Strategic Plan for Sustainability

Together We Are Stronger

2015-2020
# Table of Contents

Message from the President ................................................................................................................................. 2

Territorial Acknowledgment ............................................................................................................................... 3

Introduction - *Aspire and Inspire* .................................................................................................................... 3

Development of this Plan .................................................................................................................................. 4
    - President’s Advisory Committee on Sustainability (PACS) ................................................................. 4
    - Stakeholder Consultation ....................................................................................................................... 5
        - Online Survey ................................................................................................................................. 5
        - Engagement Sessions ...................................................................................................................... 5

Integration with the University of Regina Strategic Plan 2015-2020 ............................................................ 7

Sustainability Definition ...................................................................................................................................... 7

The Plan ............................................................................................................................................................... 9
    - Sustainability Vision .............................................................................................................................. 9
    - Mission .................................................................................................................................................. 9
    - Climate Change ....................................................................................................................................... 9
    - Living Lab Model .................................................................................................................................... 10
    - Side Bar on Living Lab and Wellbeing .................................................................................................. 11

Strategic Areas of Focus ..................................................................................................................................... 11
    - Leadership ............................................................................................................................................. 12
    - Waste .................................................................................................................................................... 12
    - Energy ................................................................................................................................................... 14
    - Transportation ......................................................................................................................................... 15
    - Communication and Engagement .......................................................................................................... 16

Measures ........................................................................................................................................................... 17

Connecting with the Plan .................................................................................................................................... 18
    - Example Action Tables ......................................................................................................................... 19

Acknowledgements ............................................................................................................................................ 24

Appendix A ......................................................................................................................................................... 25
Together we are stronger

The University of Regina’s Strategic Plan for Sustainability commits our campus community to playing a major role in “sustaining human wellbeing and the natural environment.”

This concept is beautifully articulated by a proverb attributed to First Peoples of centuries past: “We do not inherit the earth from our ancestors; we borrow it from our children.”

With that sentiment in mind and this document in hand, the University of Regina has taken a bold step forward in our commitment to sustainability.

An extension of the 2015-2020 institutional Strategic Plan, peyak aski kikawinaw, which is Cree for “We are one with Mother Earth,” the Strategic Plan for Sustainability has been developed to make the University a leader in environmental responsibility and put sustainability at the core of our teaching, research, and campus life.

Sustainability overarches all of our strategic priorities and is critical to ensuring our future success, but it encompasses so much more than a concern for the environment. Our holistic approach to sustainability is deeply rooted in social justice and takes into account economic, cultural, social, and personal wellbeing as well.

Like our institutional Strategic Plan, the Strategic Plan for Sustainability was the work of many people. More than 1,400 faculty, staff, students, and members of the University community participated in the development of this plan, and their input was critical to setting forth a new direction that reflects our shared hopes and ambitions for a more robust University that will thrive well into the future.

The Strategic Plan for Sustainability identifies and expands upon five areas of focus – leadership, waste, energy, transportation, and communication and engagement. The plan also identifies actions that will allow us to optimize our efforts in each of the five areas of focus.

I encourage you to read the plan, and to take action wherever and whenever you can. The individual acts we all incorporate into our lives will enhance the sustainability of our campus and ensure that our collective vision is realized – but perhaps most importantly, they will also help us return a better world to our children in the years to come.

Dr. Vianne Timmons
President and Vice-Chancellor
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 University of Regina 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 Strategic Plan for Sustainability that reflects the University community’s vision of a sustainable, healthy 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, healthy University. One thousand four hundred 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 Strategic Plan for Sustainability.

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 behaviours 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.

