



SUSTAINABILITY ACTION PLAN

2022-2027

PRESIDENT'S ADVISORY COMMITTEE ON SUSTAINABILITY



University
of Regina



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EXECUTIVE SUMMARY

The University of Regina and its federated colleges are situated on Treaty 4 lands with a presence in Treaty 6. These are the territories of the nêhiyawak, Anihşināpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. Today, these lands continue to be the shared Territory of many diverse peoples from near and far.

The U of R is committed to sustainability as outlined in nine thematic focal areas. Five of the areas remain unchanged from the *Strategic Plan for Sustainability 2015-2020* and they include leadership, waste, energy, transportation, and community and engagement.

The Sustainability Action Plan 2022-2027 has four additional areas of focus: climate action, education, research, and land use. The Plan aligns with the 2020-2025 Strategic Plan *All Our Relations: kahkiyaw kiwâhkômâkaninawak* and the 2020-2025 *Research Action Plan* that include various sustainability and climate action measures. Equity, diversity and inclusion, and reconciliation are core principles which were prioritized throughout the planning and development of the Sustainability Action Plan. These principles also align with the United Nations Sustainable Development Goals, the *Truth and Reconciliation Commission Calls to Action*, and the *United Nations Declaration on the Rights of Indigenous Peoples*.

The following three sections are a summary of key sustainability actions arising from the core principles and the working groups.



Build capacity and
advance sustainability
on campus and in our communities

KEY ACTIONS

Thematic Areas: Leadership, Communication and Engagement, Climate Action

- ◆ Create a Sustainability Office to lead and coordinate environment and climate action efforts and to support the development and delivery of sustainability initiatives in meeting the University's strategic goals. An Advisory Committee that includes Indigenous leadership will provide guidance to the Sustainability Office's work and help to identify barriers to implementation.
- ◆ Review the actions in the "Areas of Focus" (See pages 12-34) in relation to current context and future vision (priorities, cost, resources, and core principles of EDI and reconciliation), and prioritize measurable actions to advance forward.
- ◆ Produce an annual progress report on the goals arising from the Sustainability Action Plan.
- ◆ Develop a performance measurement framework to set and monitor targets, and publicly report on progress.
- ◆ Work with faculties, centres/institutes and administrative departments to incorporate sustainability accomplishments in annual reports.
- ◆ Enhance engagement with our varied communities including engaging student leadership through the University of Regina Students' Union, Campion College Students' Union, First Nations University of Canada Student Association, and Luther University Student Association; leverage networks in the public, private and non-profit sectors working to implement social and technical sustainability solutions to better position the University as a resource to help in solving issues.
- ◆ Early and ongoing meaningful Indigenous engagement that takes into account the realities faced by Indigenous communities and Nations, respects Indigenous rights, cultures and knowledge systems, and supports Indigenous-led climate solutions.



Expand environment and climate action efforts to

reduce greenhouse gas
emissions, waste production,
and **water** consumption

KEY ACTIONS

Thematic Areas: Leadership, Communication and Engagement, Climate Action, Education, Research, Energy, Land Use, Transportation, Waste.

- ◆ Support and advocate for the use of campus research, teaching, demonstration and implementation of projects into campus operations using a living lab framework.
- ◆ Evaluate decision-making policies and procedures to address institutional barriers and align with the University's strategic goal to achieve a 25% reduction in greenhouse gases, waste production and water consumption; reductions germane to building use, landscaping, vegetation planning and water management.
- ◆ Identify and champion best practices that educate and transform our use of resources across their full lifecycle, such as the wise use of water resources, heat and electrical utilities, finance and procurement, transportation, and waste management.
- ◆ Invest in water saving measures.
- ◆ Develop research projects on campus regarding power generation and living lab applications (e.g. installation of a micro-grid living lab).
- ◆ Work with researchers, labs and faculties to create a centralized lab and equipment sharing model for equitable lab access and training/research opportunities.
- ◆ Support multi-modal transportation choices.

