arts institution, our values guide us as we face complex global environmental issues that require innovative and sophisticated solutions built on an understanding of science, social values, and economic realities.

Gustavus Adolphus College was founded by Swedish Lutheran immigrants in 1862. While it maintains connections to that heritage, it has emerged as a liberal arts college dedicated to serving students from many backgrounds.

Located in St. Peter, MN, a community of about 12,000 people, the college overlooks the Minnesota River on land that historically was the border between the southwestern Minnesota prairie and central and southeastern

Minnesota's the hardwood forests and savannah. With an enrollment of around 2,200 students, the college's vision is to equip "students to lead purposeful lives and to act on the great challenges of our time through an innovative liberal arts education of recognized excellence."

Although many of the Swedish founders of the college were farmers and thus had an understanding of environmental stewardship, key features of the college's sustainability effort first emerged in the 1960s and 1970s. The signature Nobel Conference on science was first held in 1965 and the second conference was themed "The Control of the Environment". Explicit environmental themes only appeared twice over the next 40 years, although topics often dealt with fundamental knowledge about the earth and its biosphere. In the last decade, environmental themes have been frequent. Building on the Nobel Conference goal to stimulate scientific understanding coupled with ethical reflection, conferences have focused on energy (2007), water (2009), food (2010), oceans (2012), with themes of soil (2018) and climate change (2019) planned in the immediate future. As a result of these conferences, the college has sustained an environmental education and communication effort for on and off-campus audiences, complementing the college's formal Environmental Studies program that graduates about 15 majors per year.



The Coneflower Prairie in the Linnaeus Arboretum. Photo by Environmental Studies major Evelyn Magner.

In the 1970s, the college dedicated a portion of land to form the Linnaeus Arboretum, which has become a venue for environmental reflection and learning for students, staff, and the public. With a fulltime naturalist on staff, the "Arb," as it is called, hosts programs for elementary school students and families, college students, and senior citizen audiences. In 2008, the 70-acre Coneflower Prairie restoration was added to the arboretum. While the Linnaeus Arboretum is an environmental education resource like the Nobel Conference, it also serves as a center for nature-based reflection and recreation in support of the college's wellbeing emphasis.

The Gustavus effort to conserve material resources was jolted forward in 1998 when an F3 tornado severely damaged the campus and the surrounding community. The ensuing rebuilding and renovation effort was undertaken

with a deliberate focus on energy and water conservation. That effort, plus subsequent energy conservation projects, allowed the college to hold electricity and natural gas consumption steady, despite increased building square footage, and to reduce water consumption. As a part of maintaining that effort, the two most recent major construction projects on campus have resulted in LEED certification: Platinum for Beck Hall and Gold for Anderson Hall.

The emphasis on energy and material conservation has, of course, been supported by an ongoing waste management and recycling program. In 2013, the college began an onsite composting effort for all pre and post-consumer food waste from Dining Services and is currently exploring ways to extend this to food waste generated in residence halls and other buildings. In 2017, the college began a shift to single sort recycling to improve the overall performance of the recycling program.



Inauguration of the food waste composting program with a relay of food waste from Dining Services to the composter. Gustavus file photo.

The food waste composting effort, as well as the overall recycling effort, are part of wider intentions to link energy and material conservation to the educational mission. The composting effort, for example, is physically and programmatically linked to the student garden, Big Hill Farm, and an extended season green house.



Installing solar panels on the shed in the Big Hill Farm student garden. Photo by Environmental Studies major Erin Baumann ('17).

The wider commitment of the Gustavus Dining Service is key to many combined education and conservation efforts. The Dining Service operates under an a la carte model that reduces food waste and encourages better food choices. Besides whole-hearted support of the food waste composting program, the Dining Service operates a reusable take-out container program.

More importantly, the Dining Service helps integrate the college's wellbeing efforts with the environmental sustainability efforts through the Dining Service advisory board, the Kitchen Cabinet. Meeting monthly, this body encourages conversations about the interaction between food, wellbeing and the environment, and encourages actions that holistically address sustainability, well-being, and education.

