## Agenda

**Friday 27 March 2015 / 8:30 – 10:00 am / AH 527**

<table>
<thead>
<tr>
<th>AT/BY</th>
<th>ITEM</th>
<th>SUBJECT</th>
<th>PAGES</th>
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<tbody>
<tr>
<td><strong>STANDING AGENDA ITEMS</strong></td>
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<tr>
<td>8:30</td>
<td>1</td>
<td>Welcome and call to order</td>
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<tr>
<td>8:30</td>
<td>2</td>
<td>Receipt of agenda and 30 January 2015 meeting notes</td>
<td>1-4</td>
<td>Chair</td>
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<tr>
<td>8:35</td>
<td>3</td>
<td>Update from the Sustainability Coordinator</td>
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<td>C Reyda</td>
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<tr>
<td>8:40</td>
<td>4</td>
<td>Sustainability Strategic Plan update Consultation Update</td>
<td>5-23</td>
<td>C Reyda &amp; J Crivea</td>
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<tr>
<td>8:50</td>
<td>5</td>
<td>Definition of sustainability</td>
<td></td>
<td>C Reyda</td>
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<tr>
<td>9:05</td>
<td>6</td>
<td>Sustainability metrics</td>
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<tr>
<td>9:20</td>
<td>7</td>
<td>Sustainability policy</td>
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<td><strong>NEW ITEMS</strong></td>
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<tr>
<td>9:35</td>
<td>8</td>
<td>Website Update</td>
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<td>C Reyda</td>
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<tr>
<td>10:00</td>
<td>9</td>
<td>Adjournment</td>
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**PACS upcoming meeting dates: 29 May 2015**

Please send agenda items and supporting material to Robyn.Lekien@uregina.ca.
MEETING NOTES  
Friday 30 January 2015 / 8:30 – 10:00 am / AH 527

MEMBERS  
T Chase (Chair), L Benko, D Cherway, M Cho (URSU), J Dale, R Konecsni, N Okere (sustainability intern), C Reyda, S Wray (GSA rep), and S Young

GUESTS  
F Dupré, C Korol

REGrets  
J Crivea, N Wagner, and D Zemlak

1. Call to order at 8:30 am.

2. Agenda approved as received. Meeting notes of 28 November 2014 received without emendation.

3. Update from the Sustainability Coordinator

The Regina Farmers’ Market (RFM) has been at the University for three semesters but in December the RFM Board decided that they will not return in January 2015 despite commitment from vendors. This news is a disappointing loss for the University. C Reyda and N Okere met with the assistant manager to see why the decision was made and what we, as a University, might do to sustain future partnerships with such organizations. There were three main reasons for leaving: 1) A lack of produce throughout the year. RFM attendance increased during the months that offered fresh produce. RFM has found it difficult to find a greenhouse to support them during the months of January, February and March. 2) They found advertising difficult. 3) The RFM Board wanted to maintain consistency in what customers could expect from the markets. With the University’s market being smaller than that of downtown RFM advised that they didn’t want their brand to suffer. A few other items to note was the lack of easy parking and a space in the University that was easily accessible to the outside community (RFM hoped to see more of the outside community attend the U of R market). Having this information will be valuable to the U of R as we move forward with future partnerships with organizations such as RFM.

4. Sustainability Strategic Plan Update

C Reyda advised that two Sustainability Strategic Plan (SSP) engagement sessions have been set up to review and discuss the Draft SSP. She asks PACS members to attend one of the two dates and encourages members to bring colleagues. The SSP sub-committee will present a PowerPoint presentation and ask attendees for feedback and to brainstorm ideas on how they think they can help. C Reyda has also been invited to speak at faculty meetings which will assist in getting this plan out there, bring ideas to light and get students interested. Please visit the sustainability website for more information: http://www.uregina.ca/fm/campus-sustainability/sustainability-strategic-plan.html.

The SSP sub-committee would like to get this to Executive of Council as an information item in February. This would be of great interest to them as it touches every aspect of the University’s Strategic Plan.
5. Definition of Sustainability

T Chase notes that the 2015-2020 Strategic Plan encompasses the Sustainability definition in a variety of ways. As the President is required to report on the plan’s objectives, T Chase asked for committee members’ assistance in developing an inventory of sustainability and providing options to enhance the four pillars ensuring the institution’s longevity. He asked the committee to create a workable definition of sustainability.