Integrate sustainability

in teaching, research and operations, and

enhance engagement,

in a way that honours and

includes all people,

and is mindful of the campus vision and

the UN's 17 Sustainable Development Goals,

the Truth and Reconciliation Commission

Calls to Action, and

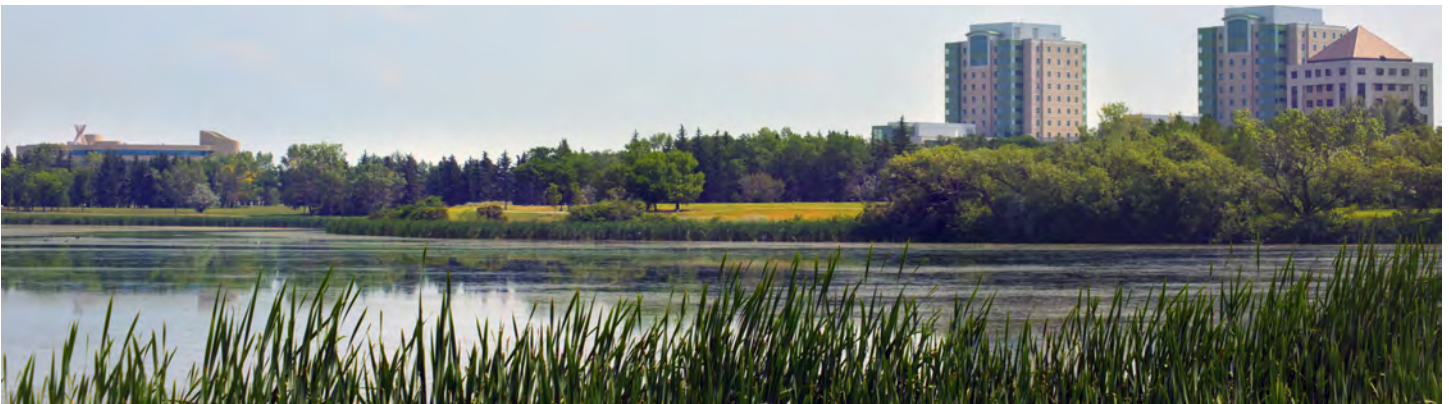
the UN Declaration on the

Rights of Indigenous Peoples

KEY ACTIONS

Thematic Areas: Leadership, Communication and Engagement, Climate Action, Education, Research, Energy, Land Use, Transportation, Waste.

- ◆ Ensure our teaching, research and operations are grounded in core principles of equity, diversity, inclusion, and reconciliation in sustainability planning and implementation.
- ◆ Inclusion of Indigenous Peoples in projects from planning to implementation, and to ensure proper protocols are followed.
- ◆ Engage faculty and academic units in reviewing sustainability degrees/certificates/microcredentials and include sustainability in their courses (e.g., workshop series on the SDGs and Education for Sustainable Development in the curriculum).
- ◆ Obtain external funding and explore creative ideas to support sustainability projects and initiatives by students, staff and faculty (e.g., Sustainability and Community Engagement Fund).
- ◆ Identify and promote current research projects that encourage campus sustainability.
- ◆ Create a public inventory of our sustainability and climate change projects to encourage student recruitment and experiential learning opportunities.
- ◆ Develop and implement sustainable marketing campaigns and build sustainability into the recruitment/orientation process (e.g., student-focused events/activities).
- ◆ Explore land use, including Indigenous ceremonial space, outdoor classrooms, meeting areas and recreation spaces for the community to gather.





INTRODUCTION

The actions in this plan are intended to move beyond aspirations to action, and require a collective, whole-institution approach. As part of the implementation of the University's Strategic Plan and the Research Action Plan, the University is committed to a 25% reduction in greenhouse gas emissions, waste production and water consumption. To transition the campus to a model of sustainability and community engagement, the aim of this plan is to encourage individual students, staff, faculty, alumni and community members to engage with the plan, as well as faculties and units to set their own sustainability goals through their strategic plans that impact the larger institutional sustainability agenda. The University welcomes the continued participation of the three federated colleges: Campion College, First Nations University of Canada, and Luther College. Together we are aligned and well-positioned to support current and future learners and to advance local, national and global solutions that address the complexity of climate change through our campus operations, teaching, research and community engagement, and with our partnerships with governments, business, and civil society.

Although progress has been made since the last strategic plan in moving closer to our sustainability goals, some goals and actions are longer-term. This plan is a living document, and permits us to remain open to make adjustments as new information and opportunities become available. We will continue our work in these areas to achieve successful outcomes in the next five years.

Climate action is a call to action for every citizen of every nation to work individually and collectively to address climate change as the situation on planet earth is critical. This will require, in some cases, major institutional and technological changes. What is more, with the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples there is a strong call for meaningful engagement with Indigenous Peoples. To contribute sustainable and equitable climate solutions, new collaborations and processes are needed that take a whole-institution approach and to ensure that Indigenous peoples, the original caretakers and traditional keepers of the territories in which our campuses reside, are represented in campus planning and decision making from the earliest stages of project planning to implementation.



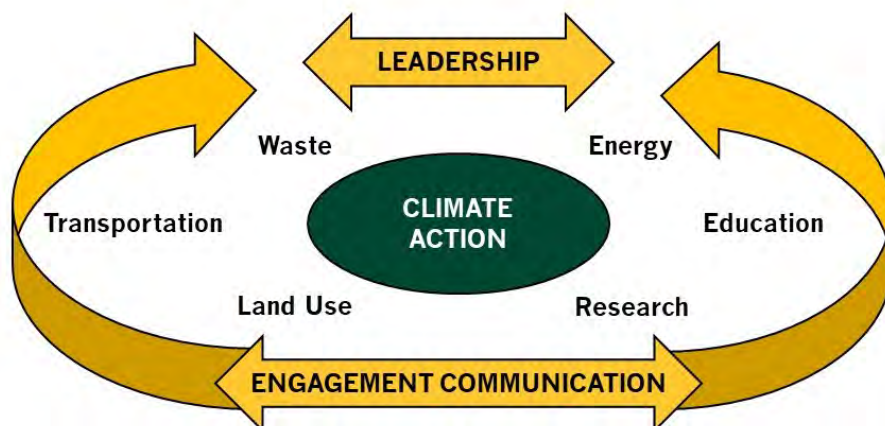
PROCESS

The strategic planning process began in 2021 with the creation of nine working groups, each led by members of the President's Advisory Committee on Sustainability (PACS). Each group included a member of PACS, a staff member, a faculty member, and a student where possible. The goal was to take a whole-institution approach and include anyone interested in participating. After issuing a campus-wide call for participation to faculty, staff, students and alumni (including Campion College, First Nations University of Canada, Luther College, and the University of Regina Students' Union), individuals attended an information and orientation session and volunteered to serve on working groups.

