



University of Victoria ***STARS REPORT***

Date Submitted: Jan. 29, 2014

Rating: Gold

Score: 67.97

Online Report: [University of Victoria](#)

STARS Version: 2.0

Wait, Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

Searching

- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

If these features don't meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

About STARS

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

STARS is designed to:

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

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

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

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

Table of Contents

Summary of Results	5
Institutional Characteristics	7
Institutional Characteristics	7
Academics	16
Curriculum	16
Research	41
Engagement	51
Campus Engagement	51
Public Engagement	83
Operations	103
Air & Climate	103
Buildings	113
Dining Services	124
Energy	133
Grounds	141
Purchasing	150
Transportation	166
Waste	179
Water	194
Planning & Administration	205
Coordination, Planning & Governance	205
Diversity & Affordability	228
Health, Wellbeing & Work	244
Investment	255
Innovation	262
Innovation	262

Summary of Results

Score 67.97

Rating: Gold

Institutional Characteristics	0.00%
Institutional Characteristics	0.00 / 0.00
Academics	56.43%
Curriculum	20.41 / 40.00
Research	12.32 / 18.00
Engagement	70.59%
Campus Engagement	16.10 / 20.00
Public Engagement	11.43 / 19.00
Operations	59.90%
Air & Climate	10.33 / 11.00
Buildings	4.51 / 8.00
Dining Services	3.67 / 7.00
Energy	0.30 / 10.00
Grounds	3.52 / 4.00
Purchasing	5.36 / 6.00
Transportation	4.50 / 7.00
Waste	5.90 / 10.00
Water	3.24 / 6.00
Planning & Administration	68.97%
Coordination, Planning & Governance	8.00 / 8.00
Diversity & Affordability	7.92 / 10.00
Health, Wellbeing & Work	4.48 / 7.00
Investment	1.67 / 7.00
Innovation	4.00

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Institutional Characteristics

Score 0.00%

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

The passthrough subcategory for the boundary

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

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This won't display

Submission Note:

UVic is one of 4 public research-intensive universities in the province of British Columbia. The university offers undergraduate degrees, plus masters and doctorates in 10 faculties and 2 divisions, and 43 individual departments. These include a School of Public Health and Social Policy and a Division of Medical Sciences (but no hospital), which delivers the Island Medical Program in collaboration with the University of British Columbia, MD undergraduate program.

More information can be found at:

<https://www.uvic.ca/home/about/facts-reports/index.php>

.

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

Institution type:

Doctorate

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Pharmacy school	No	No

Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

N/A

Reason for excluding medical school:

N/A

Reason for excluding pharmacy school:

N/A

Reason for excluding public health school:

N/A

Reason for excluding veterinary school:

N/A

Reason for excluding satellite campus:

N/A

Reason for excluding hospital:

N/A

Reason for excluding farm:

N/A

Reason for excluding agricultural experiment station:

N/A

Narrative:

UVic is one of 4 public research-intensive universities in the province of British Columbia. The university offers undergraduate degrees, plus masters and doctorates in 10 faculties and 2 divisions, and 43 individual departments. These include a School of Public Health and Social Policy and a Division of Medical Sciences (but no hospital), which delivers the Island Medical Program in collaboration with the University of British Columbia, MD undergraduate program.

Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

n/a

Submission Note:

UVic's natural beauty and west coast island surroundings inspire our deep commitment to civic engagement and environmental stewardship. The main Gordon Head campus is situated on 402 acres of suburban mixed developed and forested land on the southern tip of Vancouver Island on the west coast of British Columbia, Canada. The buildings footprint takes up approximately 60 acres, with 39 acres of completely undeveloped land.

There are 61 classroom, office, and multipurpose buildings, and 70 residential housing buildings/units, together totalling 3,892,667 gross square feet of space. Of that, less than 0.5% is energy intensive space and 1.2% is laboratory space.

UVic is a public institution with a total endowment of \$301 million, and total annual revenues in 2011/12 of \$496 million (40% tuition, 24% from the provincial government, 13% federal government, 12% sales, 3% donations, 4% investment income and 4% other).

Energy used on campus is split between electricity from hydro sources supplied by the public utility company, BC Hydro, and natural gas from Fortis BC.

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

Endowment size:
301,000,000 US/Canadian \$

Total campus area:
402 Acres

IECC climate region:
Marine

Locale:
Urban fringe of mid-size city

Gross floor area of building space:

3,892,667.06 *Gross Square Feet*

Conditioned floor area:

3,737,000 *Square Feet*

Floor area of laboratory space:

39,889.28 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

13,121.86 *Square Feet*

Floor area of residential space:

857,706.97 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	0
Geothermal	0
Hydro	100
Natural gas	0
Nuclear	0
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	20
Fuel oil	---
Geothermal	---
Natural gas	80
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

n/a

Submission Note:

Established in 1963, UVic has grown to become a leading research-intensive institution with internationally recognized research strengths that include global change and sustainability, society and health, oceans and climate, and Indigenous and cultural studies.

UVic is ranked #11 globally and first in Canada among universities less than 50 years old by Times Higher Education (THE). It also ranks in THE's elite global list of top 200 universities, which includes approximately one per cent of the world's best institutions. Uvic has also continually placed at or near the top of the comprehensive category in the annual university rankings by Maclean's, Canada's national news magazine.

UVic's academic programs are constantly evolving to provide education that will equip students for our rapidly-changing world with 10 faculties and 2 divisions - business, education, engineering, fine arts, graduate studies, human and social development, humanities, law, science, social sciences, continuing studies and medical sciences. Within these, there are 43 different departments.

As of the 2011/12 academic year, UVic was home to over 20,000 students, including 3,187 graduate students and 4,484 employees including 890 faculty, 547 sessional instructors, 892 specialist/instructional staff, and 2,255 administrative, professional and support staff. On-campus housing is home to 2,472 students.

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

Number of academic divisions:

12

Number of academic departments (or the equivalent):

43

Full-time equivalent enrollment:

17,669

Full-time equivalent of employees:

4,721

Full-time equivalent of distance education students:

2,233

Total number of undergraduate students:

17,012

Total number of graduate students:

3,187

Number of degree-seeking students:

20,813

Number of non-credit students:

1,600

Number of employees:

6,000

Number of residential students:

2,472

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Score 56.43%

Curriculum

Points Claimed 20.41

Points Available 40.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit	Points
Academic Courses	6.09 / 14.00
Learning Outcomes	2.32 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Score

6.09 / 14.00

Responsible Party**Dr. Catherine Mateer**Associate Vice President Academic Planning
Vice President Academic & Provost

Criteria**Part 1**

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Submission Note:

UVic commits a significant amount of resources to its sustainability curriculum and several programs that concern themselves with sustainability. Programs include an undergraduate major and minor, MA, MSc, and PhD programs in Environmental Studies, all of which are sustainability focused programs. It also includes the Business faculty, which uses its Centre for Social and Sustainable Innovation (

<http://www.uvic.ca/gustavson/cssi/>

) to open a door to the array of resources that help students, faculty and staff incorporate all kinds of sustainability into their studies, careers and lives. Other areas of the university with a sustainability focus include the department of Geography, whose courses cover human geography, and environment and sustainability, and the School of Earth and Ocean Sciences, which provides education in Earth System Science. There is also a wide representation of sustainability related courses across other departments at UVic.

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

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Number of sustainability courses offered	62	9
Number of courses offered that include sustainability	72	22
Total number of courses offered by the institution	1,554	908

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

22

Total number of academic departments (or the equivalent) that offer courses (at any level):

43

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

[UVic Sust Courses_2012_2013_Upload JAN 7.xlsx](#)

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

<http://www.uvic.ca/sustainability/education/index.php>

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

The University of Victoria Office of Campus Planning and Sustainability initiated a committee that included three faculty, who were working in three different departments and one staff member who represented the business faculty. They created a definition for sustainability in curriculum and research based as a supplement to the definition of sustainability found in the UVic Sustainability Policy (

http://web.uvic.ca/hr/employment/SustainabilityGV0800_1794.pdf

). Those definitions were as follows:

- Sustainability research examines forces affecting local and global ecological, economic, social, health and cultural challenges. It helps societies flourish without compromising the future. Sustainability research is typically but not exclusively focused on solutions.
- Sustainability courses focus on ecological, social and economic dimensions of sustainability and may integrate several perspectives including social justice, ecological balance, public health and wellbeing, prosperity and the construction of sustainable livelihoods, to foster an understanding of an interconnected world.
- Sustainability related courses contain a section, chapter, module, case study, or other component that focuses on sustainability, as defined above.

Based upon the definitions the committee constructed the Office of Campus Planning and Sustainability identified possible sustainability courses from a list of all courses in the UVic course catalogue using a keyword search of the course titles (criteria:"env," "eco," "soc," "food," "glob," "sust," "publ," "heal," "bio," "clim").

The courses identified were then reviewed serially, the course description added and reviewed, and coded as sustainability focused courses, sustainability related courses, or non-sustainability courses. Courses listed as directed studies, theses, and topics courses were removed for the purpose of course and department counts shown above.

Subsequent to this step the University chose to submit under the then yet to be released STARS 2.0. The new definitions of sustainability curriculum and research provided in by STARS 2.0 were reviewed and it was determined that the UVic authored definitions very similar relative to the principles outlined in the Earth Charter and that the course identification process did not need to be re-performed.

An additional review step was taken for departments that contained a significant number of courses, such as Business and Environmental Studies, where by an email was sent to the administrator requesting that the faculty review the list of identified courses in relation to the definition of sustainability shown above. The relevant division between graduate, undergraduate were then calculated using excel.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis/dissertation	No
Clinical	No
Physical education	Yes
Performance arts	No

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Score

2.32 / 8.00

Responsible Party

Dr. Catherine Mateer

Associate Vice President Academic Planning
Vice President Academic & Provost

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

Submission Note:

Learning outcomes are not constructed as a matter of process at UVic. However, UVic has at least 7 programs for which learning outcomes are articulated, and 5 of those programs contain sustainability related outcomes. These include three programs from UVic's Gustavson School of Business, and several accredited engineering programs at UVic. The learning outcomes for the engineering programs contain one sustainability related outcome and all of the outcomes are provided by Canadian Engineering Accreditation Board. Graduates of the three environmental studies programs (undergraduate, MA, and PhD) are also considered to have sustainability learning outcomes, as those are sustainability focused programs. Because learning outcomes are not articulated for each program, it is unclear what percentage of the total graduates have completed their studies with sustainability learning outcome integrated into their programs.

UVic also contains a number of programs for which sustainability related learning outcomes are articulated within required courses. These Bachelor of Arts and Science programs include Anthropology, Biology, Geography, Earth and Ocean Sciences, and Nursing.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

1,317

Total number of graduates from degree programs:

4,543

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

Bachelor of Commerce

Bachelor of Mechanical, Electrical, Computer and Software Engineering

Bachelor of Science and Arts in Geography

Bachelor of Science in Biology

Bachelor of Arts in Anthropology

Bachelor of Science in Earth and Ocean Science

Bachelor of Science in Nursing

Bachelor of Science and Arts in Environmental Studies

Master of Business Administration

Master of Global Business

Masters of Science and Arts in Environmental Studies

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

Bachelor of Commerce

Responsible Leadership (Sustainability/Social Responsibility)

Gustavson BCom graduates will act upon their recognition that organizations and their members have a responsibility to the broader society of which they are a part.

Master of Business Administration

Responsible Leadership (Sustainability/Social Responsibility)

Gustavson MBA graduates will act upon their recognition that organizations and their members have a responsibility to the broader society of which they are a part, and will act accordingly.

Bachelor of Mechanical, Electrical, Computer and Software Engineering

(from the Canadian Engineering Accreditation Board): Impact of engineering on society and the environment: An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.

Bachelor of Science and Arts in Geography requires students to take Geography 101a, which contains the follow “course objective”:

The goal of Geography 101A is to introduce students to the way in which the ecosphere functions, the ways in which society interacts with the natural environment and the implications for sustainability. There is a strong emphasis on gaining understanding of key environmental problems and developing more sustainable approaches to societal interactions with the environment.

Bachelor of Science in Biology requires students complete Bio 215: the Principles of Ecology which tests students on areas including the following:

Biodiversity- global patterns in species abundance, causes for global trends- evapotranspiration, spatial heterogeneity, geological history, complexity, stability

Human impact on ecosystems – population growth, habitat loss, fragmentation, atmospheric contaminants, global temperature changes, extreme weather events, freshwater and marine pollution, ocean acidification, ocean sea levels, overhunting and overfishing, introduced (exotic) species, extinctions

Conservation ecology- history, ecological footprint, International categories of protection on the land and sea, benefits and limitations of protected areas, SLOSS, minimum viable population (MVP), critical habitats, hotspots, endemic species, park design, restoration

Ecological options for the future

Bachelor of Arts in Anthropology requires students complete Anth 200 which includes the following learning outcomes:

learn to see the cultural dimension of human life and understand the role of culture in shaping our everyday lives.

learn about the value of cross-cultural comparison and be able to apply anthropological theories and concepts to real-world problems.

learn about global economic, political, and cultural processes and their consequences for local systems.

Bachelor of Science in Earth and Ocean Science requires students to take the EOS 110, which contains the following learning outcomes:

share the scientific methods of gathering, assessing, and learning information about the Earth,

provide a summary of the major areas of investigation in atmospheric & ocean sciences,

challenge you to assess the current state of these environments to help build your own futures.

Bachelor of Science in Nursing

Nursing 350 is required to complete a Bachelor of Nursing at UVic and this course mandates the following “Learning Experiences”:

Exploration of the role of the nurse in promoting health in relation to environmental issues

Exploration of the interconnectedness of global and environmental health (e.g. ecological connections between health in diverse areas of the world)

The website URL where information about the institution’s sustainability learning outcomes is available:

Undergraduate Program

Score

3.00 / 3.00

Responsible Party

Dr. Catherine Mateer

Associate Vice President Academic Planning
Vice President Academic & Provost

Criteria

Institution offers at least one:

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

And/or

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

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

Submission Note:

The School of Environmental Studies creates UVic's major sustainability programs. It offers interdisciplinary programs, with courses that examine systemic aspects of environmental issues and explore solutions that cut across the boundaries of traditional disciplines. It also recognizes that many aspects of local, national and international environmental problems are inextricably connected to our dominant cultural values, and attendant political, social, economic and educational institutions. The School offers a Major, Minor and General Program for undergraduates, and collaborates on a field school program called the Redfish School of Change. In partnership with the UVic Division of Continuing Studies the School of Environmental Studies offers professional development programs. The Restoration of Natural Systems (RNS) offers a Diploma and Certificate, which consist of skills-based courses as does another program, the post-baccalaureate Native Species and Natural Process Professional Specialization Certificate. The RNS Diploma is taken both for undergraduate credits and for upgrading by practicing professionals. UVic also offers an interdisciplinary minor program called the Human Dimensions of Climate changes, which integrates knowledge from among the social sciences.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

The name of the sustainability-focused, undergraduate degree program (1st program):

Environmental Studies

A brief description of the undergraduate degree program (1st program):

The School of Environmental Studies is constructed upon three pillars: ethnoecology, ecological restoration and political ecology. This combination makes the program unique in Canada.

Ethnoecology is the study of interactions between people and the ecosystems they inhabit. Students taking courses based on this pillar join faculty Nancy Turner, Trevor Lantz, Wendy Wickwire, James Rowe, and Brenda Beckwith as they do more than document traditional relationships to place: they interpret our changing relationship to nature and bring this knowledge to bear on critical issues of land rights, climate change, and the recovery of knowledge.

Political ecology is an interdisciplinary inquiry into the political and economic principles controlling the relations of human beings to each other and to the environment. Put more simply, it explores the politics and policy necessary in a world where ecology matters. Students taking courses based on this pillar join faculty Kara Shaw, Duncan Taylor, and Michael M'Gonigle in understanding how to create positive change. Understanding the deep blocks to change is the first lesson. The second is that real change happens when we see the subtle shades between black and white solutions.