Acknowledging that this definition is not going to satisfy everyone, T Chase asked the committee members to share commentary with one another through email so the committee can spend 30 minutes at the next meeting to work on the document. If there is a definition out there, with permission and acknowledgment, we can adapt it to suit our needs. C Reyda and S Wray will provide the committee with documents that might help members define sustainability. It may also be beneficial for the committee members to review the terms of reference to ensure the terms align with the new strategic plan and the definition aligns with both.

6. Sustainability and community engagement fund (Frédéric Dupré)

F Dupré from Institut français joined the meeting to give the committee an update on the sustainability and community engagement fund. He advised that they received higher interest in this project than expected and received 14 proposals awarding $24k to nine projects. These projects will have significant short and long-term impacts on campus and will be showcased and displayed throughout campus this summer. F Dupré noted that having this kind of engagement and interest from students makes them aware of how the University is moving forward on sustainability.

The committee would like to see a plan highlighting the success and activity of these projects and F Dupré advised that this was something they talked to the project managers about and are expecting to see. F Dupré would like to see funding continue and advises that they would like to open up funding and expand the requests for funding to the private sector and nationally. He also advised that collaboration with external donors would help in the expansion of funding and networking.

7. Sustainability Metrics

The President also needs to report sustainability metrics to the board and C Reyda notes that that can happen by connecting to STARS. She advises that there are lots of people teaching sustainability and lots of research going on but no method of tracking it (until we can start entering it on STARS). She believes that having a sustainability definition will assist professors in recognizing that they may already be teaching and researching sustainability without realizing it.

D Cherwaty noted that this goes back to ensuring the sustainability definition is practical and based year-to-year knowing that the definition is ever-changing and will continue to shift. We need to highlight those areas that we are currently working on knowing that the metrics will alter.

8. Sustainability Policy

After discussion, there was consensus that creating a specific sustainability policy is not achievable but adding a sustainability section to each policy would be. The committee discussed having two sections added to each policy, one referring to sustainability and the other referring to indigenization. It is easier
to have these areas become action items rather than abiding by consequences and initiatives (which would be the case if a specific sustainability policy was created).

**RCE update**

L Benko gave an update on upcoming RCE events in Saskatoon.

9. **Luther College – food waste management (Connie Korol)**

C Korol talked about the successes Luther College has seen by making changes in their cafeteria. In the fall of 2012, Luther introduced trayless lunches, moved the location of utensils and desserts, and changed dish sizes and durability. They have since seen a reduction in food consumption, food waste, water and chemical waste (when washing dishes) and less dish breakage. C Korol advises that there hasn’t been much push-back with introducing these changes and that it has since become the “norm” in the cafeteria. These small changes have improved sustainability for the Luther College cafeteria and they have seen at least a 20% reduction in costs.

The committee suggests that they showcase their successes by publishing their story (which has already been done on their FaceBook page) and talk with other food vendors on campus to share their successful ideas and suggestions (with Chartwells). These are big, important and well received changes!

10. **ADJOURNMENT at 10:00 AM**

**NEXT MEETING 27 March 2015 8:30 – 10:00 AM (AH 527)**
DRAFT Sustainability Strategic Plan (SSP) ---- March 20, 2015

Territorial Acknowledgement

The University of Regina campus is located on Treaty 4 and 6 and traditional Métis territory. Acknowledging this is a step in recognizing the importance of the cultural and historic heritage of Indigenous peoples who were here prior to the establishment of this University. Through the University’s commitment to Indigenization and Sustainability, the U of R is preparing all of our students from around the world to live and work in Saskatchewan communities. Indigenization and Sustainability are shared responsibilities in our student success, research impact, and commitment to our communities.

Introduction - Aspire and Inspire

As an educational institution the University of Regina plays an important role in shaping sustainability both on campus and in the surrounding communities. Throughout its previous institutional strategic plans and its current institutional strategic plan, the University has affirmed its commitment to sustainability in all its forms. Yet with sustainability playing an increasingly important role in society, the time is right to create a dedicated Sustainability Strategic Plan that reflects the University community’s vision of a sustainable campus and serves as a guide to collectively move the University towards that vision.

It is hoped that in the pages of this plan, all members of the University will be inspired to take action for sustainability in their individual and collective roles.

Development of this Plan

The ultimate aim of the process was to create a plan that reflects the shared hopes and ambitions of the community for a more sustainable University. 1,400 students, faculty, staff, alumni, and members from the wider community have been engaged. The process and its results are summarized in this section.