The working groups were asked to consider a list of questions and produce a roadmap of action items for each area:

1. Describe the sustainability issues/problems of their thematic area.
2. Describe what has been done at the U of R to date to advance sustainability and decrease environmental impact.
3. Recommend actions.

Each group met several times to incorporate various views and ideas for each area of focus. Using a variety of engagement methods (surveys, virtual meetings, etc.) the working groups prepared and reviewed a mission for each area of focus, identified issues and concerns and current state, and considered opportunities and priorities. An initial draft was presented to PACS and further consultation was sought to consider the many ideas and actions proposed. In 2022-23, the Plan was reviewed by Deans' Council, UET, and Executive of Council.





AREAS OF FOCUS

◆ WHAT WE HEARD

The tables in the following sections include example actions for each topic: leadership, engagement and communication, climate action, education, research, energy, land use, transportation, and waste. Some actions may be integrated from across multiple areas. Actions may be broad or specific, and timeframes are suggested as follows:

Ongoing	Immediate	Short	Medium	Long
•Throughout the five-year life of this plan	•Less than one year	•One or two years	•Two to three years	•Up to five years

PACS is grateful to the many individuals in the campus community who attended the information session and provided feedback through their participation in working groups. The content from this Plan has been prepared by PACS, and will inform the work of the Sustainability Office Advisory Committee (SOAC) and the Sustainability Office over the next five years.

◆ WORKING GROUP SUMMARIES

1. LEADERSHIP

Leadership is about vision and influence, and it is about taking action in the everyday, locally and globally to advance the health and well-being of people and the planet. Leadership is also accountable and flexible, allowing decisions to be made within the current contexts. Good leadership permits us to capitalize on emerging opportunities and identify changes with respect to planning and proposed outcomes.

Four leadership challenges were identified by the working group:

1. *How might we ensure adequate resources and funding for sustainability initiatives?*
2. *How might we connect and engage students, faculty and staff in sustainability action?*
3. *How might we reduce barriers to new sustainability initiatives, and develop a culture of change?*
4. *How might we create a culture of strong sustainability leadership and ensure accountability among leaders?*

The following actions are a response to these challenges, and are categorized into the sub-themes of Leadership, Resources, Accountability, Change Management, and Engagement.

Each action/goal would include Indigenous representation in planning and implementation.
Top ranking priorities:

LEADERSHIP		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Create a Sustainability Office tasked to collaborate with the University community and assist the U of R to meet its strategic goals (UR Strategic Plan, Sustainability Action Plan). <i>(Leadership and Resources)</i>	Immediate	Sustainability Office is staffed and operational.
Establish a sustainability donation fund for community, faculty, and staff giving.	Immediate	Fund is created. Fund is visible on the UAC website and linked to the Sustainability website.
Explore funding for faculty, students, and staff for sustainability teaching, research, and operational initiatives (e.g. Sustainability and Community Engagement Fund). Obtaining funding external to the University is a priority. <i>(Resources)</i>	Short	Annual report summarizes funded sustainability projects and initiatives.
Report widely to the public on progress made on the University Strategic Plan's environmental sustainability goals, the Sustainability Action Plan, and Climate Action. <i>(Accountability)</i>	Short Ongoing	Sustainability Office will produce an annual report.
Develop a performance measurement framework for sustainability at the U of R. Track and communicate the performance measures. <i>(Accountability)</i>	Medium	Sustainability Office develops and reports out on the performance measurement framework, at least yearly in an annual report.
Include Faculties, institutes and administrative departments in the reporting of sustainability accomplishments in respective annual reports. <i>(Accountability, Engagement)</i>	Medium	Deans, institute directors, VPs and AVPs annually report sustainability activities and accomplishments.
Reduce institutional barriers that may impede change and sustainability action. <i>(Leadership, Change Management)</i>	Medium	Process created. Process communicated at least annually.

LEADERSHIP		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Create and implement a training program for faculty and staff; focus of training (leadership, climate change, integrating sustainability into course content) to be developed in consultation with the advisory committee. <i>(Leadership, Change Management, and Engagement)</i>	Medium	Educational program is operational; Number of participants are reported in annual report.
Review the actions in the Sustainability Action Plan, with consideration to overall priorities, cost, and resources. <i>(Leadership)</i>	Medium Ongoing	Progress on action plans monitored by the Sustainability Office.

2. ENGAGEMENT AND COMMUNICATION

The University of Regina has done – and continues to do – considerable work in the area of sustainability. However, more work to profile and celebrate sustainability research, teaching, and action is needed. Enhanced engagement with our varied communities is also required in order to better position the University as a resource to help in solving issues that impact us all.