Ecological restoration is repairing damage we've done to ecosystems. But, repair makes it sound too easy. Students taking courses based on this pillar join faculty Eric Higgs, John Volpe, Brian Starzomski, and Valentin Schaefer in learning that good ecological restoration is about getting the ecology right, but that might only be 25% of the challenge. The rest involves ensuring adequate political support, creating an inspiring design, mobilizing community volunteers, providing long-term economic support, and monitoring and adapting to change complete the picture. These are big challenges requiring an integrated approach.

The website URL for the undergraduate degree program (1st program):

<http://web.uvic.ca/enweb/undergraduate/>

The name of the sustainability-focused, undergraduate degree program (2nd program):

A brief description of the undergraduate degree program (2nd program):

The website URL for the undergraduate degree program (2nd program):

The name of the sustainability-focused, undergraduate degree program (3rd program):

A brief description of the undergraduate degree program (3rd program):

The website URL for the undergraduate degree program (3rd program):

stars.aashe.org

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Restoration of Natural Systems certificate

A brief description of the undergraduate minor, concentration or certificate (1st program):

The Restoration of Natural Systems (RNS) offers a Diploma and Certificate, which consist of skills-based courses as does another program, the post-baccalaureate Native Species and Natural Process Professional Specialization Certificate. The RNS Diploma is taken both for undergraduate credits and for upgrading by practicing professionals

The website URL for the undergraduate minor, concentration or certificate (1st program):

<https://www.uvcs.uvic.ca/Program/Restoration-of-Natural-Systems-Certificate/RNS-CERT/>

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

Human Dimension of Climate Change

A brief description of the undergraduate minor, concentration or certificate (2nd program):

Human Dimensions of Climate Change (HDCC) is an undergraduate interdisciplinary minor that focuses on climate change from the perspectives of all the major disciplines that emphasize the human elements of climate change, including psychology, economics, geography, anthropology, law, philosophy, political science, sociology, business, environmental studies, and others. Solutions to the many problems of climate change mitigation and adaptation will require an understanding of the human aspects of the problem. HDCC directly confronts these human aspects.

The website URL for the undergraduate minor, concentration or certificate (2nd program):

<http://web.uvic.ca/hdcc/>

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

stars.aashe.org

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Score

3.00 / 3.00

Responsible Party

Dr. Catherine Mateer

Associate Vice President Academic Planning
Vice President Academic & Provost

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

Submission Note:

The School of Environmental Studies creates UVic's major sustainability programs. It offers interdisciplinary programs, with courses that examine systemic aspects of environmental issues and explore solutions that cut across the boundaries of traditional disciplines. We also recognize that many aspects of local, national and international environmental problems are inextricably connected to our dominant cultural values, and attendant political, social, economic and educational institutions. The graduate programs offered are research based and require the completion of an independent research project to graduate.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

Yes

The name of the sustainability-focused, graduate-level degree program (1st program):

Masters of Art or Science and PhD in Environmental Studies

A brief description of the graduate degree program (1st program):

The School of Environmental Studies has three interdisciplinary focus areas in ecological restoration, ethnoecology and political ecology, and embraces a full range of learning opportunities spanning natural and social sciences, humanities and traditional ecological knowledge. Programs are research based and therefore all students are supervised by a faculty member along with an advisory committee. Admission is tied directly to a faculty member who agrees to work with the student and act as the major adviser.

Located on southern Vancouver Island, there is easy access to marine, freshwater wetlands, rivers, lakes, upland Garry Oak, temperate rainforest and alpine ecosystems. There is also opportunity for collaboration with many First Nations, government agencies, environmental and other non-governmental organizations and corporations.

The website URL for the graduate degree program (1st program) :

<http://web.uvic.ca/enweb/graduate/>

The name of the sustainability-focused, graduate-level degree program (2nd program):

A brief description of the graduate degree program (2nd program):

The website URL for the graduate degree program (2nd program):

The name of the sustainability-focused, graduate-level degree program (3rd program):

A brief description of the graduate degree program (3rd program):

The website URL for the graduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

No

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

A brief description of the graduate minor, concentration or certificate (1st program):

The website URL for the graduate minor, concentration or certificate (1st program):

stars.aashe.org

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

The website URL for the graduate minor, concentration or certificate (2nd program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Score

2.00 / 2.00

Responsible Party

Dr. Catherine Mateer

Associate Vice President Academic Planning
Vice President Academic & Provost

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

Submission Note:

UVic has several programs that should be considered sustainability immersion experiences. The Department of Geography conducts several sustainability focused field schools, the Faculty of Law conducts one, and the School of Environmental Studies conducts another. These programs run between 1 to 5 weeks in length and have been in operation for several years.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

Hakai Field School

-- The Geography program hosts an annual field school at the Hakai Beach Institute in Heiltsuk and Wuikinuxv Territories on the central coast of British Columbia. Students learn how western science, traditional knowledge – and especially their interaction – can contribute to an understanding of how people use, study, and manage resources. Special focus is given to wildlife, fish, and medicinal resources important to local indigenous people.

--The Law program hosts a field course taught at the Hakai Institute on Calvert Island that explores the structures of law and policy that shape environmental governance using case studies of Aboriginal rights and title, oceans governance, the use of environmental science in law (fisheries management and enforcement, mining or forestry), species at risk and shared decision making in the coastal environment.

--

<http://www.uvic.ca/law/jd/courseregistration/hakai.php>

Cascadia Sustainability Field School

-- The Geography program hosts an annual field school where students travel from Victoria to San Francisco studying urban and regional sustainability. Students are offered the unique opportunity of learning in the field from local planners, academics, and activists who are responding to the daunting ecological, social, and economic challenges of the 21st century.

--

<http://geography.uvic.ca/undergraduate/field%20schools.php>

Redfish School of Change

-- The Redfish School of Change is an interactive and experiential field school designed for undergraduate students interested in food security, ecological sustainability, and social equity. Over the course of five weeks, students in this interdisciplinary leadership program live and learn in some of the most beautiful places in British Columbia, working alongside local food producers and ecological restorationists, and engaging with experts in the fields of environment and social justice. By accepting only sixteen students each year, the program can provide customized instruction and support that helps students flourish and develop the capacity and confidence to lead your home community on the environmental issues that matter most to them.

--

<http://web.uvic.ca/enweb/undergraduate/redfish.php>

The website URL where information about the immersive program(s) is available:

Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Score	Responsible Party
0.00 / 2.00	

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	Matt Greeno Sustainability Coordinator Office of Campus Planning & Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

Submission Note:

This section articulates several initiatives in which the campus has been used for applied research purposes. These are in the areas of air and climate, buildings, energy, grounds, water, and waste. There are several initiatives that cannot be claimed as they have no known specific academic ties in which university students, or the university itself, have been involved.

These include projects that UVic has partnered on a project such as, "Ready Set Solve" (<http://www.crd.bc.ca/climatechange/readysetsolve.htm>), which engaged students in real world issues faced by local government organizations, and not for profits organizations. The most recent iteration of the program involved engaging UVic students in helping solve waste (paper towel use) and transportation (campus cycling master plan) issues at UVic. While the initiatives above cannot be claimed through this credit, they do contribute, in a sense, to UVic being as a Living Laboratory.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No
Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	Yes
Public Engagement	No

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

In 2012, Assistant Professor Dr. Basma Majerbi, as the Operations chair of the Centre for Social and Sustainable Innovation, hired a work-study student to research the feasibility of Gustavson establishing a Green Fund to purchase carbon offsets for faculty, staff and student Scope Three travel emissions.

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

A Psychology PhD student working under Dr. Robert Gifford designed, conducted, and published a study on the use of visual prompts in bathrooms at UVic which showed that when a sticker was placed in the bathroom that requested people turn off the lights when the room was empty the odds that the light would be turned off was significantly higher.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

In 2011 a student examined the an activist event on campus relative to a part of UVic lawn being dug up to create a garden space. The event was the source of significant conflict between the gardeners and the University and an article called "Fertilizing Problems" documents that conflict in an academic paper :<http://journals.uvic.ca/index.php/peninsula/article/view/5440/1927>

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

A engineering masters student working under Dr. Curran Crowford used his thesis work to provide a presentation a biomass heating option to member of the Office of Campus Planning and Sustainability, and Facilities Management.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

In one cross listed sustainability focused course, Ecological Restoration (ES 341/ER 311), one of the class projects requires student to construct an ecological restoration plan for areas on campus, which involves the consultation with staff and administrators. This major course project that has both an individual component and a group component. Each person in the class focuses on one of the following five major components of a restoration design (there is some flexibility in defining these categories to respond to individual project needs):

- Site description and problem identification
- Develop restoration goals (using reference conditions/sites, consultation and so on)
- Formulate a plan for achieving restoration goals (activities, interventions, etc.)
- Budget and timeline
- Monitoring plan

Teams of students select the restoration project, meet regularly to compare notes and exchange ideas, and ultimately assemble the

individual components into a coherent design document, which could be accessed upon request by administrators.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

The course Marketing Principles and Management, Com351 focused on pricing in UVic food services and included a class discussion case and an analysis of UVic's buying local and buying fair trade policies impact on pricing.

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

UVic's Engineering Faculty participates in EcoCAR2 challenge, which is a three-year collegiate advanced vehicle technology engineering competition established by the United States Department of Energy (DOE) and General Motors (GM), and is being managed by Argonne National Laboratory. The competition challenges 16 universities across North America to reduce the environmental impact of vehicles by minimizing the vehicle's fuel consumption and reducing its emissions while retaining the vehicle's performance, safety and consumer appeal. Students use a real-world engineering process to design and integrate their advanced technology solutions into a GM-donated vehicle.

UVic students working on this project are part of the EcoCAR team (

<http://ecocar.uvic.ca/>

) and work on designing and building advanced propulsion solutions that are based on vehicle categories from the California Air Resources Board (CARB) zero emissions vehicle (ZEV) regulations. They explore a variety of cutting-edge clean vehicle solutions, including full-function electric, range-extended electric, hybrid, plug-in hybrid and fuel cell technologies. In addition, students will incorporate lightweight materials into the vehicles, improve aerodynamics and utilize alternative fuels such as ethanol, biodiesel and hydrogen.

Teams are following a real-world approach modeled after GM's global vehicle development process (GVDP), giving students valuable experience in real-world engineering practices, resource allocation and meeting deliverables. While previous student engineering competitions focused primarily on hardware modifications, EcoCAR includes a unique focus on modeling and simulation, as well as subsystem development and testing.

During the three-year program, General Motors will provide vehicles, vehicle components, seed money, technical mentoring and operational support. The U.S. Department of Energy and its research and development facility, Argonne National Laboratory, will provide competition management, team evaluation and technical and logistical support. Through sponsoring such advanced vehicle engineering competitions, GM and the U.S. Department of Energy are helping to develop the next generation of scientists and engineers.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

One student in ES 480: Cultural Politics of Climate Change course, created a coffee cup structure as part of her final project that illustrates the tensions of the "composting is good" discourse in public that is driving a kind of frenzy of composting and compostable-consumer products without a critical attention to the waste streams that are part of composting (and pick-up) as a new widely-accepted system. The student was able to integrate her structure into a University waste reduction campaign called "Love a Mug" which aimed to reduce the use of paper cups by discouraging their use while promoting the use of reusable mugs.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

A student working in the Studies in Policy and Practice program (MA) completed a thesis entitled "Taking on Water" that broke down the discourse of the debate occurring on Campus in 2012 regarding the student push to ban bottled water on campus, which was eventually undertaken in the Student Union Building food outlets and vending machines.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

A group of students has undertaken a major campus planning initiative called UVision. The end goal of this project is to constructing a report in anticipation of a campus planning exercise in 2014 regarding their ideas about how UVic might develop its campus space over the next 10 years.

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

One student campaign involved increasing responsible investing with UVic moneys, and engaged the administration's Assistant Treasurer in an educational event regarding the current state of UVic investment policy and the potential limitation to using pension funds in BC for the purpose of investing in, for example, wind energy as opposed to petro-fuels.

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is

available:

Research

Points Claimed 12.32

Points Available 18.00

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit	Points
Academic Research	9.32 / 12.00
Support for Research	3.00 / 4.00
Access to Research	0.00 / 2.00

Score

9.32 / 12.00

Responsible Party**Dr. Catherine Mateer**Associate Vice President Academic Planning
Vice President Academic & Provost

Criteria**Part 1**

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Submission Note:

Researchers at UVic are working on the many different facets of sustainability. This inventory identifies researchers in working in the sciences, social sciences, humanities, and health related fields. A large number of sustainability researchers are found in the Department of Mechanical Engineering, and this is partly as a result of the success of the interdisciplinary Integrated Energy Systems research centre that serves to engage engineers with other researchers. School of Environmental Studies also portion a large number of researchers identified, as does the School of Earth and Ocean Sciences, as well as Department of Geography and the Faculty of Law. These are sustainability research hot spots, but sustainability research is wide spread across the institution. Over 60% of the departments have at least one sustainability researcher identified.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

97

Total number of the institution's faculty and/or staff engaged in research:

903

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

27

The total number of academic departments (or the equivalent) that conduct research:

43

A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

[UVic Sustainability Researchers_Upload Dec 3_1.xls](#)

Names and department affiliations of faculty and staff engaged in sustainability research:

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

Researchers at UVic are working on the many different facets of sustainability. This inventory identifies researchers working in the sciences, social sciences, humanities, and health related fields. A large number of sustainability researchers are found in the Department of Mechanical Engineering, and this is partly as a result of the success of the interdisciplinary Integrated Energy Systems research centre (

<http://www.iesvic.uvic.ca/index.php>

) that serves to engage engineers with other researchers. A large portion of the portion of researchers identified are appointed to the School of Environmental Studies, School of Earth and Ocean Sciences, the Department of Geography, and the Faculty of Law. These are sustainability research hot spots, but sustainability research is wide spread across the institution. Over 60% of the departments have at least one sustainability researcher identified.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

--The five-year SEAfood (ending in Dec 2014) project is a project that aims to understand how aquaculture might be performed sustainably with Dr. Steven Cross as its main proponent. The project is still in its pre-commercial stages, and is supported by the Natural Sciences and Engineering Research Council, Fisheries and Oceans Canada, and industry. Cross's research team, which includes graduate students, is working with local First Nations communities, industry and research partners from academic and federal institutions across Canada. The pilot farm in Kyuquot Sound is the first licensed facility of its kind in Canada and with initial success future plans include a cluster of four SEAfood facilities in the Kyuquot area, producing sablefish and indigenous chinook salmon.

The website URL where information about sustainability research is available:

<http://www.uvic.ca/sustainability/research/index.php#section0-0>

Support for Research

Score

3.00 / 4.00

Responsible Party

Dr. Catherine Mateer

Associate Vice President Academic Planning
Vice President Academic & Provost

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

Submission Note:

UVic hosts a number of research centres and two of these are relevant to supporting sustainability research. These include the Pacific Institute for Climate Solutions and the Institute for Integrated Energy Systems. These organizations provide funding, but they also provide an interdisciplinary space for applied research on the topic of sustainability to be collaborated upon.

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

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage student research in sustainability:

The Pacific Institute for Climate Solutions (PICS) is an interdisciplinary knowledge network, the hub of which is located at the University of Victoria, that brings together leading researchers from British Columbia (BC) and around the world to study the impacts of climate change and to develop positive approaches to mitigation and adaptation. PICS is a collaboration between the four major research intensive Universities in BC (UVic, UBC, UNBC, and SFU) and functions to promote sustainable research among students from all partner institutions. To promote this research, PICS offers graduate fellowships, post doctoral fellowships, and an internship program that funds public sector and non-profit organizations to hire students from the four PICS universities to work on climate change research and

policy projects around the province.