President’s Advisory Committee on Sustainability (PACS)

PACS advises the President on sustainability policy, plans, strategies and actions. Its nine members represent faculty, students, research, and administration and the wider community. In June 2013, the President approved the committee’s proposal to develop the University’s first Sustainability Strategic Plan.

The guiding principles of the plan development:

- People are more likely to exhibit sustainable behaviour when they are engaged and are problem solving (Kaplan, 2000.)
• “Areas of focus” are as just as powerful as specific goals (Ordonez et al., 2009.) This approach encourages all individuals and units to consider how to accomplish a broad goal without specifying a limited number of options. This strategy will enable multiple benefits including increased community cohesion across campus units (i.e., students, staff, faculty, and administration), development of creative solutions, and make action-oriented sustainability changes on a schedule endorsed by the University community without mandating specific actions.

• The University must work on influencing individual behaviors as well as structures. “What can I do?” and “What can the University do?”

• Engage as many members as possible from all three campuses and from the wider community.

Lastly, the work to develop the plan would use the resources and supports on hand rather than hire an external consultant. We asked ourselves, and others, “How can we solve this problem with what we have, and at the same time develop our internal networks, resources, people, and skills?” To that end, stakeholder engagement was designed to elicit the main areas of concern and the themes most important to the University community.

**Stakeholder Consultation**

**Online Survey**
In December 2013, over 1,300 faculty, students, staff, alumni, and community members completed an on-line survey to gauge ideas and feelings about sustainability.

Open-ended questions were used to elicit non-biased stakeholder ideas:

- What does sustainability mean to you?
- How do you envision sustainability contributing to the U of R’s future?
- How do you think the U of R can have the greatest impact in developing long-term sustainability in Regina?
- What are your 3 big sustainability ideas or themes?
- What specific actions do you think the University should undertake?

The key findings were as follows:

- Over 75% of survey participants stated that sustainability was extremely important or important to them.

- The primary themes of waste, energy, and transportation emerged. Secondary themes were education, water, food, social sustainability and land.

- More than half of respondents (52%) answered that an institutional focus on sustainability would enhance the U of R’s reputation, leadership, innovative research, and teaching.
• 40% of respondents indicated that a focus on sustainability would enhance operational items i.e., specific actions and financial decisions such as cost savings that could be re-directed to other campus priorities.

• Respondents urged U of R “leaders to be brave, their choices to be bold.”

**Engagement Sessions**

In March 2014, three world-café style engagement sessions were held on the main and College Avenue campuses to gather further feedback on the community’s thoughts on sustainability. Participants were asked to answer questions on the themes of Waste, Energy, Transportation, and Food-Land-Education-Other.

• What would you like to see U of R keep doing?
• What bold new ideas and possibilities would you like to see U of R explore and initiate?
• When you look at these ideas and possibilities, what 2-3 actions are needed for this to become a reality? What do you suggest the U of R do first?
• It’s 2020 and the U of R is seen as a model with respect to this theme. What has happened to result in this reputation?

Key takeaways from the March 2014 engagement sessions:

• The great work that the U of R is already doing is mainly invisible.

• Act now.

• All themes are interconnected: waste=energy=transportation=education.

• It is necessary to change the individual – by changing culture, education, by visible projects.

• It is necessary to change the institution – by changing culture, operations, social norms, and expectations.

• U of R has capability to also change business and not-for profit groups by partnering on projects and research.

In February and March 2015, two engagement sessions were held and several presentations made to gather input on the draft Sustainability Strategic Plan. At the engagement sessions over 35 people commented on the draft’s highlights, gaps, actions that had the most meaning, actions with impact, first steps in implementing the plan, and personal initiatives they might take. Targeted presentations to University groups elicited more comments and questions.

Key takeaways from the February and March 2015 consultations:

• Recycling is an entry point with respect to sustainability and a visible cue of the University’s sustainability commitment.
• Culture shift and education are key.
• Strong and clear leadership are needed. As an example, one participant suggested there should be an executive lead for sustainability as there is for Indigenization.
• Coordination of efforts to prevent duplication and facilitate collaboration across groups working on specific projects is needed.
• An accountability structure is required to ensure that ideas and plans are translated into action in a reasonable time frame.
• Such leadership and coordination is essential to transform the campus to a living lab model of sustainability and community engagement.