Recognizing that our commitment to sustainability is a collective responsibility and recognizing the University's responsibility to the original caretakers and traditional keepers of the territories in which our campuses reside, students, faculty and staff should have the opportunity to lead by example, engage their respective communities, and help to widely promote their own work and that of their colleagues and friends.

The Communications and Engagement Working Group put forward a list of priorities that will help the University to better communicate with and engage our various communities in our efforts to become a more sustainable institution and a leader in sustainability research, teaching and action. Top ranking priorities:

ENGAGEMENT AND COMMUNICATION		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Develop and implement an inclusive sustainability champions network, which is developed in consultation with Indigenous community members.	Short	Champions' network is in place with regular meetings scheduled.
More active communications, increased engagement, showcasing efforts in sustainability, including showcasing Indigenous led initiatives, is recommended.	Medium	<p>Conduct a review of current communications materials to ensure stories about sustainability are incorporated.</p> <p>Consider revisions to delivery of communications pieces to ensure sustainable practices.</p> <p>Enhance communications to students and provide increased opportunities for student engagement.</p>
Establish the University as a leader in sustainable practice and research by enhancing alignment with United Nations' Sustainable Development Goals (SDGs) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) articles as related to Sustainable Development and Environmental Change.	Medium	<p>Use SDGs symbols within University stories/content as it aligns with SDGs, TRC Calls to Action and UNDRIP.</p> <p>Host a conference on sustainability (incorporate SDGs within framework); conference itself must be sustainable.</p> <p>Communicate value in policies / processes from a sustainability perspective.</p>
Develop and implement sustainable marketing campaigns and build sustainability into the recruitment/orientation process.	Medium	<p>Incorporate sustainability into marketing practices.</p> <p>Incorporate sustainability into marketing content.</p> <p>Build sustainability into student- focused events/activities.</p>

3. CLIMATE ACTION

Climate action is a call to action for every citizen of every nation to do their part to address climate change as the situation on planet earth is critical. This will require in some cases major institutional and technological changes. Climate Action is central to themes of the Sustainability Action Plan and the following section helps to address and prioritize the changes we need to implement to meet the climate challenges we face.

Preamble

On December 6, 2019 the University of Regina Council passed two motions related to Climate Action and Environmental Stewardship.

Whereas global temperatures are increasing, and this increase is caused primarily by anthropogenic GHG emissions, and whereas climate change is disrupting human society and global ecosystems placing us in a climate emergency. We commit to act on climate by moving towards a zero GHG emissions future through our campus operations, teaching, research, and community engagement. In these ways we will contribute to the nation's net-zero commitment by 2050.

Mission

The Climate Action Working Group will ensure policies and actions at the University of Regina reduce GHG emissions to zero, consistent with the climate emergency confronting us and Sustainable Development Goal 13, Climate Action. In doing so, special attention will be given to articles pertaining to lands, waters, and the environment as outlined in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and informed by Indigenous input.

The goals and priorities in the table below fall into the following categories: Climate Change Mitigation, Understanding the Scale, Scope, and Timeline of Climate Change, Create full-time Sustainability Personnel on Campus, and Climate Action Accountability.

Top ranking priorities:

CLIMATE ACTION		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Set a date for the achievement of zero GHG emissions on campus at the U of R. Suggested date: 2040. <i>(Climate Action Accountability)</i>	Short	The University has publicly committed to a goal of reaching zero GHG emissions by 2040.
Support and advocate for the use of on campus research, teaching, demonstration, and implementation of climate change mitigation projects into campus operations. <i>(Climate Change Mitigation)</i>	Medium	Establish a process to implement projects into campus operations. Viable projects are utilized after completion in campus operations.
Promote and advance climate change teaching, research, and engagement from students, faculty, and staff. <i>(Understanding the Scale, Scope, and Timeline of Climate Change)</i>	Medium	Report on the number of Faculties, classes, research projects and events that incorporate climate change/action increases annually.
Create a centralized resource for climate change awareness events and educational opportunities. <i>(Understanding the Scale, Scope, and Timeline of Climate Change)</i>	Medium	There is an easy to find page from the U of R homepage that contains climate change information related to the U of R.
Create an online climate action education module for faculty, staff and students. <i>(Climate Action Accountability)</i>	Medium	A mandatory education module is created for staff, faculty and students to complete (required every 3-4 years). The Sustainability Office will review the Assembly of First Nations Report: An Introduction to the Science of Climate Change to develop the education module. Survey is sent out to gauge understanding of climate change.
Explore renewable energy sources internally and externally with stakeholders including Indigenous communities and Nations. <i>(Climate Change Mitigation)</i>	Ongoing	The University implements living lab renewable energy pilot projects and processes to reduce GHG emissions.

4. EDUCATION

The Education Working Group embraced the mission to promote and support education for sustainable development: action-oriented education that includes climate education, in all disciplines, educational contexts, in a way that honours and includes all people, and is mindful of the campus vision for sustainability and the UN Sustainable Development Goals, the Truth and Reconciliation Commission Calls to Action, and UNDRIP recommendations.