Another environmental education emphasis for the college recognizes that wellbeing and sustainability extend beyond the campus. Student-founded and led organizations like the Gustavus Greens and the Climate Justice Coalition have often driven these discussions. In other cases, these efforts are initiated by staff. Regardless of the origins, our students and staff have collaborated to create more lasting institutional efforts such as our official Fair Trade Campus designation. Another example is Forest Stewardship Council (FSC) certification in our mail and print operations, with verification of our commitment to using paper from sustainable sources where possible.

A key overarching aspiration of the Gustavus Adolphus College sustainability effort is to engage and empower the whole learning community (faculty, staff and students) in sustainability efforts across the campus. While this work

has been supported and encouraged by the Johnson Center for Environmental Innovation since 2007, various programs and individuals across the campus contribute to campus sustainability efforts. In 2017, Gustavus President Rebecca Bergman initiated the President's Environmental Sustainability Council (PESC) to coordinate these efforts and meet Goal 3 of the Gustavus Acts Strategic Plan which is "to achieve fiscal, institutional, and environmental sustainability." The PESC began meeting in the fall of 2017.

Cross-Cutting Programs

1. Is your college or university participating in a local, state or national program which asks you to benchmark progress in some fashion in any or all of the Pillars?

Gustavus Adolphus College became a signatory to the American College and University Presidents' Climate Commitment in 2007. It has continued to be in good standing with that program (now described as the Carbon Commitment) by meeting all requirements for reporting and establishing a climate action plan. Our reporting profile can be seen at <http://reporting.secondnature.org/institution/detail!2043##2043>.

The college is also a Fair Trade campus (<https://news.blog.gustavus.edu/2015/12/16/gustavus-adolphus-college-becomes-first-fair-trade-college-in-minnesota/>) with commitments to purchasing in alignment with the principles of Fair Trade Campaigns (<https://fairtradecampaigns.org/>). The print and mail operations are Forest Stewardship Council (FSC) certified, with a commitment to verify our efforts to use paper from sustainable sources where possible.

2. Has your college or university received any awards for facilities, health, or environmental improvements?

1. Beck Academic Hall earned LEED Platinum certification—the highest rating attainable—from the U.S. Green Building Council in 2014. The 125,000 square foot, \$30 million building was just the third academic facility in the state of Minnesota to achieve LEED Platinum certification at that time.

2. In 2015, Gustavus Adolphus College attained the Carnegie Foundation's Elective Classification for Community Engagement. The classification is an elective, voluntary distinction that requires considerable effort on the part of institutions to achieve. The classification evaluates the degree to which community engagement is integrated, institutionalized, and reflective of the excellence embodied within the classification's criteria. See

http://nerche.org/images/stories/projects/Carnegie/2015/2010_and_2015_CE_Classified_Institutions_revised_8_10_16.pdf for a list of institutions which have received this classification and

<https://www.carnegiefoundation.org/newsroom/news-releases/carnegie-selects-colleges-universities-2015-community-engagement-classification/> for a description of this classification.

3. In 2018, the college's newly renovated Arthur H. Anderson Hall earned LEED Gold certification. Renovated to provide space for the Education department, as well as the Writing Center, the Center for Academic Resources, the Kendall Center for Engaged Learning, and the Bonnier Multifaith Center, the 27,000 square foot building was once the college library.

Background on the three pillars

To support the dispersed efforts of the community, environmental impact and cost data as well as other aspects of our sustainability effort, are made available on the college website. The college's sustainability page,

<https://gustavus.edu/about/sustainability/>, gives an overview as well as serving as a guide to other information sources including:

- Links to real-time building electric energy monitoring, <https://gustavus.edu/energy/>.
- Summaries of monthly utility consumption and cost data, <https://gustavus.edu/facilitiesmanagement/utilitiesusage.php>.
- Summaries of waste and recycling data, https://gustavus.edu/facilitiesmanagement/waste_and_recycling.php.
- A map of campus sustainability features on the main sustainability page (see sustainability page link above)
- A summary of information related to the college's Carbon Commitment, <https://gustavus.edu/johnsoncenter/climatechange.php>.