Integration with the University of Regina Strategic Plan 2015-2020

In 2015, the U of R adopted peyak aski kikawinaw “We are one with Mother Earth”, its new institutional strategic plan.

“The … plan identifies and expands upon three key priorities – student success, research impact, and commitment to our communities – that will be crucial for the University of Regina’s success over the next five years and beyond. At the same time, the plan includes Indigenization and Sustainability as overarching areas of emphasis that contribute to our shared vision of being a national leader in developing educated contributors, career-ready learners, and global citizens while generating meaningful, high impact scholarship.”

This Sustainability Strategic Plan is aligned with, and supports the U of R Strategic Plan. Any goal or action within this Sustainability Strategic Plan should be understood from within the context of the overall objectives, and sustainability indices and actions of the U of R Strategic Plan. See Appendix A.

Sustainability Definition

[Insert PACS definition here]

The Plan

Sustainability Vision
The University of Regina aspires to be a national leader in education for sustainable development and as sustainable organization.

Mission
The University of Regina is a living lab which addresses important societal questions holistically, and integrates teaching, research, service, and operations to embrace emerging opportunities.
Climate Change
Climate change is a growing challenge that affects not just the environment but also the well-being of all members of our community. The University of Regina is committed to climate justice and to working with our communities to find collaborative and creative solutions to this pressing issue.

Living Lab Model
The University of Regina aims to use the University campus as a space to engage students, faculty, staff, alumni, and community members in collaborative sustainability teaching, research, and operations to transform the physical university, the members within, and the communities that surround us.

Sustainability spans all disciplines. The University is in a unique position to foster networks and find creative and collective solutions to the problems facing our communities. In a living lab, teaching and learning are not just the purview of faculty and students. Everyone has a part to play in the plan. Together we are stronger.

Strategic Areas of Focus
Over the next five years, the University of Regina is committed to five areas of focus:

1. **Leadership** – we will provide vision and strategies for shifts to sustainable practices, with special attention to identifying and removing barriers from ‘business as usual’ assumptions.
2. **Waste** – we will be mindful of all we use and decrease what we waste.
3. **Energy** – we will honour what we use from the earth and work to become even more energy efficient.
4. **Transportation** – we will support and encourage sustainable options and transportation systems.
5. **Communication and Engagement** – we will communicate openly to engage the University campuses and wider community to create a culture shift and change norms.

Each area of focus is further strengthened with actions developed through our consultations.

- ACTION – may be broad or specific
- Timeframe:
  o Ongoing – throughout the 5 year life of this plan;
  o Short – 1-2 years;
  o Medium – 2-3 years
  o Long – up to 5 year

Leadership

*BE MINDFUL OF WHERE WE ARE GOING…. LEADERSHIP ON SUSTAINABILTY*

A consistent comment heard in the 2015 engagement sessions was the need for strong and creative leadership. Leadership is essential to transition the campus to a living lab model of sustainability and community engagement.
**ACTIONS:**

1. Create a dedicated Executive Lead for Sustainability with a budget and a staffed sustainability office to coordinate and provide support for those undertaking sustainability efforts.
   - Timeline: Short

2. Review University policies and procedures in light of decision-making procedures, specifically how we integrate in annual reporting the two overarching areas of emphasis from the University Strategic Plan 2015-2015 Sustainability and Indigenization.
   - Timeline: Medium

3. Reduce institutional barriers to make it easier for sustainability efforts to happen.
   - Timeline: Long

**Waste**

**BEING MINDFUL OF ALL WE USE........ DECREASE WASTE**

Waste in all its forms was the number one concern for students, faculty, and staff. Members of the community felt that reducing waste is the greatest opportunity for impact for the U of R.

**ACTIONS:**

1. Incorporate waste minimization goals & best practices in all forms of U of R purchasing and operations (Avoid-Reduce-Reuse-Recycle-Recover-Dispose).
   - Timeframe: Ongoing

2. Design, operate, & promote campus wide recycling programs that include plastic, coffee cups, paper, batteries, and electronics.
   - Timeframe: Short

3. Design & operate a pilot composting system.
   - Timeframe: Medium

4. Develop & implement a waste measurement system.
   - Timeframe: Short, ongoing

5. Assess student, faculty, and staff knowledge of and satisfaction with recycling options/waste minimization systems.
   - Timeframe: Medium

6. Explore & implement practices that reduce water use (including water re-use) on campus.
   - Timeframe: Ongoing
Sidebar

How can waste reduction actions fit into larger institutional strategic priorities? How can I further waste reduction goals in my role at the University?