Last, 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 online 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 University of Regina’s future?
- How do you think the University of Regina can have the greatest impact in developing long-term sustainability in Regina?
- What are your three 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 University of Regina’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 University of Regina “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 University of Regina keep doing?
- What bold new ideas and possibilities would you like to see University of Regina explore and initiate?
- When you look at these ideas and possibilities, what two to three actions are needed for this to become a reality? What do you suggest the University of Regina do first?
- It’s 2020 and the University of Regina 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 University of Regina 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.
- University of Regina 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 Strategic Plan for Sustainability. 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.
- 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 University of Regina 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 Strategic Plan for Sustainability is aligned with, and supports the University of Regina Strategic Plan. Any goal or action within this Strategic Plan for Sustainability should be understood from within the context of the overall objectives, and sustainability indices and actions of the University of Regina Strategic Plan. See Appendix A.

Sustainability Definition

At the University’s Discussion Forum Re-orienting Post-Secondary Educational Practise to Address Sustainability held on March 5, 2010, the participants agreed to the following principle “Sustainability is understood broadly to include our commitments to sustaining human wellbeing and the natural environment. We value people and people feel valued.”

The University’s definition of sustainability integrates four key areas, depicted in the sustainability compass and described in more detail below, which are: Nature, Economy, Society, and Wellbeing.
N is for Nature
The natural ecological systems on which all life depends. Sustainability for this dimension refers to living within the Earth’s physical and biological limits (its life-support systems), contributing to the healthy functioning, resilience, and abundance of its ecosystems, and confront related environmental issues, from ecosystem health and nature conservation, to resource use and waste.

E is for Economy
The human systems, both market and non-market, that convert nature’s resources into food, shelter, ideas, technologies, goods and services, money, jobs and livelihoods. Sustainability for this dimension refers to ensuring economic viability while advancing equity and prosperity over the long-term through systems of sustainable production and consumption, under facilitating agreements, such as partnerships, that generate meaningful work and livelihoods.

S is for Society
The social and cultural systems including institutions, organizations, cultures, norms, and social conditions that shape identities and make up our collective life as human beings. Sustainability for this dimension refers to increasing social capacity that promotes social cohesion, individual and collective freedoms, and safety through inclusive and participatory processes that are respectful and supportive of diverse identities, ways of knowing and learning, and cultural traditions, especially of Indigenous peoples.

W is for Wellbeing
The health, happiness, and quality of life of individual people. Sustainability for this dimension refers to improving individual health, opportunity, fulfillment, and happiness along with the underlying capacities on which these depend, including the ability for discernment, deliberation, and making wise choices.
The Plan

Sustainability Vision

The University of Regina through its faculty, students, staff, and alumni, aspires to be a national leader in education for sustainable development.¹

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 in sustainability.

Climate Change

Climate change is a growing challenge that affects not just the environment but also the wellbeing 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 it. What we do has a direct impact on the wider community and we are a part of solving community problems.

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. What we do has a direct impact on the wider community and we are a part of solving community problems. Together we are stronger.

¹United Nations Educational, Scientific and Cultural Organization defines education for sustainable development as "empower[ing] learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society." (UNESCO Roadmap, 2014)
Wellbeing and Our Environment

Choices we make about the foods we eat and the lifestyles we lead have an impact on our health and illness prevention, as well as on environmental health. Not only will attending to health help to reduce the burden on our health care system and allow resources to be put into other areas of need, but choices that improve our physical and social health are also beneficial for ecosystem health.

- Health contract/charter: pledge to model healthy eating and lifestyle behaviors and improve one’s mental health
- Exercise: activity creates strong, healthy bodies, especially when we use our bodies to accomplish daily activities (e.g., active transportation, reduce sitting)
- Food: food that is healthy for us and for the planet
- Transportation: active transportation (public transit, walk, bike, skateboard, carpool) to increase exercise, conserve energy, reduce greenhouse gas emissions, save money


“Food processing – the process of reducing food value to increase price – is a multi-trillion dollar industry.” (Hanley, 2014, p.16)
Strategic Areas of Focus

Unlike many plans for sustainability that dictate targets and prescribe actions, this plan emphasizes autonomy while giving direction for collective effort. Over the next five years, the University of Regina is committed to five areas of focus. Each unit and person within our community is invited to develop their own targets and actions to support these broad goals.