Furthermore, in addition to faculty with regular teaching assignments, many staff participate in sustainability efforts through everyday campus operations and the supervision of student workers. Two particular "centers" of this work are the:

- Linnaeus Arboretum, a 120-acre facility that includes a 70-acre prairie restoration and supports environmental education for the campus and surrounding community, <https://gustavus.edu/arboretum/>
- The Kitchen Cabinet and our nationally recognized a la carte Dining Service. The Kitchen Cabinet formed as an advisory body for the Dining Service, but its monthly meetings have emerged as a key place for discussions that guide and support college sustainability and wellbeing efforts, <https://kitchencabinet.blog.gustavus.edu/>.

The efforts and achievements outlined in each section below are the result of the engagement and empowerment enabled by these resources. The sustained energy conservation effort that kept electricity and natural gas use from growing, the water conservation effort that reduced water use, and the development and documentation of our recycling effort (including the food waste composting program), all outlined in Pillar I, were spearheaded by Facilities staff with encouragement and support from faculty and administration leaders. The on-campus transportation options of Pillar 1 and the wellness programming of Pillar II were led by the faculty and Student life, with contributions from staff and administration. Under Pillar II, Environmental Studies faculty have led not only the development of the Environmental Studies program but environmental learning across the curriculum, aided by other faculty committed to a more sustainable campus.

Moving forward, the newly formed President's Environmental Sustainability Council, will play a leadership role in campus sustainability. The council was formed in the fall of 2017. <https://gustavus.edu/president/pesc/>

Pillar I: Reduced Environmental Impact and Costs

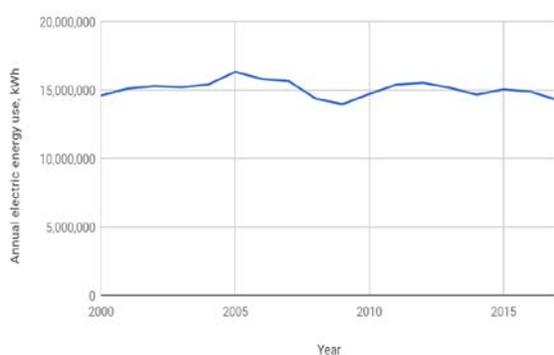
Element A: reducing or eliminating greenhouse gas emissions, including using energy audits, energy efficient facilities and practices, and use of renewable energy.

In 1998, an F3 tornado caused extensive damage to the college and surrounding community. The college used the rebuilding effort to tackle energy consumption through facilities design and upgrades. While energy use grew in the immediate aftermath of the tornado due to upgrades that occurred during reconstruction, (additional air conditioning, for example) energy use would have increased more rapidly without the energy conservation efforts. The practices and attention to energy details were put to use in 2006, when rising utility rates and growing understanding of climate change issues increased focus on energy consumption. In the past 10 years, persistent work on lighting

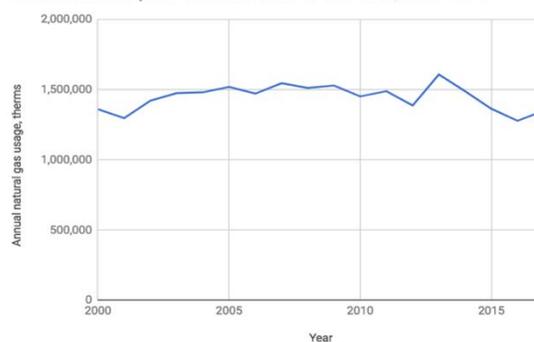
upgrades, equipment upgrades, and careful planning of new construction and renovations, like Beck Hall (new construction) and Anderson Hall (renovation), have allowed the college to keep a cap on energy consumption despite increases in square footage and the national trend of increased plug load electrical use intensity¹.

The trend in these graphs of electricity and natural gas usage--which show flat energy use despite the aforementioned increases in campus building footprint and national trends towards increased plug loads--are not the result of any one effort, but rather the sum effect of careful stewardship actions.

Gustavus Adolphus Annual Electricity Use, 2000-2017



Gustavus Adolphus Annual Natural Gas Use, 2000-2017



While that record of stewardship is substantial, the gravity of the climate threat and the college's Carbon Commitment must push us to actual energy use reductions. The college will continue the stewardship efforts that have guided us to date, but will intensify its efforts through actions now a part of the Gustavus Acts Strategic plan implementation effort:

- Construction and renovation standards. A renovation and expansion project on the main science building, Nobel Hall, has just begun with a target of LEED Silver certification. All infrastructure efforts have been and will continue to be scrutinized for energy performance.
- Monitoring and behavioral changes: The campus makes data available, but the next step being pursued through the PESC is to make that data more visible to guide and encourage energy conservation. The real-time electricity monitoring system (<https://gustavus.edu/energy/>) is currently under scrutiny to improve its reliability and visibility.