The website URL where information about the student research program is available:

<http://pics.uvic.ca/>

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage faculty research in sustainability:

The Institute for Integrated Energy Systems (IESVic) at the University of Victoria is a interdisciplinary research institute that provides a unique space for faculty and student researchers from the sciences, social sciences, and engineering to collaborate on alternative energy research. This program was established in 1989 as a hydrogen and fuel cell research centre, but it has since boarded its focus to include low carbon energy systems and renewable energy, which according to the Institutes research mission statement, is with the "future always in mind, considering what sustainable energy systems should look like, what technology and knowledge are needed to implement them and how these elements might be feasibly developed and distributed." In 2013, four researchers were receiving grants through IESVic.

The website URL where information about the faculty research program is available:

<http://www.iesvic.uvic.ca/index.php>

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

No

A brief description or the text of the institution's policy regarding interdisciplinary research:

The website URL where information about the treatment of interdisciplinary research is available:

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

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

The UVic library hosts a subject librarian who is dedicated, in part, to the School of Environmental Studies. This individual provides in depth research support for students and faculty working on sustainability related research initiatives.

The website URL where information about the institution's library support for sustainability is available:

stars.aashe.org

Score

0.00 / 2.00

Responsible Party

Inba Kehoe

Scholarly Communications Librarian' Copyright Officer
University Librarian's Office

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

Submission Note:

UVic has a open access program with a number of elements, but not a formal policy. As such UVic does not qualify for this point. However, UVic Libraries has a Statement of Commitment for Librarians, Archivists and PEA staff:

http://www.uvic.ca/library/featured/scholcomm/oa/oa_mandates/uviclibrarians.php

UVicSpace is our institutional repository and it preserves and provides access to the digital scholarly works of UVic faculty, students and staff. Articles, conference reports, working papers, video interviews to electronic theses and dissertations are archived to increase visibility and impact to scholar research.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

43

Number of divisions covered by a policy assuring open access to research:

0

A brief description of the open access policy, including the date adopted and repository(ies) used:

The UVic Librarians have made the following Statement: "Librarians, archivists and PEA staff at University of Victoria Libraries commit to making the best possible effort to publish in venues providing unrestricted public access to their works. They will endeavour to secure the right to self-archive their published materials, and will deposit these works in UVicSpace. The University of Victoria librarians, archivists and PEA staff grant University of Victoria Libraries the non-exclusive, worldwide license to make their scholarly publications accessible through self-archiving in the UVicSpace, subject to copyright restrictions."

A copy of the open access policy:

The open access policy:

http://www.uvic.ca/library/featured/scholcomm/oa/oa_mandates/uviclibrarians.php

The website URL where the open access repository is available:

<https://dspace.library.uvic.ca:8443/>

A brief description of how the institution's library(ies) support open access to research:

UVic's Research & Learning Repository

UVicSpace is an online archive which holds articles, books, theses, conference papers, technical reports, video, audio and image files, as well as course-related materials. UVic Libraries is committed to the preservation of files in standardized formats. It also provides a venue for researchers to comply with open access mandates from granting agencies, such as, the Canadian Institute of Health Research, National Institutes of Health (NIH), Michael Smith Foundation, etc...

External Researchers may request to deposit items in the event that your institution or organization does not have its own institutional repository and deposit is required to meet funding agency (e.g. SSHRC, NSERC, CHIR, NIH etc.) requirements.

<http://www.uvic.ca/library/featured/collections/uvic/uvicspace/external-researchers.php>

Theses & Dissertations:

Masters theses and Ph.D. dissertations form a sizeable portion of scholarly research at most academic institutions. UVic Libraries has moved from housing print volumes to an online repository, and as of December 2012 over 2960 items have been submitted. Graduate students have been submitting their theses and dissertations into UVicSpace since 2005. The collection is fully discoverable and accessible on the internet, and each title is indexed in the library catalogue. (

<http://libguides.uvic.ca/content.php?pid=337505&sid=3393305&preview=d4706f14f36e50a15b81371d9a9>

4e8fa

)

Memberships/Funds Support OA Publishing:

The Library supports the OA movement through a number of OA memberships and sponsorships which support publishing models that provide immediate, online distribution and barrier free access, to scholarly research via major publishers. By supporting these memberships, authors can publish in a number of peer-reviewed OA journals without having to pay author/article processing fees (APCs). (

stars.aashe.org

[http://libguides.uvic.ca/content.php?pid=337505&sid=3391089&preview=d4706f14f36e50a15b81371d9a9](http://libguides.uvic.ca/content.php?pid=337505&sid=3391089&preview=d4706f14f36e50a15b81371d9a94e8fa)

4e8fa

)

Facilitating Access to OA Journals:

In addition to supporting open access publishing models, UVic Libraries facilitates access to open access journals that meet standard selection criteria by including them in the E-Journals list and the library catalogue.

Online Publishing Services:

UVic Libraries supports the transformation of scholarly communication through open access to digital collections. To advance this goal we have made available alternative publishing platforms for faculty, researchers and students.

Journal Publishing Service:

<http://journals.uvic.ca>

Conference Publishing Service:

<http://conferences.uvic.ca>

Monograph Publishing Service

UVic Libraries is currently running a pilot program for publishing scholarly works by faculty and students. Most of the titles have been published under an open access publishing model with copies available online in pdf and epub formats. The Library collaborates with the university Bookstore to provide the public with an opportunity to purchase print copies via the latter's print-on-demand service.

UVic Authors and Editors:

UVic Libraries supports authors and editors through the services provided by its liaison librarians, Scholarly Communications librarian and Copyright Officer, who respond to questions about copyright, instructions for authors, retaining author rights, publisher policies and more. Positioned in this unique role, with contact between authors, editors and publishers, UVic Libraries can facilitate connections, offer workshops and provide a forum for discussing issues and concerns in this arena.

The website URL where information about open access to the institution's research is available:

http://www.uvic.ca/library/featured/scholcomm/oa/oa_program/index.php

Engagement

Score 70.59%

Campus Engagement

Points Claimed 16.10

Points Available 20.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	0.10 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	3.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score

0.10 / 4.00

Responsible Party

Rita Fromholt

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

Submission Note:

UVic offers students living in the student residences different opportunities to participate in voluntary student educator programs focused on sustainability. The largest is the ongoing Residence Life Sustainability Themed Residence program in South Tower, home to 106 students. It is designed to engage students in their development by exploring sustainable living as an individual, as a community, and as a society. Living in this building, students engage in activities to better understand human influences and their effects on the environment while reducing their own carbon foot print. They also identify changes to their behaviour that contribute to environmental sustainability and integrate the sustainable practices learned into everyday activities. The sustainability theme lends itself to a variety of programs which encourage students to live an eco-friendly lifestyle. These include special events, workshops, talks, discussion groups, and various types of competitions. See:

<http://www.housing.uvic.ca/winter/themed-communities.php>

In the past couple of years there have also been special training programs offered to students living in the South Tower and other residence areas. One was the Environmental Sustainability & Leadership Development Program designed to generate support for environmental change through the development of leadership efficacy, openness to the ideas and struggles of others, and the understanding that we are interconnected in our social systems. Participants of the program worked through a series of workshops to

become a living-learning community committed to implementing a change project and were motivated to continue making change for the betterment of society. Approximately 20 students were directly trained in this program.

Another program was the Agent of social change workshop series - Eco-champions program. Students living in one of the residence complexes (Gordon Head) were targeted to participate in a study on composting and recycling behaviors by receiving specialized training in the psychology of social change. A total of 15 students received training and support to become "eco-champions of waste diversion" by attending 4 weekly "agents of change" workshops. These students encouraged other students to improve their waste diversion behaviors through various means of peer-to-peer outreach. This included hosting guided group discussions held on each floor of the residences and attended by approximately 50 students (with free pizza to act as an incentive). Students living in one of the residence complexes (Gordon Head) were targeted to participate in a study on composting and recycling behaviors by receiving specialized training in the psychology of social change. A total of 15 students received training and support to become "eco-champions of waste diversion" by attending 4 weekly "agents of change" workshops. These students encouraged other students to improve their waste diversion behaviors through various means of peer-to-peer outreach. This included hosting guided group discussions held on each floor of the residences and attended by approximately 50 students (with free pizza to act as an incentive). Guided group discussions are an empirically-supported method of presenting information that successfully encourages participants to, not only learn, but also take action on information that is discussed. After the discussions, several floors voluntarily chose to get compost bins for their common rooms that students would take shifts emptying. After the discussions, several floors voluntarily chose to get compost bins for their common rooms that students would take shifts emptying.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

20,199

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

Environmental Sustainability & Leadership Development Program

Number of students served (i.e. directly targeted) by the program (1st program):

20

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The goal of this program was to generate support for environmental change through the development of leadership efficacy, openness to the ideas and struggles of others, and the understanding that we are interconnected in our social systems. Participants of the program worked to become a living-learning community committed to implementing a change project and were motivated to continue making change for the betterment of society.

The program included 6 workshops on different related themes and the development of a group project.

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

All undergraduate students living in the sustainability-themed student residence were invited to participate. Posters were put up and emails sent inviting interested students to attend an information session. Six students participated directly in the workshops and approximately another 15 participated in the group project.

A brief description of the formal training that the student educators receive (1st program):

The program consisted of 6 skill development workshops led by a graduate student and the development of a change project:

- Perspectives on bringing about change
- Creating positive group dynamics
- Building coalitions on campus
- Effecting change on campus
- Understanding the bigger picture
- Reflection and recognition

The group choose to host a screening of the film "Last Call at the Oasis" and followed by a discussion, for other students living in residence as their leadership project.

A brief description of the financial or other support the institution provides to the program (1st program):

This program received financial support from the Residence Office, which sponsored the food and provided the space, and from the Sustainability Office, which supported the training.

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

Agent of social change workshop series - Eco-champions program

Number of students served (i.e. directly targeted) by the program (2nd program):

404

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

Students living in one of the residence complexes (Gordon Head) were targeted to participate in a study on composting and recycling behaviors by receiving specialized training in the psychology of social change. A total of 15 students received training and support to become "eco-champions of waste diversion" by attending 4 weekly "agents of change" workshops. These students encouraged other students to improve their waste diversion behaviors through various means of peer-to-peer outreach. This included hosting guided group discussions held on each floor of the residences and attended by approximately 50 students (with free pizza to act as an incentive). Guided group discussions are an empirically-supported method of presenting information that successfully encourages participants to, not only learn, but also take action on information that is discussed. After the discussions, several floors voluntarily chose to get compost bins for their common rooms that students would take shifts emptying.

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

This program was only made available to students living in the group of residence buildings known as Gordon Head which is home to 400 undergraduate students in total. Volunteers were recruited via posters, email, social media and through community leaders.

A brief description of the formal training that the student educators receive (2nd program):

The volunteer "eco-champions of waste diversion" attended 4 weekly "agents of change" workshops led by a grad student specializing in environmental psychology. As part of the workshops, participants set weekly goals of speaking to people about waste reduction and generally working toward a climate of sustainability in residence. These workshops were highly appreciated by the eco-team volunteers who believed they made significant changes to the waste-diversion behaviour of others around them. The larger group discussions were less formal in terms of training, but were successful at conveying the desired behaviors and outcomes to a larger group of less committed students.

A brief description of the financial or other support the institution provides to the program (2nd program):

The program was supported by the UVic Sustainability Office (provided funding for workshops including food), the Residence Services (funding for pizza at group discussions and free meeting space for workshops, and voluntary staff support), and Facilities Management Group (staff time to support the recycling study logistics).

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

Residence Life Sustainability Themed Residence

Number of students served (i.e. directly targeted) by the program (3rd program):

106

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

The Sustainability Community is designed to engage students in their development by exploring sustainable living as an individual, as a community, and as a society. Living in this building, students engage in activities to better understand human influences and their effects on the environment while reducing their own carbon foot print. They also identify changes to their behaviour that contribute to environmental sustainability and integrate the sustainable practices learned into everyday activities. They engage in practices and initiatives beyond daily activities in order to have a positive impact on the environment.

The sustainability theme lends itself to a variety of programs which encourage students to live an eco-friendly lifestyle. These include special events, workshops, talks, discussion groups, and various types of competitions. See:

<http://www.housing.uvic.ca/winter/themed-communities.php>

.

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

The program is available to all students living in the South Tower sustainability-themed community.

A brief description of the formal training that the student educators receive (3rd program):

Students may participate in training programs offered by staff and the student community leaders throughout the school year on a variety of themes:

- Sustainable Student
- Sustainable Wellness
- Sustainable Impact
- Sustainable Ciitizen
- Community Building

Students are also encouraged to develop their own initiatives to offer to other students, for example events

A video about the themed-community can be found here:

<https://www.youtube.com/watch?v=UuVoLME217c>

A brief description of the financial or other support the institution provides to the program (3rd program):

The program is run by the Residence Life group of Residence Services, allocating regular staff time and budgeted resources.

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):

A brief description of how the student educators are selected (all other programs):

A brief description of the formal training that the student educators receive (all other programs):

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

<http://www.housing.uvic.ca/winter/themed-communities.php>

Student Orientation

Score

2.00 / 2.00

Responsible Party

Matt Greeno

Sustainability Coordinator
Office of Campus Planning & Sustainability

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

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

100

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

Staff from the Office of Campus Planning and Sustainability had a key role at the President's Welcome BBQ in presenting information to students about various sustainability initiatives on campus. In addition to the information table, the event was a close to Zero-Waste as possible, with brown bag lunches being provided containing only recyclable or compostable material. UVic Zero Waste Stations were provided for the event to facilitate appropriate waste disposal.

In addition to the efforts at the president's BBQ, a Sustainability week was held from October 7, 2013 through October 11, 2013. This week included a "Do It In the Dark" Jam Session on October 8th. This involved people doing musical performances with low lights and our electric candles. Musical amps and equipment were hooked up to the energy meters to show people how much power we used for the event.

The event also included a Dinner in the Dark on October 9 while people ate dinner. We had the lights low and the candles set up. We also had sustainability discussion questions on each table that we encouraged diners to participate in by writing answers on recycled paper.

On October 10 we had a Sustainability Fair in the Cadboro Commons where we gave out extra compost bins for people not in cluster, had a potted plant in res workshop, and finally, the week we also had some passive contests to encourage people to use reusable mugs.

The website URL where information about sustainability in student orientation is available:

Score

2.00 / 2.00

Responsible Party

Matt Greeno

Sustainability Coordinator
Office of Campus Planning & Sustainability

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

Submission Note:

UVic's student environment includes a number of different opportunities to engage with sustainability. Student can engage by volunteering with Community Garden, the various student groups, and/or as an elected member of the Student Society, they could attend the various sustainability related events on campus, or even find part-time employment one of the businesses or departments of the institution doing sustainability related work.

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	No
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes

Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	No

The name and a brief description of each student group focused on sustainability:

The University of Victoria Sustainability Project (UVSP) is a student-run organization that aims to create tangible results and visible change on sustainability issues on campus and within the local community.

Common Energy is an on-campus organization made up of students who work together with staff, faculty, and regional partners at the University of Victoria to move the institution and surrounding community towards a sustainable future.

The website URL where information about student groups is available:

<http://uvsp.uvic.ca/>

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The Campus Community Garden is a group at UVic that primarily manages the urban agriculture space on campus that includes 90 plots, including individual allotment gardens, communal “giving gardens” for volunteers and food bank donations and garden plots used by advocacy groups and classes. They hold work parties every week, where members can come and work on their individual plots in the company of other gardeners, or help out with the communal tasks and the giving gardens. They also offer workshops on gardening and food related topics throughout the year.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

<http://web.uvic.ca/~ccgarden/about-the-garden>

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The Student Union Building (SUB) is home to several businesses that are owned and operated by the students’ society. According to the UVSS website, “all businesses are designed with students’ needs in mind and strive to be as environmentally sustainable and socially conscious as possible.” The majority of employees are student staff, who gain experience operating and working in these operations.