The group considered the following topics to help guide discussion:

- ◆ How the campus can mobilize existing resources for sustainability initiatives (a question of building capacity).
- ◆ Processes to become aware of those resources and how to experiment with these to make best use of them.
- ◆ Light-weight initiatives that organize and make use of underutilized human, natural, physical, and financial resources in new ways for sustainability.
- ◆ New forms of networking/social capital and living laboratories across campus that are mutually reinforcing.

Potential goals for the working group:

1. Practical projects allow for immediate action and create resources for sustainability initiatives over the long term.
2. Projects that have identifiable leads within the university and federated colleges, tied to the knowledge and skills involved, who can mobilize volunteers from across the campus.
3. Supports the University of Regina's commitment to Responsible Production and Consumption (SDG12) by focusing on how we are generating and using diverse resources.
4. Creates an integrative campus culture of sustainability that crosses silos.

Top ranking priorities:

EDUCATION		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
<p>Create a project repository for capstone projects on sustainability and make it widely available, and develop a funded/for credit student internship program for students working with units on campus and/or community to implement projects; program will be informed by Indigenous ways of knowing and include Elders, Knowledge Keepers, Indigenous Scholars, and Indigenous students from development to implementation.</p> <p><i>(Formal Education)</i></p>	Medium	<p>Project reports are documented and available through the Sustainability Office; Internship program is established and offered.</p>
<p>Create a workshop series on sustainable lifestyle/living strategies including appropriate technologies and tied to student projects learnings/outcomes/ demonstration projects (e.g. rain barrels and optimized water use, solar cooking, bicycle maintenance); and catalogue these small scale appropriate technologies for sustainable living/lifestyles.</p> <p><i>(Public Awareness)</i></p>	Medium	<p>The University of Regina offers education to students, faculty, staff, and community members in easy-to-use, appropriate technologies that include Indigenous knowledge with substantial social, economic, and ecological impacts.</p> <p>(Report on the number of workshops)</p>
<p>Contact departments offering courses in a Certificate in Sustainability to identify relevant SDGs within their courses and include within their syllabi along with other sustainability content/issues and invitation of other faculties to add course.</p> <p><i>(Formal Education)</i></p>	Medium/ Long	<p>Report on the percentage of courses in certificates referencing SDGs in syllabi.</p>

EDUCATION

POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
<p>Develop a comprehensive capstone course for students reflecting how to impact sustainability in their area of focus/vocation/career.</p> <p><i>(Formal Education)</i></p>	<p>Medium/Long</p>	<p>Report on the number of capstone courses.</p>
<p>Engage sustainability in the curricula. This may include: alter course development form to include section detailing how course could incorporate sustainability principles/pedagogy/content; review degrees to ensure that programs (e.g. core curriculum or working with other institutions) engages a range of sustainability literacies (environmental and social) including SDGs in the syllabi of core courses; provide support/orientation (e.g. workshop series on the SDGs) to Faculty on how to incorporate sustainability into their curricula/assignments (where possible, promote credit for taking part in sustainability initiatives around campus) and assess how and/or what they are already doing advances sustainable development/SDGs; and lastly, prepare report/policy brief (including best practices from other jurisdictions and is informed by Indigenous Scholars, and Indigenous knowledges (e.g. storytelling as it relates to climate change).</p> <p><i>(Formal Education)</i></p>	<p>Long</p>	<p>Consult with deans and faculty members.</p> <p>Measures may include: completion of altered course development form on consultation with deans; number of course syllabi referencing SDGs; kinds and number of supports; completion of workshop(s) and number of attendees by organization; and prepare a report/policy brief.</p>

5. RESEARCH

The Research Working Group met to identify actionable goals related to sustainability and climate action within the research enterprise, and these actions are used in the 2022-2027 Sustainability Action Plan. The Vice-President Research's five-year *Research Action Plan* will guide the implementation of the University of Regina's Strategic Plan: *kahkiyaw kiwâhkômâkaninawak* across the research enterprise. The *Research Action Plan* commits to building alliances with Indigenous communities that facilitate accountable research and support Indigenous researchers. The actions identified by the Research Working Group would also be implemented within this plan. U of R researchers play a significant role in advancing sustainability on campus and in our communities, building our capacity to conduct research that ensures a sustainable future for all.

The goals and priorities in the following table (established by the Research Working Group) are categorized as: the University of Regina's Research Footprint, Encouraging Sustainability Student Recruitment and Engagement, and Our Sustainability Research Impact.

Top ranking priorities:

RESEARCH		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Create a public inventory of our sustainability and climate change research portfolio. (<i>Encouraging Sustainability; Student Recruitment and Engagement</i>)	Short	Our research portfolio related to sustainability and climate change is publicly available (via website, campus TVs, or report)
Enable reporting and tracking of climate change and sustainability research successes. (<i>Our Sustainability Research Impact</i>)	Short	Process is created for reporting on climate change/sustainability research successes; the number of reported research success increases and is promoted annually.
Identify and promote current research projects that promote campus sustainability. (<i>Sustainability Research Impact</i>)	Short & Ongoing	Process is created to identify and promote current projects that promote campus Sustainability. Projects are promoted through multiple sources (campus TVs, website, etc.)