¹ https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/19258/Collins_oregon_0171A_11270.pdf;sequence=1

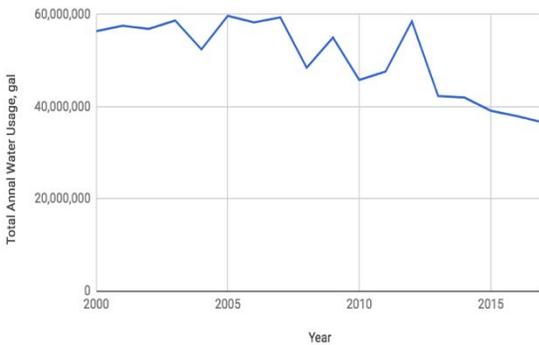
- Renewable energy: Although the contributions to campus energy load are modest, the college maintains one of the most extensive examples of working renewable energy technology on a college campus in Minnesota, including two solar electric arrays (one demonstrating three different inverter technologies), three large solar thermal arrays, and a small wind turbine. See <https://gustavus.edu/johnsoncenter/renewableenergy.php> for descriptions of these projects and Pillar III for information on the educational mission of those projects. While a concerted effort to acquire a utility scale wind turbine was blocked by county regulation in 2009, the college continues to seek cost effective and feasible renewable energy options.

As noted above, the overarching issue in this area is climate change and greenhouse gas emissions. The downward trend in the college's greenhouse gas emission inventory to date (see https://gustavus.edu/johnsoncenter/concertFiles/media/2008-2016_GHG_inventory_comparison.pdf) has been driven by regional changes in the generating mix and the college will need to move from maintaining the status quo through conservation to actual on-site reductions.

Element B: Improving quality, efficiency and conservation of water.

As with energy in Element A, Gustavus has maintained efforts to use water efficiently since 2000. These efforts have included water saving fixture installation and large scale installation of low-flush toilets, as well as judicious choices of what areas of campus are irrigated. These efforts have borne fruit in the downward trend of water use shown in the following graph.

Gustavus Adolphus Annual Water Usage, 2000-2017



The college's storm water plan also makes good use of the context, using storm water retention ponds for part of the campus as natural features in the Linnaeus Arboretum.

Element C: Reducing solid and hazardous waste through recycling and composting, reduced consumption, and improved management.

The college's waste management program focuses not only on the management of the waste and recycling stream in residential and office areas, but also in the operations of by the Facilities department. Hence our waste management data tracks a wide range of materials as seen at https://gustavus.edu/facilitiesmanagement/waste_and_recycling.php.

Reduction of waste in the cafeteria has become important element of sustainability at Gustavus. Although no objective data was collected at the time, anecdotal evidence indicates that the introduction of the a la carte dining model over 15 years ago dramatically reduced food waste through financial accountability for all food selected.

In 2013, the Gustavus upped the ante by beginning to compost all pre- and post-consumer waste from Dining Services through an on-campus in-vessel composter that is integrated with the grounds keeping operation and the student garden, Big Hill Farm. All to-go cups, straws, lids, silverware, and boxes are also compostable. Waste audits in the Dining Services before this effort began estimated the daily organics waste stream at 400-500 lbs per day (data available on request).

The Gustieware program is another way that the campus reduces waste. Students can use reusable containers to take their food out of the dining room and return them when they are done at different locations around campus or back at the cafeteria.

Outside of the Dining Service operation, the Gustavus Folke Bernadotte Memorial Library offers a battery recycling program. Students can drop off batteries free of charge.

In the fall of 2017, Gustavus converted its limited sorting recycling program (plastic/metal containers in one bin, paper in another) to a single sort system hoping to improve compliance. As a part of the conversion, a new consistent bin system began a roll out, with a plan to “follow” the incoming 2017 class with new containers in all buildings by 2021. Upgraded signage and programming is under development.