The website URL where information about the student-run enterprise(s) is available:

<http://uvss.ca/sub-services/student-union-building/businesses/>

A brief description of the sustainable investment or finance initiatives:

stars.aashe.org

Launched in 2011, the Revolving Sustainability Fund provides \$250,000 in capital to fund conservation projects on campus that provide immediate financial returns on investment. The projects pay back the fund through savings from utility or operating costs. Because the money is repaid to the fund, the fund is able to reinvest the capital (making it a revolving mechanism) to fund additional sustainability projects on campus. Students are encouraged to submit applications to the fund.

The website URL where information about the sustainable investment or finance initiatives is available:

<http://www.uvic.ca/sustainability/involved/revolving/index.php>

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

The Future of Food; March 27, 2013

A President's Distinguished Lecture and Special Convocation featuring Vandana Shiva, one of the world's most important eco-feminists and social justice activists, explores the future of food.

The website URL where information about the event(s) is available:

<http://www.uvic.ca/anniversary/presidentslectures/shiva/>

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The website URL where information about the cultural arts event(s) is available:

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

The UVic Outdoors Club offers a friendly place on campus that welcomes people of all experiences to gather and get out on an array of outdoor excursions! The club trips range from day hikes along the coast, to overnights summiting mountains, and longer trips on reading weeks such as travelling to the Coast Range to ski or Nevada to climb. Other activities include snowshoeing, backcountry skiing/snowboarding, mountain biking, sea kayaking, and rock climbing.

The website URL where information about the wilderness or outdoors program(s) is available:

<http://groupspaces.com/UVicOutdoorsClub>

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

The website URL where information about the theme is available:

stars.aashe.org

A brief description of program(s) through which students can learn sustainable life skills:

UVic has an entire student housing building, South Tower Residence, that is a themed-community focused on sustainable living and is a LEED Gold certified building. Students participate in programming that teaches sustainable living practises such as recycling, composting, waste reduction, energy and water conservation through fun, collaborative and student-led programs. Students also learn to develop skills to be sustainability leaders in their communities and in society.

The website URL where information about the sustainable life skills program(s) is available:

<http://housing.uvic.ca/winter/themed-communities.php>

A brief description of sustainability-focused student employment opportunities:

Each year the Office of Campus Planning and Sustainability offers a co-op student position, which provides students working on the sustainability issues facing UVic campus operations. UVic also runs the successful work-study program, which employs students who are enrolled and who show financial need. This program provides sustainability focused employment through the different departments on campus including the School of Environmental Studies, the Office of Campus Planning and Sustainability, and the Centre for Co-operative & Community-Based Economy in the Gustavson School of Business. These opportunities are, however, in among the many non-sustainability focused employment opportunities.

The website URL where information about the student employment opportunities is available:

<http://registrar.uvic.ca/safa/workstudy/wsjobpostings.html>

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Score

2.00 / 2.00

Responsible Party

Matt Greeno

Sustainability Coordinator
Office of Campus Planning & Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

Submission Note:

The Office of Campus Planning and Sustainability website is the hub of sustainability publications on campus (<http://www.uvic.ca/sustainability/>), and many of the sustainability reports indicated above are available on that website's resources page (<http://www.uvic.ca/sustainability/home/publications/>). Many other units of the institution publish sustainability materials, including the Department of Geography, the School of Environmental Studies, the Faculty of Engineering and the Martlet, the student run newspaper at UVic, which is cited here.

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes
A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The Office of Planning and Sustainability has a website that serves as a central hub for the institution's current green initiatives on the ground, in the classroom and in research activities. The current Sustainability Action Plan and Progress Report are available on the website. Information on sustainability is provided as well as links about current sustainability campaigns, groups, and events and how to get involved. It also displays current sustainability-related news articles, and sustainability-related events in the community.

The website URL for the central sustainability website:

<http://www.uvic.ca/sustainability/>

A brief description of the sustainability newsletter:

The Office of Planning and Sustainability sends out a weekly newsletter via email that provides details on current sustainability-related news and events occurring both on campus and in the local community. The newsletter also provides links for recipients to get involved or to learn more about current sustainability initiatives.

The website URL for the sustainability newsletter:

A brief description of the social media platforms that focus specifically on campus sustainability:

The Office of Campus Planning and Sustainability maintains an active Facebook page, and uses the page for promotion of events and of different sustainability initiatives at UVic.

The website URL of the primary social media platform that focuses on sustainability:

<https://www.facebook.com/pages/UVics-Office-of-Campus-Planning-and-Sustainability/2171477249869>

11

A brief description of the vehicle to publish and disseminate student research on sustainability:

The Office of Planning and Sustainability website includes a Sustainability in Research page that provides a list of the campus research institutes that have an emphasis on sustainability and it also provides information on how to get in contact with them.

The website URL for the vehicle to publish and disseminate student research on sustainability:

<http://www.uvic.ca/sustainability/research/index.php>

A brief description of building signage that highlights green building features :

UVic contains a number of Green buildings including 6 LEED gold building. One example of signage is a plaque outside our Continuing Studies Building, which cites things like stormwater management, water-saving plumbing fixtures, and energy efficient lighting. Similar signs reference green building features, including the availability of showers and lockers for cyclists, natural landscaping with native plants and energy efficient lighting.

The website URL for building signage that highlights green building features :

<http://www.uvic.ca/sustainability/operations/buildings/index.php>

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

University Food Services and the Student Union Building display signage in cafeteria areas that inform their customers about their local food-purchasing policy.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

<http://www.uvic.ca/services/food/home/sustainability/index.php>

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

Signage is currently displayed in certain areas on the campus grounds that describe sustainability efforts in grounds management.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

The University of Victoria Community Green Map project provides an online participatory mapping and planning system, including learning and technical tools, to facilitate innovative and sustainable development at UVic and in the wider community.

The website URL of the sustainability walking map or tour:

<http://mapping.uvic.ca/geobrowser>

A brief description of the guide for commuters about how to use alternative methods of transportation:

The Office of Planning and Sustainability website has a page devoted to providing information on alternative forms of transportation available for students and staff. It includes information such as bus schedules and routes, pass information, cycling information, a cycling map, and a volunteer-run bike rental program called SPOKES. Information on sustainable transportation options is also included in the Employee Orientation Handbook.

The website URL for the guide for commuters about how to use alternative methods of transportation:

<http://www.uvic.ca/sustainability/operations/transportation/alternative/index.php#section0-35>

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The Office of Campus Planning and Sustainability website houses information about cycling and pedestrian navigation, including the information about public transit route that service campus, a cycling amenities map (

stars.aashe.org

<http://www.uvic.ca/sustainability/assets/docs/3D%20Cycling%20Amenities%20Map%202010.pdf>

), cycling route map (

<http://www.uvic.ca/home/about/campus-info/maps/maps/bikemap-l.php>

), and information about UVic's new bike centre (

[http://www.uvic.ca/sustainability/assets/docs/New%20Campus%20Bike%20Centre%20poster%20and%20ad.](http://www.uvic.ca/sustainability/assets/docs/New%20Campus%20Bike%20Centre%20poster%20and%20ad.pdf)

pdf

).

The website URL for navigation and educational tools for bicyclists and pedestrians:

<http://www.uvic.ca/sustainability/operations/transportation/alternative/index.php#section0-14>

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

The Office of Planning and Sustainability provides a Residence Sustainability Guide that outlines sustainability tips to residences at UVic including tips regarding cycling, recycling, composting, energy conservation, buying used and drinking tap water.

The website URL for the guide for green living and incorporating sustainability into the residential experience:

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

The Martlet is UVic's student-run newspaper that hosts a regular column called Eco Tip in their Business/Tech section, which runs every second issue. Eco Tip discusses ways that readers can solve common sustainability problems without unnecessary consumption. They also run irregular sustainability coverage such as in the News, Opinions and Features sections.

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

<http://martlet.ca/tag/eco-tip/>

A brief description of another sustainability publication or outreach material not covered above (1st material):

UVic Green Guide:

This UVic Green Guide has been created to be a one-stop reference guide for offices and labs at the University of Victoria on how to make campus more environmentally sustainable. It includes helpful information on conserving energy, reducing waste and making sustainable transportation choices, plus contacts and references.

The website URL for this material (1st material):

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

Yes

A brief description of this material (2nd material):

Campus Traffic Survey

The Office of Campus Planning and Sustainability website publishes a comprehensive survey of current traffic access patterns and the total modal share of alternative transportation as compared to single occupancy vehicles. The survey data is derived from observations that occur every other year in same week of October. More than a decade of data is currently available.

The website URL for this material (2nd material):

<http://www.uvic.ca/sustainability/assets/docs/Traffic%20study%202012%20ES.pdf>

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

Yes

A brief description of this material (3rd material):

Sustainability Action Plan

Through its website, UVic publishes its Sustainability Action Plan that outlines the university's actions and targets regarding sustainable planning in relation to energy and climate, transportation, purchasing, governance, decision-making and sustainability resources, buildings and renovations, grounds, food and urban agriculture, waste management, and water management.

The website URL for this material (3rd material):

<http://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):

A brief description of this material (4th material):

The website URL for this material (4th material):

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

A brief description of this material (5th material):

The website URL for this material (5th material):

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

A brief description of this material (6th material):

The website URL for this material (6th material):

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

A brief description of this material (7th material):

The website URL for this material (7th material):

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	Matt Greeno Sustainability Coordinator Office of Campus Planning & Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
- Additional members of a mailing list or group

Submission Note:

The Office of Campus Planning and Sustainability has created or contributed to many outreach campaigns aimed at Staff, Students, and Faculty. These are two such campaigns for which significant effort was put into tracking the results.

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

Do it in the Dark

A brief description of the campaign (1st campaign):

Do it in the Dark was a three week energy conservation contest for post secondary institutions across British Columbia in 2011. Residence students at UVic competed house-to-house to achieve the greatest energy savings in their residences and also to gain the most participation points. Using an energy conservation dashboard, students tracked their building's energy use, make daily conservation pledges and engaged in social media and outreach activities.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

KWh readings were collected from residence meters during the campaign to determine an overall percentage of energy reduction. Overall, a positive reduction in energy consumption was recorded during the campaign.

The website URL where information about the campaign is available (1st campaign):

<https://www.facebook.com/pages/UVic-2011-Do-It-In-The-Dark/222961644439928>

The name of the campaign (2nd campaign):

Sustainability Action Team Conservation Awareness Challenge

A brief description of the campaign (2nd campaign):

From February 1st to April 30th, 2011, UVic held the Conservation Awareness Building Challenge with the support of BC Hydro Powersmart. This was the first Sustainability Action Team program held at the University of Victoria, with teams in six campus buildings working with the Office of Campus Planning and Sustainability and Facilities Management to reduce their waste and energy consumption over a three-month period. The two teams that won for the greatest energy reduction and the greatest waste reduction were recognized for their efforts at UVic's first annual Sustainability Awards in June 2011.

This team survey was conducted in order to provide feedback to aid the administration in improving the design of future building competitions and in working toward making UVic a more sustainable workplace. The feedback from 18 members of teams in all six buildings includes teams' experiences with awareness and education, energy reduction, and waste reduction during the competition, as well as suggestions for future competitions.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

Each building showed energy savings over the established baseline the energy savings varied from 1.2% to 7.5% over the three months the program ran.

The website URL where information about the campaign is available (2nd campaign):

A brief description of other outreach campaigns, including measured positive impacts:

We have also operated a Travel Choices program which promoted the use of public transit. UVic uses a portion of parking revenues to reduce the cost of monthly bus passes for UVic employees by approximately 50%. Since the beginning of the program the number of bus passes has grown steadily extending from an average of 368 a month in 2006 to 655 in 2012.

Employee Educators Program

Score

3.00 / 3.00

Responsible Party

Matt Greeno

Sustainability Coordinator
Office of Campus Planning & Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

Submission Note:

The Office of Campus Planning and Sustainability host Sustainability Action Teams which involves educating team leaders who are responsible for responsible for engaging the other member of their office. The program usually commences with a contest within or between buildings to see who could save the most energy or gain the most sustainability pledges. Subsequent to the contest the team leaders are assisted on an ad hoc basis, based upon requests by the team leader.

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

4,584

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

Sustainability Action Teams

Number of employees served by the program (1st program):

A brief description of how the employee educators are selected (1st program):

Our sustainability action team leaders are self selected with the consent of other interested staff member in that building.

A brief description of the formal training that the employee educators receive (1st program):

Each team leader is provided a presentation that describes the things a staff member might do to be more sustainable in their workplace in the areas of energy use, waste reduction, and transportation.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):

A small amount of funding is available to each team for prizes, food for meetings, and engagement tools

The website URL where information about the program is available (1st program):

<http://www.uvic.ca/sustainability/involved/>

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

Number of employees served by the program (2nd program):

A brief description of how the employee educators are selected (2nd program):

A brief description of the formal training that the employee educators receive (2nd program):

A brief description of the financial or other support the institution provides to the program (2nd program):

The website URL where information about the program is available (2nd program):

Name(s) of the employee educator program(s) (all other programs):

Number of employees served by all other programs:

A brief description of how the employee educators are selected (all other programs):

A brief description of the formal training that the employee educators receive (all other programs):

A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Score

1.00 / 1.00

Responsible Party

Matt Greeno

Sustainability Coordinator
Office of Campus Planning & Sustainability

Criteria

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

Submission Note:

UVic runs bi-yearly employee orientation session that are open to all new employees. They highlight all of the amenities and services that are available on campus that promote healthful work life choices and that promote sustainability. This allows for an introduction into campus sustainability for new employees to which our various sustainability publications and website material act as ongoing sources of information.

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

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

100

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

Each employee is provided online materials as well the opportunity to attend an employee orientation session where a staff member from the Office Planning and Sustainability gives a presentation regarding the sustainability programs available to them. Sustainability is offered as part of the values as articulated in the Employee Handbook (

<http://web.uvic.ca/hr/employment/Employee%20Handbook%20Aug%202011cm.pdf>

) and staff can also access the Green Office Guide (

<http://www.uvic.ca/sustainability/assets/docs/GreenGuide1.4.pdf>

)

The website URL where information about sustainability in new employee orientation is available:

<http://web.uvic.ca/hr/training/stafforientation.htm>

stars.aashe.org

Staff Professional Development

Score

2.00 / 2.00

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

UVic provides sustainability training that concentrates on pro-environmental behaviours to staff through several means. UVic Human Resources provides courses in understanding diversity relative to cultural beliefs, and in cooperation with the Bike to Work Week Society UVic offers free cycling safety seminars to all staff members. The UVic Sustainability Action Team "Green Office (GO!)" program also provides sustainability training and support to all staff working in offices across campus on an ongoing basis. Past programs have involved specific offices and buildings participating in structured competitions between or amongst themselves organized by the Office of Campus Planning and Sustainability and the enlistment of employee educators, but those programs were built upon a sustainability training seminar that helps staff understand how to be more sustainable at work. This training seminar is made available to office or staff group with support materials including a UVic Green Guide, posters, stickers, energy meters, and access to other online resources.

Similar trainings designed specifically for staff who work in laboratories across has been designed along with training for residence students.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

10

The website URL where information about staff training opportunities in sustainability is available:

<https://www.uvic.ca/sustainability/involved/actionteams/index.php#section0-5>

Public Engagement

Points Claimed 11.43

Points Available 19.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	2.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	3.34 / 5.00
Community Service	0.09 / 5.00
Community Stakeholder Engagement	2.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	Not Applicable
Hospital Network	Not Applicable

Score	Responsible Party
2.00 / 3.00	Rita Fromholt Sustainability Coordinator Office of Campus Planning and Sustainability

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	<ul style="list-style-type: none">• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	<ul style="list-style-type: none">• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)• <i>Duration:</i> May be time-limited, multi-year, or ongoing• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

<p>C.Transformative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change) • <i>Duration:</i> Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • <i>Commitment:</i> Institution provides faculty/staff and financial or material support • <i>Governance:</i> Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review
--------------------------------	---

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

Submission Note:

UVic's Institute for Studies & Innovation in Community-University Engagement leads the university's partnerships with local communities in terms of sustainable and social innovation, including taking the lead of the Protocol of Cooperation with the City of Victoria, and the Community Mapping Initiative that provides mapping support for local communities and community organizations. It also coordinates the Vancouver Island Research Alliance with a focus on food security issues. See:

<http://www.uvic.ca/research/centres/cue/index.php>

.