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, decrease what we waste and initiate practices that avoid the waste stream altogether.

3. **Energy** – we will honour what we use from the earth and 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.

Through our consultations, the University community endorsed twenty-six actions within the five areas of focus. Units and individuals are encouraged to incorporate these actions into their own sustainability action plans.

- **ACTION** – may be broad or specific
- **Timeframe:**
  - Ongoing – throughout the five year life of this plan;
  - Short – one to two years;
  - Medium – two to three years;
  - Long – up to five years.
Leadership

BE MINDFUL OF WHERE WE ARE GOING…. LEADERSHIP ON SUSTAINABILITY

Leadership is essential to transition the campus to a living lab model of sustainability and community engagement.

ACTIONS:

1. Create a visible sustainability executive lead, who will build and work through the sustainability office.
   - Timeline: Short

2. Create a staffed sustainability office to coordinate and provide support for those undertaking sustainability efforts.
   - Timeline: Short

3. Form dedicated focus area teams that gather reporting on the plan, establish actions towards each goal and smooth pathways toward sustainability.
   - Timeline: Short

4. 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 2015-2020 Sustainability and Indigenization.
   - Timeline: Medium

5. 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 University of Regina.

ACTIONS:

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

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

3. Design and operate a pilot composting system.
   • Timeframe: Medium

4. Develop and 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 and implement practices that reduce water use (including water re-use) on campus.
   • Timeframe: Ongoing

How can waste reduction actions fit into larger institutional strategic priorities?

How can I further waste reduction goals in my role at the University?

Support a campus-wide recycling program (Action 2) through Integrating with Student Success/Teaching:

Professor – host an interdisciplinary class on marketing the recycling program at University of Regina, 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.
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 opportunities for the University to explore alternative energy sources and practical applications. These include natural energy sources, such as wind, geothermal, and solar energy, which can be used directly for practical and applied uses on campus.

ACTIONS:

1. Create and maintain an energy dashboard to show energy use as an example for schools to 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 University of Regina’s greenhouse gas emissions and 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

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?

Carry out activities to change habits (Action 5) through our Commitment to our Community:

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 offices from other schools and organizations to discuss best practices and savings from changing habits.
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 University of Regina by promotion and working with the City of Regina to improve transit service and facilities at University of Regina.
   - Timeframe: Short

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

3. Develop and support carpooling and car share programs at University of Regina.
   - Timeframe: Ongoing

4. Develop and implement a transportation measuring system.
   - Timeframe: Medium

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

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

Support active transportation (Transportation Action 2) by focusing on Research Impact:

Researcher – Investigate the links between active transportation and health benefits, communicate these results. Develop tools to lower barriers to use; accessibility; users experience.

Student – Participate in a community action research project that develops bike maintenance skills and monitors the effect of that training on bicycling levels and health.

Electrician – research team – examine different ways to convert manual bikes into electric bikes that allow for longer range bike trips.
Communication and Engagement

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

Participants of the survey and consultation sessions consistently commented that

- the University of Regina does great things that no one knows about.
- to change the culture, we need to celebrate and profile sustainability research, teaching, and action.
- the University of Regina needs to better engage with the wider community and illustrate how the University is a resource to help in solving community problems.

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

ACTIONS:

1. Launch Strategic Plan for Sustainability.
   - Timeframe: Short

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

3. Develop and 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).
   - Timeframe: 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 University of Regina.
   - Timeline: Ongoing

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

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?

Carry out activities to support University of Regina's Edible Campus (Action 5) by connecting to our Community:

External Relations – Bring in community groups for tours highlighting the importance of eating locally grown food for both the health of the body and the environment.

URSU – Create Welcome Week gardening events for new students and their families that showcase edible campus initiatives. Such events would highlight the importance of healthy diets and physical activity.