Element D: Expanded use of alternative transportation through active promotion of locally-available transportation, energy efficient options and implementation of alternative transportation supportive projects and policies.

Gustavus’s location in a small rural city means that many transportation options relevant to urban areas don’t “fit” the context. Nonetheless, transportation options outside of personal vehicles have been available and more options have been developing:

- The “Gus Bus” is a widely used shuttle that is paid for by Student Senate and operates on Wednesday, Friday, and Saturday nights. This bus brings students to and from downtown Saint Peter businesses. While it is aimed at improving student safety, it also reduces car use.
- Gustavus Adolphus College has also partnered with Land to Air Express. This company brings Gustavus students (at a discounted price) and other patrons to many different locations around southern Minnesota as well as the Minneapolis-St. Paul airport. This company has recently added a twice a day bus service to between Mankato and Minneapolis, with stops on the Gustavus campus.
<https://www.landtoairexpress.com/>
- The local government (city and county) also offer transit options available to students. The city bus options makes stops on the Gustavus campus. <http://www.saintpetermn.gov/transit>

Beyond car transportation, the campus and surrounding community is walkable and bikeable. The Gustavus Campus Master plan has emphasized a walkable and bikeable campus core with parking and driving routes accessible, but not central to the campus layout. https://gustavus.edu/about/maps/gustavus_adolphus_map.pdf. Additionally, the City of St. Peter development plan places dedicated walking and biking paths in areas under development before construction begins. Since city development is taking place around the Gustavus campus, the

result is that the campus is encircled by dedicated bike/walk paths that interconnect with campus paths and roads-- some of them too new to show on Google Maps.

Gusties on the Go is a free bike loaner program on campus that began in 2016. This program allows students and employees to check out bikes and use them to get around campus but the city of Saint Peter. The campus was recognized as a Bicycle Friendly University in 2013. <https://news.blog.gustavus.edu/2013/05/28/grant-money-leads-to-on-campus-bike-initiatives/> This recognition acknowledges the support for bicyclists that the campus provides. Bicycle racks are provided outside of each building, and a bicycle repair station is located outside of Lund Center. Campus Safety also registers all bicycles for individuals who work or live at Gustavus.

In terms of personal transportation, Gustavus offers one electric car charging station on campus free for public use. Additionally, some vehicles in the Facilities and Campus Safety vehicle fleet are battery operated.

Pillar II: Improve the health and wellness of students, faculty, and staff

Element A: An integrated campus environmental health program, including: pest management, contaminant controls, asthma control, indoor air quality, moisture control and chemical management.

The college's programs in this area are managed by the Director of Environmental Health, Safety and Risk Management. The approach of this office is summarized by the Director as:

- 1) The College can respond to pest issues and complaints in several non-chemical ways including using physical barriers (screens, window/door seals, etc.), non-chemical traps (glue boards, disc collection traps) and removal of refuse.*
- 2) Substituting less hazardous chemicals are part of the College's Chemical Hygiene Plan. Chemical waste is disposed of through an approved vendor that can reuse the chemicals for fuel blending processes or repurposing the chemical instead of disposal. Several waste products are recycled including mercury bulbs, lead acid batteries, alkaline batteries, lithium ion batteries, nickel cadmium batteries, motor oil, etc.*
- 3) The Environmental Health, Safety and Risk Management Office investigates and mitigates most indoor air complaints for the Campus Community. Qualified environmental consultants are also utilized to*

monitor and address issues. Water intrusion events are quickly and thoroughly addressed to prevent potential sources of air quality degradation.

The incumbent in the Director of Environmental Health, Safety and Risk Management position (<https://gustavus.edu/profiles/dplemmon>) also serves on President's Environmental Sustainability Council.

Element B: Health and wellness programs.

Wellness, or wellbeing as it is referred to on campus, is a focus for both employees and students. The Gustavus Wellbeing Initiative (<https://gustavus.edu/wellbeing/>) is currently being integrated into the framework of the Gustavus Acts Strategic Plan (<https://gustavus.edu/gustavusacts/>) in Goals 2 and 3:

Goal 2: *Deliver a distinctive and integrated liberal arts education* where wellbeing is seen as the key to a holistic vision of student learning and success.