The Memorandum of Understanding UVic has with the City of Victoria referred to as a "Protocol of Cooperation" covering matters of mutual interest. The agreement states, "Together, the Parties aim to build a sustainable City and community, through enhanced partnerships and multi-stakeholder dialogue. The Parties recognize that the common goal of achieving sustainability and, in part through community-based research and learning, will be reached most effectively through collaboration and mutual support."

UVic has also signed a Memo of Engagement with the local regional government, the Capital Regional District (CRD), to collaborate on the creation of a Regional Mapping Collaboratory to co-create a series of community green maps.

The "Finnerty Garden Friends" is a group of alumni and community members who work on an ongoing basis with UVic to advise and plan the development of Finnerty Gardens,, one of Canada's best collections of rhododendrons, located on campus (

<http://www.uvic.ca/home/about/campus-info/maps/maps/gardens.php>

). UVic is also a partner in the Bowker Creek Initiative, a community group dedicated to preserving and restoring the creek that runs under campus and into the surrounding community (

<http://www.bowkercreekinitiative.ca/index.htm>

).

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

UVic has a Memorandum of Understanding with the City of Victoria referred to as a "Protocol of Cooperation" covering matters of mutual interest. The agreement states, "Together, the Parties aim to build a sustainable City and community, through enhanced partnerships and multi-stakeholder dialogue. The Parties recognize that the common goal of achieving sustainability and, in part through community-based research and learning, will be reached most effectively through collaboration and mutual support."

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

(Same as above) UVic has a Memorandum of Understanding with the City of Victoria referred to as a "Protocol of Cooperation" covering matters of mutual interest. The agreement states, "Together, the Parties aim to build a sustainable City and community, through enhanced partnerships and multi-stakeholder dialogue. The Parties recognize that the common goal of achieving sustainability and, in part through community-based research and learning, will be reached most effectively through collaboration and mutual support."

UVic has also signed a Memo of Engagement with the local regional government, the Capital Regional District (CRD), to collaborate on the creation of a Regional Mapping Collaboratory to co-create a series of community green maps.

The "Finnerty Garden Friends" is a group of alumni and community members who work on an ongoing basis with UVic to advise and plan the development of Finnerty Gardens,, one of Canada's best collections of rhododendrons, located on campus (

<http://www.uvic.ca/home/about/campus-info/maps/maps/gardens.php>

). UVic is also a partner in the Bowker Creek Initiative, a community group dedicated to preserving and restoring the creek that runs under campus and into the surrounding community (

<http://www.bowkercreekinitiative.ca/index.htm>

).

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:

No

A brief description of the institution's transformative sustainability partnership(s) with the local community:

N/A

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

N/A

The website URL where information about sustainability partnerships is available:

<http://www.uvic.ca/research/centres/cue/>

Inter-Campus Collaboration

Score

2.00 / 2.00

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

Submission Note:

UVic's Institute for Studies and Innovation in Community-University Engagement played a lead role in establishing and oversees the ongoing support of the Vancouver Island Community Research Alliance, made up of all five post-secondary institutions on Vancouver Island. Most of the work to date has focused on food security through the Local Food Project. See:

<http://mapping.uvic.ca/vicra/>

.

UVic is a member of the provincial Higher Education Carbon Neutral Committee which is made up of representatives from all of the post-secondary institutions in the province. The committee members share information on initiatives related to carbon reduction on campuses. UVic is also a member of AASHE and has sent representatives to three annual conferences.

UVic has collaborated directly with Camosun College (the closest other campus) on regional transit issues as many of the bus routes service both campuses from downtown Victoria. Both the administration and student representatives have collaboratively lobbied the regional transit authority for improved services.

UVic's Office of Campus Planning and Sustainability sends out a weekly newsletter of sustainability-related news and events that is subscribed to by the other local post-secondary institutions.

Many other informal forms of collaboration regularly occur that are issue dependent. For example, UVic recently provided solicited input and advice to Camosun College on the development of its new sustainability plan. Another example is the sharing of research on electric vehicle charging station technology options between UVic and Royal Roads University.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

UVic's Institute for Studies and Innovation in Community-University Engagement played a lead role in establishing and oversees the ongoing support of the Vancouver Island Community Research Alliance, made up of all five post-secondary institutions on Vancouver Island. Most of the work to date has focused on food security through the Local Food Project. See:

<http://mapping.uvic.ca/vicra/>

.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

UVic is a member of the provincial Higher Education Carbon Neutral Committee which is made up of representatives from all of the post-secondary institutions in the province. The committee members share information on initiatives related to carbon reduction on campuses.

UVic is also a member of AASHE and has sent representatives to three annual conferences.

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

UVic has collaborated directly with Camosun College (the closest other campus) on regional transit issues as many of the bus routes service both campuses from downtown Victoria. Both the administration and student representatives have collaboratively lobbied the regional transit authority for improved services.

UVic's Office of Campus Planning & Sustainability sends out a weekly newsletter of sustainability-related news and events that is subscribed to by the other local post-secondary institutions.

Many other informal forms of collaboration regularly occur that are issue dependent. For example, UVic recently provided solicited input and advice to Camosun College on the development of its new sustainability plan. Another example is the sharing of research on electric vehicle charging station technology options between UVic and Royal Roads University.

The website URL where information about cross-campus collaboration is available:

<http://mapping.uvic.ca/vicra/>

Continuing Education

Score

3.34 / 5.00

Responsible Party

Rita Fromholt

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

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

Submission Note:

Sustainability courses being offered in early 2014 year include:

- Seed Saving Your Garden
- Climate and Climate Change
- Joy of Birds
- Where The Forest Meets the Sea
- Bring on the Apocalypse
- Deepening our Relationships with Palce: A Creative Exploration of Connectedness
- Hope in the Dark
- Urban Restoration Walks - Shades of Green: Managing the Urban Forest

UVic offers three sustainability certificate programs through Continuing Studies:

- Native Species and Natural Processes Professional Specialization Certificate
- Restoration of Natural Systems Certificate
- Restoration of Natural Systems Diploma

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

10

Total number of continuing education courses offered:

224

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

Sustainability courses being offered in early 2014 year include:

- Seed Saving Your Garden
- Climate and Climate Change
- Joy of Birds
- Where The Forest Meets the Sea
- Bring on the Apocalypse
- Deepening our Relationships with Place: A Creative Exploration of Connectedness
- Hope in the Dark
- Urban Restoration Walks - Shades of Green: Managing the Urban Forest

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

Yes

A brief description of the certificate program:

UVic offers three sustainability certificate programs through Continuing Studies:

- Native Species and Natural Processes Professional Specialization Certificate
- Restoration of Natural Systems Certificate
- Restoration of Natural Systems Diploma

Year the certificate program was created:

2,002

The website URL where information about sustainability in continuing education courses is available :

<http://www.uvcs.uvic.ca/courses/>

Community Service

Score

0.09 / 5.00

Responsible Party

Rita Fromholt

Sustainability Coordinator
Office of Campus Planning and Sustainability

Criteria

Part 1

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

Part 2

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

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

UVic offers students a variety of opportunities to participate in community service learning for credit. Social Sciences 300: Working In Community is an interdisciplinary full credit one semester course available to any student in the Social Sciences that includes 40 hours of voluntary work with a community organization. Pacific and Asian Studies 209: Intercultural Service Learning includes community service learning in an inter-cultural setting. See:

<http://www.uvic.ca/coopandcareer/studentsalumni/resources/csl/csl.php>

The Environmental Law Clinic offers law students the opportunity to work under the supervision of a senior environmental lawyer to provide legal representation and legal assistance to community/conservation groups and First Nations, produce citizen handbooks and other public legal education materials, and advocate on a wide range of environmental law reform issues. See:

<http://www.elc.uvic.ca/clinic/index.htm>

The Redfish School of Change accepts 16 UVic students per year for an interactive summer field school. Over the course of five weeks, students in this interdisciplinary leadership program live and learn in some of the most beautiful places in British Columbia, working alongside local food producers and ecological restorationists, and engaging with experts in the fields of environment and social justice by creating and implementing a Community Action Project. See:

<http://web.uvic.ca/enweb/undergraduate/redfish.php>

All first year Engineering students participate in a design competition to solve community challenges, most recently related to infrastructure to support more cycling in the communities surrounding the university. All students are also given the opportunity to

compete to solve real-world community challenges proposed by non-profit organizations or local governments related to sustainability. The projects range from designing a sustainable playground to creating a cycling master plan to doing a full cost analysis on the use of paper towels versus electric hand dryers in washrooms. Approximately 30 UVic students participated in 2012.

UVic's Residence Services offers students living in the student residences the opportunity to participate in a community service learning program over reading break each February. This non-credit 7 day program allows students to get directly involved in helping solve a social or environmental issue in the community. In February 2013, the issue was homelessness. See:

<http://housing.uvic.ca/winter/rl-programs.php#cs1>

.

UVic's annual United Way campaign incorporates many staff-led activities that raise funds for the organization that are used on community children's programs, solving poverty issues and building healthy communities. Staff fundraising initiatives include a used book sale, a craft fair and pledges for team plasma car races. Over \$250,000 is raised by staff each year under this program.

Each year two UVic staff members are selected to participate in the Leadership Victoria program, a leadership program focused on community service including sustainability and social justice issues (see:

<http://web.uvic.ca/hr/forms/Leadership%20Victoria/Flyer%20Call%20for%20Applications%202013%20for%20web.pdf>

).

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

Number of students engaged in community service:

600

Total number of students :

20,199

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

No

Total number of student community service hours contributed during a one-year period:

Does the institution include community service achievements on student transcripts?:

Yes

A brief description of the practice of including community service on transcripts, if applicable:

Courses that include community service as part of the course credit are included on transcripts by course number.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

A brief description of the institution's employee community service initiatives:

UVic's annual United Way campaign incorporates many staff-led activities that raise funds for the organization that are used on community children's programs, solving poverty issues and building healthy communities. Staff fundraising initiatives include a used book sale, a craft fair and pledges for team plasma car races. Over \$250,000 is raised by staff each year under this program.

Each year two UVic staff members are selected to participate in the Leadership Victoria program, a leadership program focused on community service including sustainability and social justice issues (see:

<http://web.uvic.ca/hr/forms/Leadership%20Victoria/Flyer%20Call%20for%20Applications%202013%20for%20web.pdf>

).

The website URL where information about the institution's community service initiatives is available:

<http://www.uvic.ca/coopandcareer/studentsalumni/resources/csl/csl.php>

Community Stakeholder Engagement

Score	Responsible Party
2.00 / 2.00	Neil Connelly Director, Campus Planning & Sustainability Office of Campus Planning & Sustainability

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

Submission Note:

In 2012 UVic published a planning document that outlines the framework for community engagement entitled, "Engaging with Our Neighbours: A Community Engagement Framework for Campus Land use Planning & Development Projects" (see:

http://www.uvic.ca/assets2012/docs/pdfs/UVic-Engagement-Framework-Dec-13-2012_v1.pdf

). The framework is a guiding document that provides clarity on what types of engagement processes and activities will be used in the successful implementation of land use planning and capital projects at UVic. It is the successful result of extensive effort over a period of seven months by the university, community representatives, municipal planning department staff, resident association members, the UVic-Community Association Liaison Committee and other stakeholders.

UVic also has a Community Relations department that builds and maintains links between the university and its various external communities through outreach activities, sponsorships, memberships in local organizations (e.g. Better Business Bureau, Chamber of Commerce) and regular meetings with local community associations, municipalites and other stakeholders in the region. See:

<http://www.uvic.ca/external/community/index.php>

UVic hosts a program, University 101 and 102, that offers free, non-credit, academic courses to people in the community whose economic and social circumstances normally pose obstacles to university education. The program is supported by a wide variety of departments and offices across campus and the community including private donations. See:

UVic's Institute for Studies and Innovation in Community-University Engagement has signed an MOU with the United Way of Greater Victoria that supports the Engaging Neighbours initiative, the University 101 program (see above) and six Issue Papers on core United Way priority areas.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The Community Engagement Framework for campus land use planning and development projects represents a commitment to working with community stakeholders to successfully implement campus developments that advance the university's academic mission. The framework provides for a consistent methodology to be used to determine the overall approach and to implement effective engagement programs. Engagement plans provide clarity about the specific engagement techniques that are to be included in work plans, their sequencing, key audiences and the timing of activities.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

The community engagement framework is a guiding document that provides clarity on what types of engagement processes and activities will be used in the successful implementation of land use planning and capital projects at UVic. It provides for the university to proactively seek community stakeholder input and address concerns that are raised, where feasible within UVic's mandate.

UVic hosts a program, University 101 and 102, that offers free, non-credit, academic courses to people in the community whose economic and social circumstances normally pose obstacles to university education. The program is supported by a wide variety of departments and offices across campus and the community including private donations. See:

<http://web.uvic.ca/uni101/>

List of identified community stakeholders:

From the UVic Community Relations website, a list of community stakeholders with whom the university regularly meets and consults with (

<http://www.uvic.ca/external/community/uvic-in-the-community/index.php>

);

Cadboro Bay Residents Association
stars.aashe.org

Camosun Community Association
Community Association of Oak Bay
Gordon Head Residents' Association
Mt. Tolmie Community Association
North Henderson Community Association
Quadra Cedar Hill Community Association
City of Victoria - City Hall
District of Oak Bay - Municipal Hall
District of Saanich - Municipal Hall
Township of Esquimalt - Municipal Hall
District of North Saanich - Municipal Hall
District of Saanich - Municipal Hall
City of Colwood - Municipal Hall
District of Highlands - Municipal Hall
District of View Royal - Town Hall
Town of Sidney - Municipal Hall
District of Sooke - Municipal Hall
District of Metchosin - Municipal Hall
City of Langford - Municipal Hall
Chamber of Commerce
Community Social Planning Council
Leadership Victoria
Victoria Foundation
United Way of Greater Victoria

A University - Community Association Liaison Committee is also in place to provide for regular meetings with representatives from the resident associations in close proximity of the campus to exchange information on topics of mutual interest.

A brief description of successful community stakeholder engagement outcomes from the previous three years:

UVic prepared a "Better Neighbours" report and worked with community stakeholders to develop a community engagement framework after concerns with elements of the university's planning for its new Centre for Athletics, Recreation and Special Abilities (CARSA) were resolved. The subsequent collaborative process used to develop a community engagement framework in 2012 helped UVic and community stakeholders better understand each other's concerns and objectives. The framework addresses impacts of concern, and demonstrates that the greater the level of impact, proximity to neighbouring communities and inconsistency with the Campus Plan and zoning bylaws, the greater the need to engage community stakeholders. It has been utilized for several new capital projects and initiatives on campus including a campus bike centre development, an addition to the Continuing Studies Building and a campus cellphone service improvement project. In 2014, UVic will be updating its Campus Plan, providing direction for the physical development of the campus over the next decade. As future capital projects move forward, there will often be a need to engage community stakeholders to identify and address issues. UVic is committed to using the framework for designing, gaining feedback and executing context-appropriate and effective engagement programs.