RESEARCH		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
<p>Work with Supply Management Services, labs, and related partners e.g., FNUniv, UofS, and SaskPoly to leverage purchasing power related to purchasing sustainable laboratory materials from suppliers.</p> <p><i>(U of R's Research Footprint)</i></p>	Medium	<p>Sustainable options for lab materials are identified.</p> <p>U of R begins purchasing sustainable lab materials.</p>
<p>Work with the Faculty of Graduate Studies and Research (FGSR), the Regina Public Interest Research Group (RPIRG), the Indigenous Peoples' Health Research Centre (IPHRC), Saskatchewan Network Environment for Indigenous Health Research, U of R research institutes/centres, and other key stakeholders including Indigenous Scholars, Elders and Knowledge Keepers, to highlight current sustainability research incentives and identify areas for further incentives in sustainability/climate research such as an interdisciplinary graduate program and scholarships or fellowships.</p> <p><i>(Encouraging Sustainability Student Recruitment and Engagement)</i></p>	Medium	<p>Current and further incentives are identified.</p> <p>Related graduate program established.</p> <p>Number of scholarships/fellowships is tracked and increases annually.</p>
<p>Evaluate our research travel and policies to examine the implementation of an offset system or other best practices, promote virtual talks and meetings, and identify other travel alternatives.</p> <p><i>(U of R's Research Footprint)</i></p>	Medium	<p>Best practices are identified.</p> <p>Virtual events and virtual conference attendance is promoted.</p>
<p>Work with researchers, labs, and faculties to create a centralized lab and equipment sharing model for equitable lab access and training/research opportunities.</p> <p><i>(U of R's Research Footprint)</i></p>	Medium	<p>Process for lab access, training and research opportunities is equitable.</p> <p>Centralized lab is operational.</p>

RESEARCH		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Introduce a micro-grid living lab on campus. <i>(Our Sustainability Research Impact)</i>	Long	Related capacity increases and a micro grid is established on campus (or near establishment).
Work with researchers, labs, and faculties to create a sustainable labs guide sheet and template to evaluate and adjust current research practices. <i>(U of R's Research Footprint)</i>	Ongoing	Faculties have sustainable lab guides and have evaluated current practices Students are required to read the sustainable lab guide (as applicable to their lab work) .
Work with FGSR and faculties to encourage recruitment of students with a focus on climate change or sustainability-focused research. <i>(Encouraging Sustainability Student Recruitment and Engagement)</i>	Ongoing	Number of Masters and PhD students whose research is related to climate change or sustainability is measured. Number of Masters and PhD students whose research related to climate change or sustainability increases annually.
Implement and promote citizen science/ living labs. <i>(Our Sustainability Research Impact)</i>	Ongoing	Living labs are identified and promoted number of living labs participants is tracked and increases annually.
Encourage membership among the research community in sustainability and climate action related groups on campus such as U of R Research Institutes and Centres, RCE-SK, RPIRG. <i>(Encouraging Sustainability Student Recruitment and Engagement)</i>	Ongoing	Members are engaged in Institutes/ Centres and the number of members increases as related to sustainability and climate change.

6. ENERGY

Climate change requires rethinking and retooling the manner in which the University makes decisions and provides opportunities to explore alternative energy sources and practical applications. These include natural/renewable energy sources, such as wind, geothermal, and solar energy, which can be used directly for practical and applied uses on campus.

The Energy Working Group met to identify actionable goals around becoming more energy efficient and reducing our GHG emissions. The group's mandate was to describe the sustainability issues/problems of energy use, review what has been done at the University to advance sustainability and decrease environmental impact with respect to energy use, and to recommend actions.

The working group discussed a number of positive steps that have already taken place, and identified issues/problems that have prevented us from moving forward in creating and maintaining sustainable energy use at the University.

The issues discussed were grouped into five challenges or categories:

1. Awareness and Communications
2. Resistance to Change
3. Need for Master Planning
4. Need for Short Term Solutions
5. Not Enough Funding

The list of solutions were consolidated into the following areas:



After reviewing and ranking the potential solutions, the following items were identified as the top priorities:

ENERGY		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Create a transparent revolving fund that will reinvest savings from energy efficiency projects and waste reduction measures, to fund continuous sustainability improvements.	Short	Step 1 is to create an internal resource to target energy savings, minimize future capital renewal expenses, reduce operating costs and recommend energy saving projects. This resource will quantify savings achieved to leverage further capital requests for continuous improvement measures. The job description was created, funding was approved and the Energy Manager position was filled in summer 2022.