Researcher – Conduct research into what effect the edible campus’ partnership with Carmichael Outreach has had on food insecurity in our community.
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 and criteria documents 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 (e.g. living lab, collaboration across functional units, community networking, and increasing visibility).
Connecting with the Plan

The actions presented in this plan 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:

- What are my own and my units’ leadership, waste, transportation, energy, and communication and engagement goals? What actions will we need to take?
- Can I advance a specific action from the Strategic Plan for Sustainability?
- How can a 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 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.
Example Action Table

As an illustration of how individuals and units can use this thematic plan, we have invented a graduate student, living in residence. As she looked through the themes and actions, she noted the ones that sparked interest and ideas for her (Themes and Action columns). She then entered her ideas and plans into the various columns, developing plans related to her education and research, and considering how she might engage the community and university operations or use their resources to help with her plans. For this example, we imagined her choosing one or two actions from three of the five themes. However, productive use of this plan can involve concentration on only one or two themes, as well as adoption of actions that are not specifically listed in the plan.

Name: Rita Morrisette
Role: Graduate Student (Anthropology); Lives in residence

<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 furniture, electronics, etc. (e.g., Story of Stuff)</td>
<td>• Survey Canadian universities with such a program (e.g., SFU) &amp; highlight their best practices</td>
<td>• Talk with someone at Value Village, the ReStore, etc. about how to set this up</td>
<td>• Talk to someone at FM to find space</td>
</tr>
<tr>
<td></td>
<td>• Implement practices that decrease water</td>
<td>Ongoing</td>
<td>• Audit engineering class</td>
<td></td>
<td></td>
<td>• Find out how much extra help we’ll need (cleaning, moving, etc.)</td>
</tr>
<tr>
<td>Transportation</td>
<td>• Use more active transportation</td>
<td>Ongoing</td>
<td>•</td>
<td>• Check with City about long-term plans for bike &amp; walking path in my neighbourhood</td>
<td>• Ask for better snow clearing of bike &amp; walking paths in winter</td>
<td></td>
</tr>
<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>
<td>• Connect with citizen groups in city interested in this issue</td>
<td></td>
<td></td>
</tr>
<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>• Join any collaborations that fit with my grad work</td>
<td>• Help promote Champions’ work (Ext. Relations?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue to support the Edible Campus</td>
<td>Ongoing</td>
<td>• Pay attention to food production &amp; consumption as theme in learning about different cultures</td>
<td>• Find out who is in charge &amp; how I can help</td>
<td></td>
<td>• Advocate for no-pesticide use on campus green</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PAGE 19
**Leadership Action Table**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Time</th>
<th>Measures</th>
<th>Education</th>
<th>Research</th>
<th>Community</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review University policies and procedures</td>
<td>Medium</td>
<td>• Number that have been reviewed and/or changed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reduce Institutional Barriers</td>
<td>Long</td>
<td>• Number of new initiatives • Survey faculty and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Waste Action Table**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Time</th>
<th>Measures</th>
<th>Education</th>
<th>Research</th>
<th>Community</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design, operate, &amp; promote campus wide recycling programs that includes plastic, coffee cups, paper, batteries, electronics</td>
<td>Short</td>
<td>• Volume of waste going to landfill • Volume of recycled materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop &amp; implement a waste measurement system</td>
<td>Short, ongoing</td>
<td>• Develop &amp; implement a reliable &amp; validated measurement system</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Design &amp; operate a pilot composting system</td>
<td>Medium</td>
<td>• Volume of waste going to landfill • Savings &amp; income from compost produced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Transportation Action Table

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Time</th>
<th>Measures</th>
<th>Education</th>
<th>Research</th>
<th>Community</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop &amp; support carpooling (campus master plan)</td>
<td>Ongoing</td>
<td>• Track ridership • Track parking use for individual vs carpool vehicles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Promote the carshare program</td>
<td></td>
<td>• Members of the program • Parking use for individual vehicles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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 measure of the transportation modal split</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop &amp; implement a transportation measuring system</td>
<td></td>
<td>• Yearly measures of the transportation modal split</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Energy Action Table