Example

Action 2: Design, operate, & promote campus wide recycling programs that include plastic, coffee cups, paper, batteries and electronics.

Integrating with Student Success/Teaching:

Professor – host an interdisciplinary class on marketing the recycling program at U of R e.g. marketing students have a class together with fine arts students and produce a recycling program promotional campaign.

Faculty Administrator – Organize a student (faculty-wide) recycling competition with a prize for the winner.

Custodian – Form a “recycling information team” that performs class talks on the recycling program, organizes tours of a recycling centre for classes

Transportation

BEING MINDFUL OF HOW WE MOVE….SUPPORT SUSTAINABLE TRANSPORTATION

With thousands of people going to and from the University of Regina on a given day, the University is responsible for supporting and using sustainable, multi-modal forms of transportation. This will not only reduce our carbon footprint but will enable the University to serve as a role model for the wider community.

ACTIONS:

1. Increase transit use at U of R by promotion and working with the City of Regina to improve transit service and facilities at U of R.
   - Timeframe: Short

2. Increase of U of R members’ use of active transportation (cycling, walking, etc.) for travelling to campus and throughout the community. Increase facilities for active transportation at U of R campuses.
   - Timeframe: Ongoing

3. Develop & support carpooling and car share programs at U of R.
   - Timeframe: Ongoing

4. Develop & implement a transportation measuring system.
Timeframe: Medium

Sidebar
How can sustainable transportation actions fit into larger institutional strategic priorities?

How can I further sustainable transportation goals in my role at the University?

Example:

Action 1: Work with City of Regina to improve transit service & facilities for U of R.

Integrating with Research Impact:

Researcher – develop tools to lower barriers to use; accessibility; users experience; CO2 emissions, transit vs. automobile land use.

Accessibility Office – participate on a research project team regarding accessibility and transit use.

Electrician – research team – examine different ways to power heated shelters

Energy

BEING MINDFUL OF HOW WE CONSUME ENERGY.... BE EFFICIENT, SUPPORT ALTERNATIVES

The challenge posed by climate change requires rethinking and retooling the manner in which the University makes decisions and provides an opportunity for the University to seize innovative alternative energy strategies.

ACTIONS:

1. Create & maintain an energy dashboard to show energy use.
   • Timeframe: Ongoing

2. Create an alternative energy demonstration and teaching site. Investigate and communicate opportunities for installing alternative energies on campus.
   • Timeframe: Ongoing

3. Measure U of R’s greenhouse gas emissions & make them public.
   • Timeframe: Ongoing

4. Create and implement a climate change action plan.
   • Timeframe: Long

5. Change habits - “lights off/heat off” is everyone’s responsibility.
   • Timeframe: Ongoing
Sidebar

How can actions to reduce energy use and mitigate climate change fit into larger institutional strategic priorities?

How can I further energy use reduction and climate change mitigation in my role at the University?

Example

Action 5: Change habits - “lights off/heat off” is everyone’s responsibility

Integrating with Community Commitment:
Students- Business students could survey members from the wider community and design a “lights off/heat off campaign” that can be used in schools and homes around the city.

Researcher- Create low cost technology to measure energy use and tests in homes around the wider community.

Facilities Management- Meet with facilities management offices from other schools and organizations to discuss best practices and savings from changing habits.

Communication and Engagement

BEING MINDFUL OF HOW WE COMMUNICATE.... ENGAGE THE UNIVERSITY AND THE WIDER COMMUNITY

One consistent comment heard throughout the survey and consultation sessions was the U of R does great things that no one knows about. Another frequent comment was to change the culture, we need to celebrate and profile sustainability research, teaching, and action.

It is the responsibility of every student, faculty and staff to spread the word – of their own work and that of their colleagues and friends.

ACTIONS:

1. Launch Sustainability Strategic Plan.
   • Timeframe: Short

2. Increase awareness of and participation in campus sustainability.
   • Timeframe: Short

3. Develop & implement the Sustainability Champions Networking Group, which is a cross-campus networking and action group to recognize and coordinate sustainability efforts.
   • Timeframe: Short
4. Develop criteria that recognize sustainability achievements in teaching, research, operations and community engagement (e.g. President’s Teaching and Learning Scholars Program, President’s Awards for Service Excellence).
   - Timeline: Medium

5. Continue to support Regina’s Edible Campus, which unites all the projects and people that help to create more edible landscapes at the U of R.
   - Timeline: Ongoing

6. Continue to support & invest in the Sustainability and Community Engagement Fund.
   - Timeline: Ongoing

Sidebar

How can actions to increase communication and engagement fit into larger institutional strategic priorities?