ENERGY

POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Proceed with the long-term goal in mind, and consider full life-cycle costing and resilience; establish criteria for selection of projects and equipment upgrades that considers full cost of ownership and contribution toward the ultimate goal of net-zero emissions.	Short	The <u>Technical Pathways Study</u> is a sustainable utilities master plan that will provide recommendations on how the U of R can achieve 25% reduction in utility electricity, heating/cooling, and water consumption by 2025 with an ultimate goal of net-zero greenhouse gas (GHG) emissions by 2040. Phase 1 is a conceptual report that defines energy usage and priority options that may form part of a technical pathway, and was completed in March, 2022. Phase 2 is the Technical Pathways Report that will develop a clear understanding of the campus energy infrastructure potential and the energy source solutions.
Explore quick win solar/wind projects for power generation and living lab applications, including consulting with Indigenous communities and Nations working in this area.	Medium	Phase 1 is Project Approval, and includes RFP, evaluation and award of contract for technical and financial due diligence. This phase will establish project governance, potential partnerships and early planning approvals and is expected to be completed in 2022-23. Phase 2 is the Solar PV System Business Plan, which defines options for the installation of a solar photovoltaic (PV) system intended to offset GHS emissions. Includes feasibility and financial analysis, budget development, and implementation strategy. This phase will be completed in 2023.
Educate faculty, staff and students to optimize sustainable production and consumption of resources in relation to work places and residence infrastructure/features. <i>(Training)</i>	Medium	Students and staff are advised (and possibly incentivized) to optimize use offices, labs, dorm rooms, and other institutional assets with mindful use of utilities (e.g. water, heat, electricity) for sustainable living.

7. LAND USE

The physical landscape of the campus has been transformed with the introduction of the edible gardens and apiary, and provides opportunities for teaching, research and operations, and community engagement. These efforts inspire us to set priorities and implement solutions around buildings, land use, water management, and vegetation, and to pilot and scale sustainability solutions that can be adapted elsewhere.

The Land Use Working Group met to identify actionable goals around creating and maintaining sustainable land use. The working group's mandate was to describe the sustainability issues/problems of land use at the U of R, review what has been done at the U of R to date to advance sustainability and decrease environmental impact with respect to land use and to recommend actions.

The group discussed a number of positive steps that have already taken place, and went on to identify issues/problems that have prevented us from moving forward in creating and maintaining sustainable land use at the U of R.

The issues discussed fell into five challenges or categories:

1. Building Land Use
2. Change Management related to Land Use
3. Community Use of Landscapes
4. Vegetation Planning
5. Water Management

These categories were prioritized by the working group:

- ◆ Community Use of Landscapes
- ◆ Vegetation Planning
- ◆ Water Management

The list of solutions were consolidated into the following groups:



After a discussion and prioritization exercise, the following three items were selected as the top priorities. Each action/goal will engage Indigenous Peoples of the territories that the campuses reside on, and will have Indigenous representation in the planning and information phases and to help ensure proper protocols are followed.

LAND USE		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Create outdoor classrooms, Indigenous ceremonial and meeting areas.	Short	<p>A planning study initiated by Facilities Management to examine appropriate locations along with scope/budget/schedule of the prioritized locations.</p> <p>These recommendations will be prepared in 2023. Upon approval of the committee, the top ranked projects will be presented to UET for recommendation and capital approval.</p>
Further develop edible gardens and medicine gardens.	Short	<p>An additional high-profile garden location has been identified and approved at the south side of the Education Building. Additional potential locations will be identified as part of the Campus Master Plan which will be completed in 2023.</p> <p>Top ranked projects will be presented to UET for recommendation and capital approval.</p>
Create more community recreation spaces.	Short	<p>A planning study will be initiated by Facilities Management to examine appropriate locations along with scope/budget/schedule of the prioritized locations.</p> <p>These recommendations will be prepared in 2023. Upon approval of the committee, the top ranked projects will be presented to UET for recommendation and capital approval.</p>

8. TRANSPORTATION

With thousands of people going to and from the University of Regina on any given day, the University is responsible for supporting and using sustainable, multi-modal forms of transportation. In addition to reducing our carbon footprint, this will enable the University to serve as a role model for the wider community and aid in meeting the UN's SDGs. The objectives highlighted below are targeted to create infrastructure that will enable members of our campus community to make sustainable transportation choices, so long as they do not create a barrier to student learning.

Each action/goal will have Indigenous representation in the planning and implementation phases. Top ranking priorities:

TRANSPORTATION		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Additional direct bus routes to allow residents in all parts of the City to access the U of R more quickly. Work with joint Facilities Management and City of Regina traffic committee to determine opportunities to improve bike route access to the U of R.	Short	Hold first meeting in 2023.
Goal of reducing conference travel into procurement policies and faculty funding incentives/policies to encourage remote attendance.	Medium	Reporting the number of reductions in conference travel.

TRANSPORTATION		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
<p>Explore ideas for infrastructure that promotes using bicycles as a viable transportation option.</p> <ul style="list-style-type: none"> a. Improve upkeep to on-campus bike repair stations. b. Improve/increase bike storage, security and lighting. c. Enhance communications to promote bike culture at the U of R. d. Initiate campus wide survey to understand the current rate of those who drive vehicles to campus, those who bike to campus, and those who walk to campus and the reasons why they choose that form of transportation. 	Medium	<ul style="list-style-type: none"> a. Regular inspections of bike repair stations show they are in good working order. b. Work with FM to ensure campus master plan is developed to meet this objective. c. Three communications sent per year. d. Survey issued and analyzed.
<p>Fossil fuel vehicle parking on campus is viewed as a last option to other means of sustainable transportation.</p> <ul style="list-style-type: none"> a. Provide sufficient charging stations on campus for electric vehicles. b. As the U of R fleet of fossil fueled vehicles ages, replace them with electric powered vehicles. c. Explore programs to incent faculty/ staff and students to transition from driving to bussing. Explore external funding for this initiative. 	Medium	<ul style="list-style-type: none"> a. Above ground charging station operational. b. Electric vehicles are purchased. c. Funding is allocated.