While the "Students" sidebar menu on <https://gustavus.edu/wellbeing/> highlights typical wellbeing initiatives aimed at students such as general medical care through the Health Service, stress reduction, sexual health, substance abuse prevention, and others, this tab also highlights a broader range of options under the "More" section including an inclusive focus on spirituality and faith as well as aspects of financial well-being.

Also recognized as part of the wellbeing effort are the following campus features:

- Dining Services works together with the college's Health Services to employ a registered dietician who can consult with students on general nutritional needs as well as food intolerance and allergy issues. <https://gustavus.edu/profiles/jdonkin>.
- A strong Peer Assistant program. Peer Assistants are trained students who act as confidants and role models to create a welcoming environment where they can talk with fellow students and organizations seeking help with any number of issues that may involve stress from academic life, education in healthy dating, or information on substance abuse, to name a few. <https://gustavus.edu/peereducation/>
- As noted above, Gustavus's nationally ranked Dining Service (see <https://gustavus.edu/video/admission/campuslife/food.php>) has been a holistic center for sustainability and

wellbeing. It provides numerous options to students, including vegetarian, vegan, dairy-free, and gluten-free choices. The Gustavus Dining Service operates with an a la carte model, which allows for students to take and pay for only what they need and reduces the likelihood that students will overeat. The Dining Service advisory board, the Kitchen Cabinet, works towards encouraging healthy and sustainable choices to better the health of students and faculty. <https://gustavus.edu/diningservices/>

- Gustavus is also home to the Linnaeus Arboretum, 125 acres of natural space with 2.5 miles of trails. The Arboretum contains the three major biomes in Minnesota, and provides a space that is open to students and the St. Peter community, making it a common spot for walks and runs. It allows students to take a break from the stresses of academic life through the beauty and calming qualities of nature. Amenities like sports equipment allow students to be active in organized games and activities, and indeed many classes encourage interaction to some degree with this valuable piece of nature. In 2008, the college expanded the Arboretum with a 70-acre prairie restoration. <https://gustavus.edu/arboretum/>
- Athletic activities are a major part of student life (25% of students participate in organized athletic events-- <https://gustavus.edu/about/>) and intramural activities are also available to all students. <https://gustavus.edu/im/>

Goal 3: *Achieve financial, institutional, and environmental sustainability* where the focus is on employee wellbeing as a key to employee retention and development.

Wellbeing efforts for employees include mental health and physical exercise promotion programs (<https://gustavus.edu/wellbeing/programs.php>) including free fitness classes, health assessment services, and personal trainers (<https://gustavus.edu/wellbeing/services.php>).

Pillar III: Effective Environmental and Sustainability Education

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

As a liberal arts institution, Gustavus Adolphus College focuses on interdisciplinary connections between curricular and cocurricular learning efforts. Sustainability education occurs most directly in the Environmental Studies

Program but is supported in other parts of the formal curriculum as well as through co-curricular activities like those described in Element C.

The Environmental Studies program draws on faculty from nine different academic departments ranging from Anthropology to Physics (<https://gustavus.edu/env-studies/faculty.php>) and graduates approximately 15 majors per year. Many of these students also choose to double-major in another academic department. A full listing of the major requirements is found at <https://gustavus.edu/env-studies/courses.php>.

Other majors that often make interdisciplinary connections with environmental sustainability are the Gender, Women, and Sexuality Studies Program, the Peace Studies Program, Religion, Geography, Geology, Biology, Chemistry, Physics, and Communication Studies. The latter major's Public Discourse class often involves students in environmental sustainability topics with relevance to the local community.

About half of Gustavus students study abroad (<https://gustavus.edu/about/>) either for a full semester or during our January term. Several of our signature study abroad programs focus on sustainability topics, including the semesters in India, Sweden and Malaysia. Courses with external providers also feature environmental topics.

Students also have the opportunity to participate in January term classes like the Introduction to Renewable Energy, and take elective courses like Local Food Production that teaches them, through doing work in the Gustavus greenhouse, on how to sustainably grow local food.