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

http://www.uvic.ca/assets2012/docs/pdfs/UVic-Engagement-Framework-Dec-13-2012_v1.pdf

Participation in Public Policy

Score

2.00 / 2.00

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

Submission Note:

UVic is a member of the Higher Education Carbon Neutral Committee along with other postsecondary institutions in the province who work together to advocate for policy improvements and share information related to carbon neutral government regulation and legislation. One particular issue that has been advocated for by this group is to have some of the legislated offset purchases placed into a fund accessible by the postsecondary sector for carbon reducing campus capital projects.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

UVic is a member of the Higher Education Carbon Neutral Committee along with other postsecondary institutions in the province who work together to advocate for policy improvements and share information related to carbon neutral government regulation and legislation. One particular issue that has been advocated for by this group is to have some of the legislated offset purchases placed into a fund accessible by the postsecondary sector for carbon reducing campus capital projects.

A brief description of other political positions the institution has taken during the previous three years:

None as it is not permitted by a public institution.

A brief description of political donations the institution made during the previous three years (if applicable):

None as it is not permitted by a public institution.

The website URL where information about the institution's advocacy efforts is available:

Trademark Licensing

Responsible Party

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

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

Institution does not have a trademarked logo.

Responsible Party

Criteria

Institution’s affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called “university hospitals”). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

The institution does not have an affiliated hospital or health system.

Operations

Score 59.90%

Air & Climate

Points Claimed 10.33

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	9.33 / 10.00
Outdoor Air Quality	1.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
9.33 / 10.00	Glenn Brennan Director of Operations Facilities Management Group

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

- 1. Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- 2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
- 3. Carbon storage from on-site composting
- 4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Submission Note:

UVic’s primary efforts to reduce greenhouse gas emissions on campus have focused on increasing the energy efficiency of our largest buildings through initiatives such as the replacement lighting with new energy efficient fixtures, the integration of weather predictors

into building HVAC systems, the tightening of occupancy schedules to better match occupants' actual schedules and the installation of a variable speed drive in one building's ventilation system. UVic also funded several energy and water savings projects through our revolving sustainability fund and continued to work with building occupants in offices, labs and student residences through a series of ongoing behavior change programs. Together these initiatives resulted in an 8% reduction in greenhouse gas emissions between 2010 and 2012 at the same time our campus population continued to grow and one new campus residence building was opened.

Details are available in our 2012 Carbon Neutral Action Report available here:

<https://www.uvic.ca/sustainability/assets/docs/CNAR2012.pdf>

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

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

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

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

UVic is a public sector organization in the Province of British Columbia covered under provincial legislation requiring it to perform an annual greenhouse gas inventory and calculate emissions via the government's online "Smarttool" reporting program. It includes Scope 1 and 2 emissions generated in normal business operations for all properties owned and leased, owned and leased vehicles and boats, as well as Scope 3 emissions from purchased paper. See this link for Carbon Neutral Government Regulation:

<http://www.env.gov.bc.ca/cas/legislation/index.html>

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

Yes

A brief description of the internal and/or external verification process:

In August 2013, UVic's 2012 Greenhouse Gas Inventory was audited by an independent auditing firm, Deloitte, on behalf of the provincial government. Auditors performed a verification of data and collection procedures. No significant problems were identified, with only minor items referenced related to data reporting for paper and building name and data list consistency.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	11,976.87 <i>Metric Tons of CO2 Equivalent</i>	13,139.21 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	296.66 <i>Metric Tons of CO2 Equivalent</i>	274.29 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	1,746.76 <i>Metric Tons of CO2 Equivalent</i>	1,719.36 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Third-party verified carbon offsets purchased	14,167.07 <i>Metric Tons of CO2 Equivalent</i>	15,334.06 <i>Metric Tons of CO2 Equivalent</i>
--	--	--

A brief description of the institution-catalyzed carbon offsets ("local offsets") program:

UVic, as well as all other public sector organizations in the Province of British Columbia, are required by legislation to purchase carbon offsets from The Pacific Carbon Trust that sells quality provincially-based offsets. See "Carbon Neutrality" tab on this page:

<https://www.uvic.ca/sustainability/operations/energy/index.php>

A brief description of the carbon sequestration program and reporting protocol used:

N/A

A brief description of the composting and carbon storage program:

N/A

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

As a public sector organization in the Province of British Columbia, the university is required by legislation to purchase offsets from a Crown corporation, the Pacific Carbon Trust. The organization sells third party verified quality BC-based offsets. See:

<http://pacificcarbontrust.com/>

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	2,472	2,240
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	17,669	16,975

Full-time equivalent of employees	4,705	4,982
Full-time equivalent of distance education students	2,233	1,800

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

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

2010 was chosen as our baseline year since this was the first year that UVic completed a comprehensive greenhouse gas inventory as per the standardized methodology legislated by the Province of British Columbia for all public sector organizations. It is also the first year the university purchased third-party verified offsets.

Gross floor area of building space, performance year:

3,892,667.06 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	39,889.28 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	13,121.86 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	0 <i>Metric Tons of CO2 Equivalent</i>
Commuting	0 <i>Metric Tons of CO2 Equivalent</i>

Purchased goods and services	<i>135.53 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>0 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>0 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>0 Metric Tons of CO2 Equivalent</i>

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

N/A

A copy of the most recent GHG emissions inventory:

[University of Victoria2012.pdf](#)

The website URL where the GHG emissions inventory is posted:

<https://www.uvic.ca/sustainability/operations/energy/index.php#section0-0>

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

UVic's primary efforts to reduce greenhouse gas emissions on campus have focused on increasing the energy efficiency of our largest buildings through initiatives such as the replacement lighting with new energy efficient fixtures, the integration of weather predictors into building HVAC systems, the tightening of occupancy schedules to better match occupants' actual schedules and the installation of a variable speed drive in one building's ventilation system. UVic also funded several energy and water savings projects through our revolving sustainability fund and continued to work with building occupants in offices, labs and student residences through a series of ongoing behavior change programs.

Details are available in our 2012 Carbon Neutral Action Report available here:

<https://www.uvic.ca/sustainability/assets/docs/CNAR2012.pdf>

.

Outdoor Air Quality

Score	Responsible Party
1.00 / 1.00	Glenn Brennan Director of Operations Facilities Management Group

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

UVic works to minimize air pollution from mobile sources (fleet) by purchasing new vehicles with the lowest emissions and best gas mileage. This includes a fleet of 22 100% electric gators to service the campus grounds, and 2 gas-electric hybrid vehicles available for rent by faculty and staff. No specific steps have been taken to minimize pollutants from stationary sources, as our natural gas fueled boiler system used to heat most of campus produces relatively few air pollutants, and the generators are only used in emergencies. The campus Integrated Energy Master Plan provides a framework for the use and review of energy sources used in building operations.

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

When new vehicles are sourced, preference is given to those with low emissions and the best gas mileage. The campus maintains a fleet of 22 100% electric gators for use by staff to travel across campus, and has 2 gas-electric hybrid vehicles available for rent by campus faculty and staff.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

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

The university provided nameplate specifications for its boiler systems, documents from previous stack testing, and recent actual natural gas usage amounts for about four years of operations. The previous stack testing was performed for a variety of load conditions and measured efficiencies, and CO and NOx exhaust concentrations.

The report presents estimated maximum 1-hour and annual emission rates from the existing boilers for the following air pollutants:

- Nitrogen Oxides (NOx)
- Carbon Monoxide (CO)
- Fine Particulate Matter (PM_{2.5})

These pollutants are the most critical ones emitted by the boilers. The number below represented as "1e,-05" were not recorded and are entered in place of zero. This was done because the STARS reporting tool would not accept an entry of zero.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	1.13 Tons
Sulfur oxides (SOx)	0.00 Tons
Carbon monoxide (CO)	0.64 Tons
Particulate matter (PM)	0.14 Tons
Ozone (O ₃)	0.00 Tons
Lead (Pb)	0.00 Tons
Hazardous air pollutants (HAPs)	0.00 Tons
Ozone-depleting compounds (ODCs)	0.00 Tons
Other standard categories of air emissions identified in permits and/or regulations	0.00 Tons

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The Integrated Energy Master Plan for the campus provides for a review to be undertaken of the natural gas boilers and the district heating system to consider efficiencies, alternate approaches and emission factors.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

Buildings

Points Claimed 4.51

Points Available 8.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building’s impact on the outdoor environment.

Credit	Points
Building Operations and Maintenance	1.50 / 4.00
Building Design and Construction	2.01 / 3.00
Indoor Air Quality	1.00 / 1.00

Building Operations and Maintenance

Score

1.50 / 4.00

Responsible Party

Glenn Brennan

Director of Operations
Facilities Management Group

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

UVic has no certification system it uses to manage its building and operations, but various sustainability operations and maintenance guidelines exist relative to the requirements for this credit, and these have been integrated into the University's structure. They are included in the university's Sustainability Action Plan, the campus Integrated Energy Master Plan and operational procedures within the Facilities Management Department.

UVic operates and maintains its built environment according to principals of sustainability that increase energy and water efficiency, reduce utility expenses in the long run, and increase the comfort of our building occupants. In 2008 UVic implemented a green building policy that stated all new buildings must meet a minimum of standard of LEED Gold and currently have six certified LEED Gold buildings and a seventh under construction. Ongoing sustainable operations and maintenance initiatives include:

- Use of certified green cleaning products in all buildings
- Use of only low to zero VOC painting products in all buildings
- Ongoing, realtime energy monitoring in most buildings
- A comprehensive review of energy efficiency in 18 of the largest campus buildings, fine tuning HVAC and lighting control systems
- Retrofitting washroom fixtures with low flow toilets and urinals
- Sustainability Action Team programs with building occupants and residents to increase sustainable behaviours (energy and waste

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

None

Total floor area of eligible building space (operations and maintenance):

3,703,157.06 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>

Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>
--	----------------------

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

0 Square Feet

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but not certified:

3,703,157.06 Square Feet

A copy of the sustainable building operations and maintenance guidelines or policies:

[Operation and Maintenance Policies_1.pdf](#)

The date the guidelines or policies were formally adopted:

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

UVic has no certification system that it uses to manage its building and operations, but various sustainability operations and maintenance guidelines and policies exist relative to the requirements for this credit, and these have been integrated into the University's structure. They are included in the university's Sustainability Action Plan, the campus Integrated Energy Master Plan and operational procedures within the Facilities Management Department. UVic operates and maintains its built environment according to principles of sustainability that increase energy and water efficiency, reduce utility expenses in the long run, and increase the comfort of our building occupants. In 2008 UVic implemented a green building policy that stated all new buildings must meet a minimum standard of LEED Gold and currently have six certified LEED Gold buildings and a seventh under construction. Ongoing sustainable operations and maintenance initiatives include:

- Use of certified green cleaning products in all buildings
- Use of only low to zero VOC painting products in all buildings
- Ongoing, realtime energy monitoring in most buildings
- A comprehensive review of energy efficiency in 18 of the largest campus buildings, fine tuning HVAC and lighting control systems
- Retrofitting washroom fixtures with low flow toilets and urinals
- Sustainability Action Team programs with building occupants and residents to increase sustainable behaviours (energy and waste reduction)

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

The use of green cleaning products and low to zero VOC paints is standard practice by maintenance staff across the university. These are the only products available for use. Further, UVic maintains the areas surrounding the building relative with integrated pest management and employs energy management staff who are responsible for all building operations and maintenance practices.

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

<https://www.uvic.ca/sustainability/operations/buildings/index.php>

Building Design and Construction

Score

2.01 / 3.00

Responsible Party

David Perry

Director, Capital Development
Facilities Management Group

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

Since 2006, all new campus buildings at UVic have been constructed to a minimum LEED Gold standard and/or in compliance to our own sustainable green building guidelines. The guidelines can be viewed here:

<https://www.uvic.ca/sustainability/assets/docs/SustainableCampusGuidelinesRev.pdf>

. All buildings constructed since 2007 have been built on former parking lots, have showers and bike parking.

UVic currently has six buildings with LEED Gold rating status and another one scheduled to be completed in 2015. LEED building guidelines can be found here:

<http://www.cagbc.org/Content/NavigationMenu/Programs/LEED/GoingGreenwithLEED/default.htm>

.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

UVic has six certified LEED Gold rated buildings:

- Medical Sciences (2004)
- David Turpin (formerly Social Sciences and Math) (2008)
- Engineering and Computer Science (2006)
- Administrative Services (2008)
- First Peoples House (2009)
- South Tower Residence (2011)

Two of these were constructed in the last five year and therefore count toward this credit

Total floor area of eligible building space (design and construction):

61,084 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>

2nd Highest Level (e.g. LEED Gold)	<i>48,167 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space certified Living under the Living Building Challenge:

0 Square Feet

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

0 Square Feet

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

12,917 Square Feet

A copy of the guidelines or policies :

[Sustainable Campus Guidelines Rev.pdf](#)

The date the guidelines or policies were adopted:

May 15, 2006

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

UVic's Campus Sustainability Guidelines were adopted in May 2006 and include the following main criteria for building construction:

- Reuse sites or previously paved sites, such as parking lots, whenever possible.
- Minimize the area of the site dedicated to building, parking and access roads.
- Specify procedures to protect the site during construction which include, at minimum, tree protection requirements, soil removal and erosion control.
- Educate building users on sustainable features, natural systems and environmental features.
- Provide showers and bike parking.
- Utilize energy modeling for new buildings to optimize energy performance and assess options.
- Periodically measure energy performance.
- Utilize natural/naturalized systems to manage storm water.
- Minimize extent of permeable surfaces.

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

UVic operates within a complex planning and regulatory environment. Planning for new capital projects is guided by obligations defined in the BC University Act, policies contained in the Campus Plan and regulations defined by Local Government Plans and Bylaws.

Internal processes for project approvals include the Board of Governors, the Executive and the Campus Planning Committee which has the responsibility to ensure that policies related to green building design and construction are adhered to by departments.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<http://www.uvic.ca/sustainability/operations/buildings/index.php>

Indoor Air Quality

Score

1.00 / 1.00

Responsible Party

Graham Rhodes

OHSE Consultant

Occupational Health, Safety & Environment

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:

UVic adheres to provincial regulations that require an indoor air quality investigation be conducted anytime there has been an alteration to a building's HVAC system. UVic's Department of Occupational Health, Safety and Environment group responds to all complaints about indoor air quality on campus and has detailed procedures for investigating and responding to issues. Occupant complaints regarding concerns about nuisance odours (e.g. scented fragrances, cleaning supplies, paint, fowers, etc.) are first dealt with at the office level. Problems with ventilation, air temperature, humidity and air circulation are report to and dealt with by the Facilities Management Department. See:

http://ohs.uvic.ca/occupational_health/indoor_air.php
for more information.

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

3,892,667.06 Square Feet

Gross floor area of building space:

3,892,667.06 Square Feet

A brief description of the institution's indoor air quality program(s):

UVic adheres to provincial regulations that require an indoor air quality investigation be conducted anytime there has been an alteration to a building's HVAC system. UVic's Department of Occupational Health, Safety and Environment responds to all complaints about indoor air quality on campus and has detailed procedures for investigating and responding to issues. Occupant complaints regarding concerns about nuisance odours (e.g. scented fragrances, cleaning supplies, paint, fowers, etc.) are first dealt with at the office level.

Problems with ventilation, air temperature, humidity and air circulation are report to and dealt with by the Facilities Management Department.

The website URL where information about the institution's indoor air quality program(s) is available:

http://ohs.uvic.ca/occupational_health/indoor_air.php

Dining Services

Points Claimed 3.67

Points Available 7.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit	Points
Food and Beverage Purchasing	2.00 / 4.00
Low Impact Dining	1.67 / 3.00

Food and Beverage Purchasing

Score

2.00 / 4.00

Responsible Party

Heather Seymour

Manager of Food Production and Purchasing
University Food Services

Criteria

Part 1

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

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

Since UVic does not allow any chain or corporate food service contractors to operate on campus, it gives the Food Services group a lot of flexibility to support local food growers and producers. UVic purchases an estimated average of 50% of all our food from local suppliers, with 20 of 24 regular suppliers being based on Vancouver Island or Vancouver (within 100 miles). This has been accomplished by the Food Services staff through careful relationship and capacity-building with local farmers and small food producers (e.g. bakeries and pizza makers) to help enable them to be able to supply the university on a regular basis, at stable prices.