How can I further communication and engagement goals in my role at the University?

Example:

Action 6: Continue to support & invest in the Sustainability and Community Engagement Fund.

Integration with Student Success/Teaching:

Administrative Assistant- Support students preparing an application to the Fund.

Librarian-Partner with students to work on a project that benefits the library.

Laboratory Safety Consultant-Partner or consult with students on a project that increases laboratory safety and sustainability (e.g. create safety protocols and training manuals for a chemical recycling program).

Measures

In 2015, the University completed the Sustainability Tracking Assessment and Rating System (STARS), an international third-party framework to measure sustainability at colleges and universities through the Association for the Advancement of Sustainability in Higher Education. We now have a baseline to measure our performance and become a more sustainable university. The STARS assessment will be submitted again in 2018 and 2020, giving the University a comprehensive assessment of our progress.

The University of Regina’s STARS Assessment can be found at https://stars.aashe.org/

While STARS provides the University with a broad institutional measure of our performance, it is important to acknowledge and celebrate the micro level efforts and successes by individuals, units and university groups. Annual reports should demonstrate sustainability efforts in each of
the five sustainability strategic areas of focus. This gives institutional weight to inform sustainability in strategic planning and budget processes. This also demonstrates how individuals and units are active agents in improving the University’s reputation by furthering sustainability (ex. living lab, collaboration across functional units, community networking, and increasing visibility).

**Connecting with the Plan**

The actions presented in this section are a small sample of what is possible for the University to achieve. Members can and should leverage their roles and positions to help further sustainability throughout the University. With each of these areas of focus we challenge everyone - faculty, students, researchers, tradespersons, administrators, alumni, and community members - to ask:

**How do I connect with this topic?**

**How can I, both personally and in my role at the U of R, advance this action?**

**How can the living lab help me with my work / teaching / research / community service?**

**How can I incorporate what I already do into this framework?**

The following Action Tables are provided to facilitate members connecting with the plan. Each action is listed with a timeframe for implementation and progress measures. The grid format illustrates that that each action can be addressed in all areas of campus life. The cells under Education, Research, Community, and Operations are left blank so that each unit or individual can decide (1) which actions best match their expertise and goals, and (2) how best to contribute to sustainability efforts toward that goal. An example has been provided as a guide.
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<th>ACTION</th>
<th>Time</th>
<th>Measures</th>
<th>Education</th>
<th>Research</th>
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<th>Operations</th>
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<td>Design, operate, &amp; promote campus wide recycling programs that include plastic, coffee cups, paper, batteries, electronics</td>
<td>short</td>
<td>Volume of waste going to landfill</td>
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<td>Volume of recycled materials</td>
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<td>Develop &amp; implement a waste measurement system</td>
<td>short, ongoing</td>
<td>Develop &amp; implement a reliable &amp; validated measurement system</td>
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<td>Assess student, faculty, and staff knowledge of and satisfaction with recycling options/waste minimization systems</td>
<td>3 yrs</td>
<td>Conduct a survey of campus &amp; community members using Qualtrics in years 1 &amp; 3</td>
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<td>Design &amp; operate a pilot composting system</td>
<td>medium</td>
<td>Volume of waste going to landfill</td>
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<td>Work with city to advance transit service &amp; facilities for UofR</td>
<td>short</td>
<td>Track time to campus for each bus route Measure ridership Parking subscriptions</td>
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<td>Develop &amp; support carpooling (campus master plan)</td>
<td>ongoing</td>
<td>Track ridership Track parking use for individual vs. carpool vehicles</td>
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<td>Promote the carshare program</td>
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<td>Members of the program Parking use for individual vehicles</td>
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<td>Increase facilities for and use of active transportation to and from campus</td>
<td>ongoing</td>
<td>Number &amp; use of bike racks &amp; indoor bike parking stalls Yearly measures of the transportation modal split</td>
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<td>Develop &amp; implement a transportation measuring system</td>
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<td>Yearly measures of the transportation modal split</td>
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<tr>
<td>ACTION</td>
<td>Time</td>
<td>Measures</td>
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<td>Create &amp; maintain Energy Dashboard to show energy consumption</td>
<td>ongoing</td>
<td>- inherent</td>
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<tr>
<td>Promote or investigate alternative energies site</td>
<td>ongoing</td>
<td>Media stories&lt;br&gt;Living lab projects&lt;br&gt;Research grants</td>
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<tr>
<td>Measure UofR’s greenhouse gas emissions &amp; make them public</td>
<td></td>
<td>Measure greenhouse gas emissions&lt;br&gt;Energy Costs&lt;br&gt;Number of single occupant vehicles in parking lots&lt;br&gt;Media stories</td>
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<td>Create a climate justice action plan</td>
<td>Long term</td>
<td>Measure suggested outputs of the plan&lt;br&gt;Number of RCE International collaborations</td>
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<tr>
<td>Change habits - “lights off/heat off” is everyone’s responsibility</td>
<td>ongoing</td>
<td>Energy costs&lt;br&gt;Targeted measures of lights &amp; temperature in unused rooms throughout the day&lt;br&gt;Survey of pro-environmental behaviour among campus members (3rd &amp; 5th years)</td>
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<td>ACTION</td>
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<tr>
<td>Launch Sustainability Strategic Plan</td>
<td>short</td>
<td>Attendance at consultation sessions</td>
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<tr>
<td>Increase awareness of and participation in campus sustainability activities</td>
<td>short</td>
<td>Number of website hits</td>
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<tr>
<td>Develop &amp; implement a champions program – cross campus networking &amp; action group</td>
<td>short</td>
<td>Number of Champions awards</td>
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<tr>
<td>Develop criteria that recognizes sustainability achievements (in teaching, research, operations, community outreach) in existing awards (President’s TL scholars; service excellence awards)</td>
<td>medium</td>
<td>Integrate sustainability contributions into annual performance reviews</td>
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<tr>
<td>Continue to support the Edible Campus</td>
<td>ongoing</td>
<td>Measure contributions to Carmichael Outreach</td>
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<td>Develop a statement of understanding/description/cornerstones of what UoR as a living lab means</td>
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Communication and Engagement
<table>
<thead>
<tr>
<th>Theme</th>
<th>Action</th>
<th>Time</th>
<th>Education</th>
<th>Research</th>
<th>Community</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste</td>
<td>Develop &amp; implement a residence swap/give/take program</td>
<td>This year</td>
<td>- set up a residence discussion group to learn about the cost of making various items like</td>
<td>- survey Canadian universities with such a program (e.g., SFU) &amp;</td>
<td>- talk with someone at Value Village, the ReStore, etc about how to set</td>
<td>- talk to someone at FM to find space</td>
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<td>furniture, electronics, etc. (e.g., Story of Stuff)</td>
<td>highlight their best practices</td>
<td>this up</td>
<td>- find out how much extra help we’ll need (cleaning, moving, etc.)</td>
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<td></td>
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<td>- see if we can find faculty mentor</td>
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<td></td>
<td>Implement practices that decrease water</td>
<td>On-going</td>
<td>audit engineering class</td>
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<td>Transportation</td>
<td>Use more active transportation</td>
<td>On-going</td>
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<tr>
<td>Energy</td>
<td>Create a climate justice action plan</td>
<td>Next year</td>
<td>- Find prof to give me a reading class on the climate justice issues</td>
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<tr>
<td>Communication</td>
<td>Take part in Champions program</td>
<td>This year</td>
<td>- promote UofR actions &amp; people in my classes</td>
<td>- find out who is in charge &amp; how I can help</td>
<td>- help promote Champions’ work (Ext. Relations?)</td>
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<td></td>
<td>Continue to support the Edible Campus</td>
<td>On-going</td>
<td>- pay attention to food production &amp; consumption as themes in learning about different cultures</td>
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<td></td>
<td>- advocate for no-pesticide use on campus green</td>
</tr>
</tbody>
</table>

**Example Action Table**  
**Name:** Rita Morrisette  
**Role:** Graduate Student (Anthropology); Lives in residence
Acknowledgements

Sustainability Strategic Plan Facilitation Team

Carol Reyda, Facilities Management, Chair
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Kandra Forbes, Sustainability Intern, Fall 2014
Alberto Ortiz, Sustainability Intern, Summer 2014
Taneal Brucks, Sustainability Intern, Fall 2013
Sahar Khelifa, Sustainability Intern, Summer 2013

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Sue Mitten, Human Resources
UR Ambassadors