Element B: Environment and sustainability curriculum and programs to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy

The Environmental Studies program requires a significant STEM learning component related to the environment and sustainability, but other STEM majors have significant offerings. In addition to classes, many students participate in undergraduate research with faculty mentors. Projects have included developing renewable energy course laboratory exercises (<https://gustavus.edu/physics/sustainability/>), researching wind energy potential on campus (<http://physics.gac.edu/wind/>), novel wind technology (https://gustavus.edu/chemistry/concertFiles/media/2016F_symposium_abstracts.pdf), and water quality in a local watershed (<https://gustavus.edu/geology/research.php>). The renewable energy installations outlined in Pillar I above

are used for classroom examples and projects use the data from these systems made available on the campus renewable energy page (<https://gustavus.edu/johnsoncenter/renewableenergy.php>).

Each year Gustavus Adolphus College hosts the Nobel Foundation sanctioned Nobel Conference, which has the mission to “bring students, educators and members of the general public together with the leading thinkers of our time, to explore revolutionary, transformative and pressing scientific questions and the ethical issues that arise with them”, and has been doing so since its first conference in 1965. The 2018 Nobel Conference will focus on “Living Soils: A Universe Underfoot” (<https://gustavus.edu/events/nobelconference/2018/>) and the 2019 Nobel Conference will focus on the topic of “Climate Change” (<https://gustavus.edu/events/nobelconference/upcoming.php>).

Conferences from the past 10 years have often had STEM themes with an environmental component: energy, water, food, and oceans each have been a conference topic.

In order to graduate from Gustavus Adolphus College, students need to complete a Natural Science Perspective class that includes a lab component. Many of these classes have an environmental focus and allow students who are not majoring in environmental disciplines to learn about sustainability. Some of these classes include:

Marine Fisheries	Environmental Geography
Geochemistry of the Environment	Causes of Global Climate Change
Physical Geography	Our Planet

Element C: The development of civic engagement knowledge and skills and students’ application of such knowledge and skills to address sustainability issues in their community.

Across the curriculum, the Community Based Service and Learning office (<https://gustavus.edu/communityservice>) supports the integration of civic engagement into classes through community based learning including efforts related to sustainability. A particularly strong effort related to sustainability has been the Religion and Ecology course that engages students in learning about the environmental perspectives and activities of diverse faith communities. This class produced a spin off effort that engaged students, community members, and a non-profit (with a Gustavus alumna and former student from the class serving as the local representative of the non-profit--see the mention of Claire Curran in this article: <https://ilsr.org/in-st-peter-mn-a-solar-fee-blossoms/>).

Another example of community based learning is this interactive map, <https://nicco.maps.arcgis.com/apps/MapSeries/index.html?appid=3ac943ff13c148c28bbae293ce5f2e3a>, of recycling

and waste disposal locations which was developed by a student in the 2016 Environmental Studies Senior Seminar course.

On the cocurricular side, the Gustavus campus is home to student-led organizations that focus on using civic skills to promote environmental sustainability and political involvement on campus and in the larger Minnesota community.

- The Gustavus Greens environmental club focuses on improving the sustainability of the college campus by leading litter pickups, hosting events to raise environmental and climate change awareness, and leading initiatives like individual composting in the Resident Halls. In April of 2017 the group led the “Every Day is Earth Day” campaign, which focused on sharing everyday tips on how to help the environment, hosted events for students like trivia and film screenings, and brought a bus of students to the March for Science in St. Paul.
- The Gustavus Thrift Shop is an organization which focuses on reducing the amount of waste created when students move in and out of Resident Halls each school year. The group hosts Pop-Up Thrift Shops where students can buy and trade in unwanted items, and is working with Residential Life to set up permanent donation spots in each Resident Hall.
- The Gustavus Climate Justice Coalition works to increase the understanding of climate change on campus and increase the awareness about state and federal legislation that supports climate justice and science. In April of 2017 the group organized a bus with MN350 organization to take students and active citizens from St. Peter, Northfield and Rochester to the People’s Climate March in Washington D.C.
- This year an event called “Discover the Outdoors” is being planned on Earth Day in the Linnaeus Arboretum; the goal is to get children and families from the St. Peter community active and involved in the outdoors. Several organizations are participating in the event including: The Gustavus Greens, Kitchen Cabinet, The Gustavus Thrift Shop, Gustavus Climate Justice Coalition, Geology Club, Botany Club, Fly Fishing Club, Physics Club, and several more.