In addition, for the past five years 100% of coffee purchased on campus and sold in all the food outlets has been organic and fair trade certified. UVic was also the first campus in Canada to sell coffee that is certified "Beyond Fair Trade" (Doi Chaang Coffee). All eggs used are "cage-free", all poultry is local from Vancouver Island, and no farmed salmon is sold anywhere.

See here for more information:

<http://www.uvic.ca/services/food/home/sustainability/initiatives/index.php>

.

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

50

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

These regular food suppliers are either located on Vancouver Island or in the Vancouver Lower Mainland ares (with 250 miles):

Anything Grows Ltd.

Assoc.Vict Pest Control

B&C Food

Bond Bond's Bakery

Canterbury Foods

Charelli's Cheese Shop & Delicatessen

Columbia Fire & Safety

Core-Mark Distributors

Dan D Food

DM Cakes Etc.

Ecolab

ENTZ-1 Distributors

Eugene's

Flowers on Top

Freybe Gourmet Foods

Garside Signs

Golden Valley

Honeybun Foods

Hothouse Pizza

Islands West

K-Bro Linen (uniform/linen)

stars.aashe.org

Kenco Distrib. Ltd
Lekker Food Dist. Ltd.
M & J Frozen Foods
Mark'sWork Wearhouse
Morton Clarke
Old Dutch
Portofino Bakery
PSC Natural Foods
Rabbit River Farms
Rock Creek Winery
Russell Foods
Saputo Foods
Six Mile Bakery
SQ Services
Transcold Distributors
Vancouver Island Pasta
Verde Studio
Victoria Box & Paper
Westcoast Appliances
Good Bite Bars
Los Tosquitos
Happy Plannet
Kans Gourmet Foods
English Bay
Natural Pastures Chesse
Melinda's Biscotti
Weston Bakeries
Lily Dale Poultry
Farmhouse Poultry
Fresh Pro
Snow Moose ice cream company
Blue Mountain Distributors

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

N/A

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

Since UVic does not allow any chain or corporate food service contractors to operate on campus, it gives the Food Services group a lot of flexibility to support local food growers and producers. UVic purchases an estimated average of 50% of all our food from local suppliers, with 20 of 24 regular suppliers being based on Vancouver Island or Vancouver (within 100 miles). This has been accomplished by the Food Services staff through careful relationship and capacity-building with local farmers and small food producers (e.g. bakeries and pizza makers) to help enable them to be able to supply the university on a regular basis, at stable prices.

In addition, for the past five years 100% of coffee purchased on campus and sold in all the food outlets has been organic and fair trade certified. UVic was also the first campus in Canada to sell coffee that is certified "Beyond Fair Trade" (Doi Chaang Coffee). All eggs used are "cage-free", all poultry is local from Vancouver Island, and no farmed salmon is sold anywhere.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

This is done on an informal basis through periodic audits. UVic has a fairly small staff responsible for food purchasing, so it is not difficult to adhere to purchasing directives and practices to support local and sustainable food procurement.

Total annual food and beverage expenditures:

:

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---

Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

<http://www.uvic.ca/services/food/home/sustainability/initiatives/index.php>

Low Impact Dining

Score

1.67 / 3.00

Responsible Party

Heather Seymour

Manager of Food Production and Purchasing
University Food Services

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

UVic offers a wide range of vegetarian and vegan meal options for students at all our dining outlets on campus including Village Greens, a vegetarian and vegan dining outlet close to our student residences.

Last year UVic was awarded the second most vegan-friendly university in Canada by PETA.

UVic purchases only Vancouver Island raised cage-free eggs and locally raised chicken and beef. Food Services staff have an ongoing relationship with the local SPCA and local farmers regarding purchasing SPCA-certified poultry and beef at some point in the future. No farmed fish is purchased.

Percentage of total dining services food purchases comprised of conventionally produced animal products:

20

A brief description of the methodology used to track/inventory expenditures on animal products:

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

UVic offers a wide range of vegetarian and vegan meal options for students at all our dining outlets on campus including Village Greens, a vegetarian and vegan dining outlet close to our student residences.

Last year UVic was awarded the second most vegan-friendly university ranking in Canada by PETA.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

UVic does not purchase any farmed fish and only purchases cage-free eggs.

The website URL where information about where information about the vegan dining program is available:

<http://www.uvic.ca/services/food/home/sustainability/initiatives/index.php>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Points Claimed 0.30

Points Available 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit	Points
Building Energy Consumption	0.30 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score

0.30 / 6.00

Responsible Party

Glenn Brennan

Director of Operations
Facilities Management Group

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

Between 2010 (baseline year) and 2012 (performance year), UVic decreased total energy consumption from all sources by 4%, despite two new buildings being opened, the South Tower residence and the Enterprise Data Centre, a server and data processing facility. During the same period, student enrollment also increased by 4%. The improvement in energy efficiency across campus is the result of a number of important factors including:

- The hiring of a full time Energy Manager to focus on energy efficiency
- Installation of real time energy sub-metering in the majority of buildings
- Lighting system upgrades in six of our largest buildings
- Fine tuning of heating, cooling, HVAC systems and lighting control systems in six of our largest buildings
- Sustainability Action Team programs hosted in 12 office buildings and in the student residences that provided training in conservation behaviours including saving energy in the workplace
- Creation of Campus Integrated Energy Master Plan

For more information on UVic's energy savings initiatives, see:

<https://www.uvic.ca/sustainability/operations/energy/index.php>

and

<http://www.uvic.ca/facilities/service/sustainability/energy.php>

.

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

Building energy consumption::

	Performance Year	Baseline Year
Total building energy consumption, all sources	465,544.56 <i>MMBtu</i>	483,221.30 <i>MMBtu</i>
Grid-purchased electricity for buildings	239,736.34 <i>MMBtu</i>	235,976.53 <i>MMBtu</i>
District steam/hot water for buildings	225,808.22 <i>MMBtu</i>	247,244.77 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	3,736,960.38 <i>Gross Square Feet</i>	3,700,741.85 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	39,889.28 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year::

	Degree Days
Heating degree days	3,072
Cooling degree days	91

Source-site ratios::

	Source-Site Ratio
Grid-purchased electricity	1.05

District steam/hot water	1.20
--------------------------	------

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

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

N/A

A brief description of any building temperature standards employed by the institution:

Temperature control in all major buildings on UVic's campus is performed by a Building Automation control system. Direct Digital Control systems are computer managed microprocessor HVAC and lighting control systems. These systems are capable of operating with a numerous input and output signals which work off of a number of variables which includes sophisticated time scheduling.

A brief description of any light emitting diode (LED) lighting employed by the institution:

LED lighting is being used in the underground parkade and Campus Bike Centre in the University Centre Building. As costs continue to fall, more LED lighting is being planned for different areas of campus, including the new Centre for Athletics, Recreation and Special Abilities which is under construction for a 2015 opening.

Many buildings on campus have had old indoor fluorescent tube lights replaced with 25 watt T8 fluorescent lamps, which are much more energy efficient.

UVic has also focused on upgrading old outdoor lighting standards with highly efficient 50 watt induction lighting systems which have a lifespan of up to 100,000 hours and use about half the energy. To date, lights have been upgraded outside of the main library and at the main bus exchange, with more to come in 2014 -15.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

One of the numerous strategies that UVic employs for lighting control with light sensors is called light harvesting. A light sensing photo sensor is used as an input signal for a Douglas lighting control system. This light sensor signal is used to determine appropriate outside lighting level to turn off interior lighting that has windows and skylight ambient lighting. For example in the Business and Economics Building, the stairwell lights and fourth floor skylight area is controlled this way, as is the common space window wall in the David Strong Building.

Also, all of the six LEED gold rated buildings on campus have motion sensors in offices and student dorms to automatically turn on and off lights based on occupancy.

A brief description of any passive solar heating employed by the institution:

None currently, but the use of solar power is under consideration in the near future as referenced in the campus Integrated Energy Master Plan.

A brief description of any ground-source heat pumps employed by the institution:

None currently, however the Centre for Athletics, Recreation and Special Abilities (CARSA) currently under construction and scheduled to open in 2015, will include a ground-source heat pump system.

A brief description of any cogeneration technologies employed by the institution:

None.

A brief description of any building recommissioning or retrofit program employed by the institution:

UVic is working with our electricity provider (BC Hydro) and consultants to conduct a comprehensive review of our energy efficiency in 19 of our largest campus buildings (those over 50,000 SF). The focus is on low cost operational improvements to the building HVAC and lighting control systems. The program allows for a re-commissioning of buildings coupled with a detailed energy audit, sub meter monitoring/archiving and software data base analysis. The first phase, consisting of 6 buildings, was complete by early 2013, with phase 2 including another 6 buildings, underway in 2013.

A brief description of any energy metering and management systems employed by the institution:

1. Electrical – Sub Metering by Schneider Electric – Information is gathered from electrical sub meters that are located in virtually all significant buildings and main transformers on campus. Data is feedback through a stand-alone LAN. These information is accessed by secure remote desktop using Schneider Struxure Ware software for data gathering and manipulation.
2. Hot Water Heating (District Loop) – Sub Metering remote data gathering by Reliable Controls : Building Automation System (RC Studios) – Heating and domestic water flow meters that record building energy use is monitored by this system. This system is a VPN based system with multiple remote desktop access. Operators can gather energy data as well as operate and monitor the building HVAC automation control system. Historical data for these energy meters is stored in a software data base from Reliable Controls called RC Archive.
3. Many of the campus buildings' energy consumption can be monitored in real time via an online sub-metering monitoring system from Pulse Energy.

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

UVic recently signed an agreement with a supplier of Dell computers to exclusively supply the campus with 4 of the company's most energy efficient, EnergyStar rated laptop and desktop computers, and monitors. The UPS power control system in our data centre was recently upgraded to a new system that can regulate power to be high when needed, and low when not. A new carbon monoxide sensor system was installed in the underground parkade to only kick in when levels reach a certain limit (not 24/7). UVic is investigating

replacing fume hoods in labs with ones that can be controlled by users and that operate only when required.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

Landscapes around the six LEED buildings on campus are designed to promote energy efficiency of the buildings by providing shade in the summer.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

Vending machines across campus are on timers to lower power over night and power up again in the morning.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

Behavior change programs also play a role in conserving energy on campus. UVic has run a series of "sustainability action team" programs in 12 campus buildings and other energy awareness and competition programs in the student residences. See:

<https://www.uvic.ca/sustainability/involved/actionteams/index.php>

.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

<https://www.uvic.ca/sustainability/operations/energy/index.php>

Score	Responsible Party
0.00 / 4.00	Murray Peterson Energy Manager Facilities Management Group

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.	
Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Points Claimed 3.52

Points Available 4.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit	Points
Landscape Management	1.52 / 2.00
Biodiversity	<div>2.00 / 2.00</div> <div>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</div> <div><ul style="list-style-type: none">• Legally protected areas (e.g. IUCN Category I-VI)• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</div> <div>Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.</div> <div>Close</div>

Landscape Management

Score	Responsible Party
1.52 / 2.00	Bentley Sly Manager, Grounds and Environmental Services Facilities Management

Criteria

Institution’s grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

While UVic does not have a formal Integrated Pest Management (IPM) process, we operate within an IPM framework (with the exception of setting thresholds) to influence decision making when considering insect control in the areas of horticulture and landscape maintenance. This includes anticipating problems where possible and dealing with them preventatively as well as by using best industry practices wherever practical. Pesticides are only used when all other options have been considered and confirmed to not be effective under the circumstance. Where determined to be necessary, only the least toxic material specific for the target is selected and only applied by certified applicators and only at the lowest recommended rate. In the summer months, watering and grass cutting is eliminated in parts of campus determined to be "naturalized areas". More information can be found here:

<http://www.uvic.ca/sustainability/operations/grounds/index.php>

and in the Storm Water Management Plan (

<https://www.uvic.ca/sustainability/assets/docs/2004.Integrated.Stormwater.Management.Plan..pdf>

) and the Campus Plan

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	402 Acres
Footprint of the institution's buildings	60 Acres
Area of undeveloped land, excluding any protected areas	39.10 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	288.50 Acres
Managed organically, third party certified and/or protected	14.40 Acres

A copy of the IPM plan:

The IPM plan :

While UVic does not have a formal IPM process, we operate within an IPM framework (with the exception of setting thresholds) to influence decision making when considering insect control in the areas of horticulture and landscape maintenance. This includes anticipating problems where possible and dealing with them preventatively as well as by using best industry practices wherever practical. Pesticides are only used when all other options have been considered and confirmed to not be effective under the circumstance. Where determined to be necessary, only the least toxic material specific for the target is selected and only applied by certified applicators and only at the lowest recommended rate. In the summer months, watering and grass cutting is eliminated in parts of campus determined to be "naturalized areas".

A brief summary of the institution's approach to sustainable landscape management:

While UVic does not have a formal IPM process, we operate within an IPM framework (with the exception of setting thresholds) to influence decision making when considering insect control in the areas of horticulture and landscape maintenance. This includes anticipating problems where possible and dealing with them preventatively as well as by using best industry practices wherever practical. Pesticides are only used when all other options have been considered and confirmed to not be effective under the circumstance. Where determined to be necessary, only the least toxic material specific for the target is selected and only applied by certified applicators and only at the lowest recommended rate. In the summer months, watering and grass cutting is eliminated in parts of campus determined to be "naturalized areas".

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Native plants are used in landscaping around all new buildings (LEED Gold standard) and are integrated into gardens on all other areas of campus where appropriate. Invasive species such as ivy is pulled manually on a regular basis as required, by Grounds staff and student volunteers.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

All campus garden waste including grass and tree clippings, are sent to be composted at local facility, Mitchel Bros Farm. The mulch from trees and branches mulched onsite is spread on gardens and trails across campus.

A brief description of the institution's organic soils management practices:

The shrub beds are mulched with ground wood chips and composted woody debris, mulching with leaves where practical. Everything else is either lawn or a naturalized area.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

- Pesticides are not used for cosmetic purposes anywhere on campus.
- Leaf mulching is done where practical
- A mix of organic and inorganic fertilizers are used on the university sport fields

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

The university follows a storm water management plan (See:

<https://www.uvic.ca/sustainability/assets/docs/2004.Integrated.Stormwater.Management.Plan..pdf>

)

- Includes storm water detention practices in new building design and construction
- Includes use of rain garden technology in landscape design and construction
- Includes use of green roof technology in building design and construction where practical

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

UVic Grounds and Parking Services use only rock salt when required for snow and ice removal and used in very limited amounts due to our mild westcoast climate.

A brief description of any certified and/or protected areas:

Mystic Vale is a forested natural area which includes Hobbs Creek on the southeast side of the campus. It has unique ecological characteristics with many trees between 100 and 150 years old and is home to more than 75 native plant and wildlife species. Its ecosystem provides a valuable contribution to the biological diversity of the south part of Vancouver Island and the province. Mystic Vale also contributes to the university's visual image with the aesthetic value of the trees marking the edge of the campus. It is also actively used as a resource for teaching and research. The parcel is 11.6 acres (4.7ha) in size and is protected by covenant registered on title that require it to be maintained in its natural state. Haro Woods is a 2.8 acre (1.1 ha) parcel of second growth forest located at the northeast corner of the campus. It has also been designated for protection in its natural state with a covenant that is registered on title.