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Time</th>
<th>Measures</th>
<th>Education</th>
<th>Research</th>
<th>Community</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create &amp; maintain Energy Dashboard to show energy consumption</td>
<td>• Ongoing</td>
<td>• Inherent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Promote or investigate alternative energies site</td>
<td>• Ongoing</td>
<td>• Media stories, Living Lab projects, Research grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Measure UofR’s greenhouse gas emissions &amp; make them public</td>
<td>• Ongoing</td>
<td>• Measure greenhouse gas emissions, Energy Costs, Number of single occupant vehicles in parking lots, Media stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Create a climate justice action plan</td>
<td>• Long term</td>
<td>• Measure suggested outputs of the plan, Number of RCE International collaborations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Change habits - “lights off/heat off” is everyone’s responsibility</td>
<td>• Ongoing</td>
<td>• Energy costs, Targeted measures of lights &amp; temperature in unused rooms throughout the day, Survey of pro-environmental behaviour among campus members (3rd &amp; 5th years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Communication and Engagement Action Table

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Time</th>
<th>Measures</th>
<th>Education</th>
<th>Research</th>
<th>Community</th>
<th>Operations</th>
</tr>
</thead>
</table>
| • Launch Strategic Plan for Sustainability | Short | • Attendance at consultation sessions  
• Invitations to departments & faculties  
• Number of Website hits | | | | |
| • Increase awareness of and participation in campus sustainability activities | Short | • Number of Website hits  
• Media Stories  
• Number of participants in sustainability classes & activities  
• Outcomes of Champions program | | | | |
| • Develop & implement a champions program - cross campus networking & action group | Short | • Number of Champions awards  
• Number of Champions contributing to campus sustainability development | | | | |
| • Develop criteria that recognizes sustainability achievements (in teaching, research, operations, community outreach) in existing awards (president’s TL scholars; service excellence awards) | Medium | • Integrate sustainability contributions into annual performance reviews  
• Number of awards | | | | |
| • Continue to support the Edible Campus | Ongoing | • Measure contributions to Carmichael Outreach  
• Number of staff, faculty, and student garden volunteers | | | | |
| • Develop a statement of understanding/description/ cornerstones of what U of R as a living lab means | | • Develop & maintain a database of living lab projects  
• Contracts & collaborations of living lab outcomes with community agencies & groups | | | | |
Acknowledgements

President’s Advisory Committee on Sustainability (PACS) Members 2013-2015:

Dr. Tom Chase, Chair
Dr. Katherine Arbuthnott
Lyle Benko
Darren Cherwaty
Jocelyn Crivea
Dr. Janis Dale
Anna Dipple
Ray Konecsni
Dr. Dena McMartin
Brooke Paterson
Dr. Roger Petry
Nelson Wagner
Jim Woytuik
Selene Wray
Dr. Stephanie Young
Daniella Zemlak

Strategic Plan for Sustainability Facilitation Team (a subcommittee of PACS)

Carol Reyda, Chair
Dr. Katherine Arbuthnott
Jocelyn Crivea
Sustainability Intern (students)
  Nwakaku Okere, Winter 2014 and Winter 2015
  Kandra Forbes, Fall 2014
  Alberto Ortiz, Summer 2014
  Taneal Brucks, Fall 2013
  Sahar Khelifa, Summer 2013

Stakeholder Consultations Support:

Sue Mitten
Dr. Garth Pickard
UR Ambassadors
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 Strategic Plan for Sustainability. 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 OBJECTIVES

**Embed Indigenous practices, ideas and principles in our academic pursuits.**

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

**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”.

**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 OBJECTIVES

Strengthen support required for students and researchers to deliver high impact outcomes.

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

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 Strategic Plan for Sustainability.
• Continue to build partnerships through the United Nations University Regional Centres of Expertise on Education for Sustainable Development.

COMMUNITY IMPACT OBJECTIVES

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 Strategic Plan for Sustainability.

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.
For more information on the University of Regina’s Strategic Plan, visit our website at
www.uregina.ca/strategic-plan