9. WASTE

We will champion practices that educate and transform our use of resources across their full lifecycle, exemplifying collaborative sharing of resources, waste reduction, reuse and recycling, and environmental mindfulness in all we do.

The Waste Working Group identified and obtained statistics on our pre-pandemic waste consumption and waste generation figures. Using these metrics, the working group was able to identify several significant areas for improvement, however we felt some of the data gathered was too general and required more analysis to determine key contributors. Some sobering numbers included the consumption of over 70 million imperial gallons of water annually, 945 tonnes of waste sent to the landfill, along with equally sobering statistics for lab waste and so on.

First and foremost among our goals is change management, or educating the campus community on water and waste management and the impact our practices are having on the environment and community. Each action/goal would have Indigenous representation in the planning and information phases. Top ranking priorities:

WASTE		
POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Educate the campus and community on waste management, including waste production and reduction.	Short	Work with UAC and the Sustainability Office to provide messaging regarding our consumption, and alternate practices or reduction measures.
Conduct an in-depth analysis of our landfill contributions to determine what types of wastes are most commonly generated by the University to help us identify opportunities and priorities.	Short	Engage with URSU and appropriate Faculties to conduct analysis of our landfill contributions (paper, food waste, construction waste, coffee pods, styrofoam, etc.).
Based on the above study results, develop and design future waste minimization options or programs including composting, water and wastewater reclamation, printing, lawn irrigation and other recycling activities.	Short	Identify priorities or opportunities that will yield the best results. Develop appropriate metrics to measure progress and success.

WASTE

POTENTIAL ACTION/GOAL	TIMELINE	EXAMPLE MEASURES
Create a pilot project to determine amount of water that is able to be reclaimed and what could be supplied to meet campus needs by the implementation of storm water and grey water reclamation systems.	Short	On a small scale, identify a pilot project to determine system capacity and what scale of capacity is required to provide this to campus.
Develop a campus event policy to minimize waste, and develop a resource document on greening U of R events.	Short/ Medium	Creation of campus event policy and resource document.
Broader implementation of waste management options identified. Examine results of the pilot projects for large scale composting, water reclamation, and broader recycling programs to determine relevant capacities and returns on investments.	Medium	After reviewing other program success, continue to implement programs or systems towards a more sustainable campus. Continue to measure progress and make appropriate program changes as required.
Establish sustainable procurement processes and policy on campus including tendering processes.	Medium	Creation of sustainable procurement campus policy.
Establish Indigenous economic reconciliation measures and guidelines/regulations including tendering processes that support sustainability.	Medium	Establish and implement an Indigenous procurement policy and education.
Incorporate preferences for sustainable materials and recycling into procurement procedures and tendering.	Medium	Increase in identified sustainable materials and volumes recycled.
Full water reclamation implementation for irrigation purposes on campus, such as foliage replenishment, etc.	Long	Large scale water reclamation program launch. We should have now identified what our system requirements will need to be and can begin a phased implementation.



ACKNOWLEDGEMENTS AND RESOURCES

The President's Advisory Committee on Sustainability (PACS) is grateful to the many individuals who took the time to attend the information session and participate in the working groups, and for the support of this plan from the Offices of the Provost and Vice-President (Research).

Sustainability Action Plan Facilitation Team:

Dr. Supriya Bhat, Darren Cherwaty, Jocelyn Crivea, Dr. Janis Dale, Dr. David Gregory, Ray Konecni, Gurjinder Singh Lehal, Erin Limacher, Dr. Kathy McNutt, Neil Paskewitz, Dr. Roger Petry, Jeffery Raymond, Carol Reyda, Courtney Stange, Mahnoor (Noor) Tajik, Brett Waytuck, Dr. Stephanie Young.

Resources:

University of Regina Strategic Plan (2020) <https://www.uregina.ca/strategic-plan/>

Research Action Plan (2021) <https://www.uregina.ca/research/assets/2021-2025-VP-Research-Office-Research-Action-Plan-Final.pdf>

President's Advisory Committee on Sustainability Thematic Group Framework (2021)
<https://www.uregina.ca/president/campus-sustainability/2021-26-Sustainability-Action-Plan/index.html>

Truth and Reconciliation Commission of Canada: Calls to Action (2015)
<https://nctr.ca/records/reports/>

United Nations Sustainable Development Goals (n.d.) <https://sdgs.un.org/>

United Nations Declaration on the Rights of Indigenous Peoples (2011)
https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

University of Regina Sustainability (n.d.)
<https://www.uregina.ca/president/campus-sustainability/index.html>