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Jocelyn Crivea
Dr. Janis Dale
Anna Dipple
Ray Konesni
Dr. Dena McMartin
Brooke Paterson
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Jim Woytuik
Selene Wray
Dr. Stephanie Young
Daniella Zemlak
Appendix A

Sustainability Items from University of Regina Strategic Plan 2015-2020

The following statements from peyak aski kikawinaw “We are one with Mother Earth” explicitly relate to sustainability. In addition to the items noted below, several indicators and actions support education for sustainable development, the University as a Living Lab concept, and the goals in this Sustainability Strategic Plan. For more details, refer to: http://www.uregina.ca/strategic-plan/

The [University of Regina Strategic Plan 2015-2020] … identifies and expands upon three key priorities – student success, research impact, and commitment to our communities – that will be crucial for the University of Regina’s success over the next five years and beyond. At the same time, the plan includes Indigenization and sustainability as overarching areas of emphasis that contribute to our shared vision of being a national leader in developing educated contributors, career-ready learners, and global citizens while generating meaningful, high impact scholarship.

STUDENT SUCCESS OBJECTIVE:
Embed Indigenous practices, ideas and principles in our academic pursuits.

Supporting Actions:
- Facilitate Indigenous knowledge and action in support of sustainability across our university.

STUDENT SUCCESS OBJECTIVE:
Strengthen the quality and impact of teaching and learning for all students.

Supporting Actions:
- Promote the development in every discipline of curricula that allow students to “acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future”.

STUDENT SUCCESS OBJECTIVE:
Expand and enhance experiential and service learning opportunities in academic programming.

Supporting Actions:
- Promote the adoption of sustainability components in experiential learning opportunities.
RESEARCH IMPACT OBJECTIVE:
Strengthen support required for students and researchers to deliver high impact outcomes.

Supporting Actions:
- Increase support for research on topics with relevance to sustainability.

RESEARCH IMPACT OBJECTIVE:
Advance the profile and awareness of research successes locally, provincially, nationally and internationally.

Indicators of Success:
- University known as a leader in environmental sustainability.

Supporting Actions:
- Implement key strategic recommendations from the Sustainability Strategic Plan.
- Continue to build partnerships through the United Nations University Regional Centres of Expertise on Education for Sustainable Development.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE:
Focus on institutional sustainability and transparency to ensure that we are a preferred institution at which to learn, conduct research, teach and work.

Indicators of Success:
- Reduced environmental footprint of the University.

Supporting Actions:
- Assess the quality and sustainability of our academic programs and of the units that support them.
- Implement ways to use our existing infrastructure more efficiently and environmentally sustainably.
- Promote the goals and actions from the Sustainability Strategic Plan.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE:
Focus on connecting and engaging with all the communities we touch.

Supporting Actions:
- Increase collaboration with the City of Regina and Wascana Centre Authority to improve environmental sustainability initiatives, expand community projects and promote cooperative marketing.
1. Process so far:
   - PACS proposal
   - Broad based consultation
     o Survey
     o Engagement sessions 2014
   - Alignment with U of R Strategic Plan 2015-2020
   - PACS consultations
   - Presentations:
     o Aboriginal Advisory Circle, Committee of Administrative Directors, Deans’ Council, Society of Faculty Administrators, Faculty of Business Administration, Council Committee on Research, Executive of Council
   - Engagement sessions 2015
   - Sub-committee reviewed all feedback and input, and drafted final plan

2. UR Sustainable Engagement Sessions 2015:
   - Two sessions were held on February 6 (10-11:30 a.m.) and February 12 (3-4:30 p.m.) for students, staff, faculty, alumni and community members.
   - Participants reviewed the goals of waste, energy, transportation and community engagement, and discussed ways everyone can contribute to those goals.
   - Leadership is needed to coordinate efforts and ensure the goals of waste, energy, transportation and community engagement are translated into action in a reasonable timeframe, not just business as usual.
   - Once again, participants appreciated the opportunity to discuss ideas and learn from each other. Also saw huge benefit in getting to know other members of the campus who are interested in advancing sustainability at the U of R.

3. Next steps:
   - Endorsement by PACS
   - Acceptance by President
   - Launch the plan

Thanks to Sue Mitten in HR for guiding the engagement sessions!

PACS Sustainability Strategic Plan Sub-Committee:
K. Arbuthnott, J. Crivea, N. Okere, C. Reyda