Other natural areas on campus, Gary Oak Meadow and Finnerty Gardens (18.3ac), Bowker Creek Wetland (14.0ac), South Woods (28.5ac) are other areas on campus that are designated as Identified Natural Protected Areas with development moratoriums. They are environmentally important, contribute significantly to the university's image and have aesthetic values with a green perspective that provides the first views of the campus from its south and west entrances.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

<http://www.uvic.ca/sustainability/operations/grounds/index.php>

Score	Responsible Party
2.00 / 2.00	
<p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none">• Legally protected areas (e.g. IUCN Category I-VI)• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p>Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.</p> <p>Close</p>	<p>Neil Connelly Director, Campus Planning & Sustainability Office of Campus Planning & Sustainability</p>

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

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

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

Submission Note:

Large areas of campus are protected under a development moratorium in the UVic Campus Plan including South Woods, Bowker Creek and the Gary Oak Meadow. As well, Mystic Vale and Haro Woods are protected in perpetuity to ensure the health of the area for local

flora and fauna. See figure on page 18 in the Campus Plan (<http://www.uvic.ca/sustainability/assets/docs/campusplan2003.pdf>

).

During the summer months, UVic is letting selected spaces on campus grounds "naturalize" by not watering or cutting the grass. This not only saves water, but also provides natural habitat for insects and animals that make campus their home.

Detailed Natural Features Studies have been conducted in 2007 and 2008 to determine sensitive ecosystems and associated species, with recommendations for protection. The reports can be accessed here:

<http://www.uvic.ca/campusplanning/studies-reports/index.php>

.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Two forested areas on the UVic campus are protected from development in perpetuity through a covenant, Mystic Vale and Haro Woods. See The Campus Plan for details:

<https://www.uvic.ca/sustainability/assets/docs/campusplan2003.pdf>

.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

No

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

Two detailed campus Natural Features Studies, Phase One and Phase Two, have been conducted by the Restoration of Natural Systems Program at UVic in 2007 and 2008. The studies include literature reviews, biophysical spatially referenced inventories and the mapping of natural areas on campus. The provincial Sensitive Ecosystem Inventory classification scheme was adopted to provide a framework for describing the natural ecosystems on campus, and indicator plant analysis was carried out to determine site series classification. The sites are monitored on an ongoing basis by the UVic Grounds and Environmental Services department. See reports here:

A brief description of identified species, habitats and/or environmentally sensitive areas:

According to the indicator plant analysis, Lower Hobbs Creek/ Mystic Vale and the dry portion of South Woods contain FdBg-Oregon grape site series, the wet portion of South Woods contains Cw-twinberry site series, Haro Woods and Finnerty ravine contain FdPl-Arbutus site series, and the Garry oak Woodland contains Fd- Oniongrass sedge site series.

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

Large areas of campus are protected under a development moratorium in our Campus Plan including South Woods, Bowker Creek and the Gary Oak Meadow. As well, Mystic Vale and Haro Woods are protected in perpetuity to ensure the health of the area for local flora and fauna. See figure on page 18 in the Campus Plan (

<http://www.uvic.ca/sustainability/assets/docs/campusplan2003.pdf>

).

During the summer months, UVic is letting selected spaces on campus grounds "naturalize" by not watering or cutting the grass. This not only saves water, the also provide natural habitat for insects and animals that make campus their home.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://www.uvic.ca/sustainability/assets/docs/campusplan2003.pdf>

Purchasing

Points Claimed 5.36

Points Available 6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
Electronics Purchasing	1.00 / 1.00
Cleaning Products Purchasing	0.89 / 1.00
Office Paper Purchasing	0.97 / 1.00
Inclusive and Local Purchasing	1.00 / 1.00
Life Cycle Cost Analysis	1.00 / 1.00
Guidelines for Business Partners	0.50 / 1.00

Score

1.00 / 1.00

Responsible Party

Allison Edwards

Coordinator

Technology Solutions Centre

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

In a recent Request for Proposals to computer suppliers, preference was given to those who could supply equipment with the highest energy efficiency rating and could demonstrate sustainable business practices including the minimization of waste and domestic e-waste recycling. The selected vendors (Dell and Lenovo) supply only EPEAT Gold rated computers and monitors to UVic that are exclusively supplied to all offices across campus. See the Technology Solutions website for model number information:

<http://www.uvic.ca/systems/support/computerssoftware/technologysolutions/index.php>

The chosen distributor was also favoured because it is a locally owned and operated company well known in our community.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

In a recent Request for Proposals to computer suppliers, preference was given to those who could supply equipment with the highest energy efficiency rating and could demonstrate sustainable business practices including the minimization of waste and domestic e-waste recycling. The selected vendors (Dell and Lenovo) supply only EPEAT Gold rated computers and monitors to UVic that are exclusively supplied to all offices across campus. See the Technology Solutions website for model number information:

<http://www.uvic.ca/systems/support/computerssoftware/technologysolutions/index.php>

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

A committee that included a representative from the Office of Campus Planning & Sustainability was set up to review supplier proposals and verify the proposed equipment was the most energy efficient on the market and that the supplier had a good reputation for environmental and social sustainability in its operations. The chosen distributor was also favoured because it is a locally owned and operated company well known in our community.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	839,030 US/Canadian \$

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

839,030 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.uvic.ca/sustainability/operations/purchasing/index.php#section0-14>

Cleaning Products Purchasing

Score

0.89 / 1.00

Responsible Party

Helena Miklea

Manager, Janitorial Services

FMGT Janitorial Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

UVic's Janitorial and Housekeeping Services purchase only Green Seal approved "Diversity" products for all regular daily cleaning in student residences, offices, classroom buildings and other public spaces, including washrooms as per our agreement with a local supplier of cleaning products. Other products are used for periodic cleaning such as carpet cleaning, and for tougher stain and graffiti removal, are the least toxic possible, but not certified under a green certification program. Purchasing is confined to the supervisor who purchases only the agreed to standard cleaning products. See:

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

UVic's Janitorial and Housekeeping services use only Green Seal approved "Diversity" products for all regular daily cleaning in student residences, offices, classroom buildings and other public spaces, including washrooms. Other products are used for periodic cleaning such as carpet cleaning, and for tougher stain and graffiti removal, are the least toxic possible, but not certified under a green certification program.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

UVic's Janitorial and Housekeeping Services purchase only Green Seal approved "Diversity" products for all regular daily cleaning in student residences, offices, classroom buildings and other public spaces, including washrooms as per our agreement with a local supplier of cleaning products. Other products are used for periodic cleaning such as carpet cleaning, and for tougher stain and graffiti removal, are the least toxic possible, but not certified under a green certification program. Purchasing is confined to the supervisor who purchases only the agreed to standard cleaning products.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

204,264 US/Canadian \$

Total expenditures on cleaning and janitorial products:

238,672 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a certified low-impact, ecological ("green") cleaning program?:

No

A brief description of the institution's low-impact, ecological cleaning program:

UVic's Janitorial and Housekeeping Services purchase only Green Seal approved "Diversity" products for all regular daily cleaning in student residences, offices, classroom buildings and other public spaces, including washrooms as per our agreement with a local supplier of cleaning products. Other products are used for periodic cleaning such as carpet cleaning, and for tougher stain and graffiti removal, are the least toxic possible, but not certified under a green certification program. Purchasing is confined to the supervisor who purchases only the agreed to standard cleaning products.

A copy of the sections of the cleaning contract(s) that reference certified green products:

[RFP 513 Janitorial Appendix A C.pdf](#)

The sections of the cleaning contract(s) that reference certified green products:

Section 3 "Supplier Responsibilities", part f) includes a clause that states, "Work with UVic in replacing non-green products with Green Seal or EcoLogo Certified products which meets or exceeds the non-green product's functional requirements and are financially reasonable."

Appendix C "Evaluation Criteria Matrix" under Corporate Responsibility is a reference to "Quality, availability and variety of green products that support UVic sustainability goals."

The website URL where information about the institution's green cleaning initiatives is available:

<https://www.uvic.ca/sustainability/operations/buildings/index.php>

Office Paper Purchasing

Score

0.97 / 1.00

Responsible Party

John Braybrook

Director, Purchasing Services

Purchasing Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

Since 2008 UVic standard office paper has been made from 100% post consumer recycled content.

The university's Purchasing Services department purchases this type exclusively for use in Printing Services, computer labs and course paks. The local office products suppliers are blocked from selling any other type of paper to individual offices on campus. See our Supply Management Objectives:

[http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.p
df](http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf)

and the Sustainability website:

<https://www.uvic.ca/sustainability/operations/purchasing/index.php>
for more info.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

UVic requires Post-Consumer-Waste Content - 30% minimum on colour photocopier/bond paper and 100% Post Consumer Waste Program other photocopier/bond Paper.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

Since 2008 UVic standard office paper has been made from 100% post consumer recycled content. Our Purchasing Services department purchases this type exclusively for use in Printing Services, computer labs and course paks. The local office products suppliers are blocked from selling any other type of paper to individual offices on campus. See our Supply Management Objectives:

[http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.p](http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf)

df

and the Sustainability website:

<https://www.uvic.ca/sustainability/operations/purchasing/index.php>

for more info.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	2,659.67 US/Canadian \$
30-49 percent	11,201.27 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	219,287.16 US/Canadian \$

Total expenditures on office paper :

233,148.10 US/Canadian \$

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

[http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.p
df](http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf)

Inclusive and Local Purchasing

Score

1.00 / 1.00

Responsible Party

John Braybrook

Director, Purchasing Services

Purchasing Services

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

Submission Note:

UVic's procurement practices and procedures are designed to support the local economy and to encourage a high standard of social and environmental responsibility of our suppliers. This includes giving preference to suppliers who are closest, use the least amount of waste, recycle packaging materials, can deliver to campus less frequently, have high labor standards, and can supply green certified/organic/fair trade products. See the following links for more information:

<https://www.uvic.ca/sustainability/operations/purchasing/index.php>

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

<http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf>

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

[Social Responsibility and Sustainability Objectives.pdf](#)

The policy, guidelines or directive governing inclusive and local purchasing:

Included in the Social Responsibility and Sustainability Objectives of UVic Purchasing Services (attached) is a section that clearly states one principle is to "engage in procurement of locally purchased products where practical and economically feasible to reduce GHG emissions..." UVic also gives local suppliers the advantage in applications for a Strategic Alliance or Preferred Vendor Status application, see section 10.6 in this document:

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

50

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf>

Life Cycle Cost Analysis

Score	Responsible Party
1.00 / 1.00	John Braybrook Director, Purchasing Services Purchasing Services

Criteria

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

Submission Note:

As a matter of regular practice when soliticiting suppliers and evaluating proposals, UVic Purchasing Services includes criteria for suppliers to disclose their environmental waste reduction practises in their operations/product creation, as well as directly tied to the delivery of the product(s) being sourced. See the following documents for details:

<http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf>

As a matter of regular practice when soliticiting suppliers and evaluating proposals, UVic Purchasing Services includes criteria for suppliers to disclose their environmental waste reduction practises in their operations/product creation, as well as directly tied to the delivery of the product(s) being sourced. See the following documents for details:

<http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf>

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

As a matter of regular practice when soliticiting suppliers and evaluating proposals, UVic Purchasing Services includes criteria for suppliers to disclose their environmental waste reduction practises in their operations/product creation, as well as directly tied to the delivery of the product(s) being sourced. See the following documents for details:

[http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.p](http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf)

df

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

The website URL where information about the institution's LCCA policies and practices is available:

<http://web.uvic.ca/purc/sustainability.php>

Guidelines for Business Partners

Score

0.50 / 1.00

Responsible Party

John Braybrook

Director, Purchasing Services

Purchasing Services

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:

UVic Purchasing Services includes measurement criteria on the Quadruple Bottom Line, Carbon Footprint, and Environmental and Social Stewardship in its Standard Sourcing Clauses that apply to all formal posted supplier solicitations. See:

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

. In order to achieve Strategic Alliance or Preferred Vendor status, a supplier must further adhere to a set of Stewardship Provisions that include environmental (e.g. waste reduction, recycling, minimizing packaging) and social (e.g. no sweat shops, fair trade, giving back to the community) responsibility. See:

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

UVic also requires all suppliers wishing to obtain contracts with the university to disclose environmental and social/labour practices. We ask for more information and perform detailed background checks on suppliers if it is suspected they have a poor reputation in one or more of these areas. See:

[http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.p
df](http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf)

and

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

UVic requires all suppliers wishing to obtain contracts with the university to disclose environmental and social/labour practices. We ask for more information and perform detailed background checks on suppliers if it is suspected they have a poor reputation in one or more of these areas.

See:

<http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.p>

df

and

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

UVic includes measurement criteria on Quadruple Bottom Line, Carbon Footprint, and Environmental and Social Stewardship in its Standard Sourcing Clauses that apply to all formal posted supplier solicitations. See:

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

. In order to achieve Strategic Alliance or Preferred Vendor status, a supplier must further adhere to a set of Stewardship Provisions that include environmental (e.g. waste reduction, recycling, minimizing packaging) and social (e.g. no sweat shops, fair trade, giving back to the community) responsibility. See:

<https://web.uvic.ca/purc/docs/sourcing/RFPTERMS.pdf#page=61>

The website URL where information about the institution's guidelines for its business partners is available:

[http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.p
df](http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf)

Transportation

Points Claimed 4.50

Points Available 7.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit	Points
Campus Fleet	0.31 / 1.00
Student Commute Modal Split	1.34 / 2.00
Employee Commute Modal Split	0.85 / 2.00
Support for Sustainable Transportation	2.00 / 2.00

Score	Responsible Party
0.31 / 1.00	Patrick Seward Parking and Transportation Coordinator Campus Security Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

UVic uses a fleet of 19 100% electric gators (John Deer TSTR) and three small pick up trucks (CEV Might-E) for use by our Facilities Management Department crews on campus. The university also has two gas-electric hybrid car in our motorpool for rental to the campus community, and one used by Campus Security. Four of our fleet of trucks use B5 biodiesel fuel.

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

Total number of vehicles in the institution’s fleet :

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	3
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	22
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	4

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

Electric powered gators have been used on campus for many years and when required, are replaced with new electric versions. Overall, efforts are made to purchase the most fuel-efficient, low emission vehicles, including diesel, that are fueled with a locally sourced, B5 blend.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Score

1.34 / 2.00

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Since 1996, UVic has been conducting regular comprehensive traffic surveys to assess how students and employees are travelling to campus. Our data indicates that over the past 16 years, the percentage of people choosing sustainable transportation over the single occupancy vehicle has increased from 42.5% to 60.3%. See our 2012 Campus Traffic Survey for more details:

<http://www.uvic.ca/sustainability/assets/docs/2012trafficauditexecsummary.pdf>

. However, the breakdown of modal splits between students and employees needs to be estimated as it is impossible to differentiate these groups within our traffic counts (e.g. How do you accurately distinguish a student cyclist from an employee?). Details of the estimates provided and the Traffic Surveys are available from the Office of Campus Planning and Sustainability.

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

Total percentage of students that use more sustainable commuting options:

67.10

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	33
Walk, bicycle, or use other non-motorized means	30.20
Vanpool or carpool	10.10

Take a campus shuttle or public transportation	26.90
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

UVic has conducted a detailed traffic surveys every two years since 1996, our most recent being in the fall of 2012. Traffic counts by mode are done at entrances to campus and combined with data from our public transit authority to come up with campus modal splits. See:

<https://www.uvic.ca/sustainability/operations/transportation/alternative/index.php>

. It is however, impossible to determine modal splits by students versus employees and visitors. Therefore, these splits by campus user type had to be estimated.

The website URL where information about sustainable transportation for students is available:

<https://www.uvic.ca/sustainability/operations/transportation/alternative/index.php>

Employee Commute Modal Split

Score	Responsible Party
0.85 / 2.00	Neil Connelly Director, Campus Planning & Sustainability Office of Campus Planning & Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

Since 1996, UVic has been conducting regular comprehensive traffic surveys to assess how students and employees are travelling to campus. Our data indicates that over the past 16 years, the percentage of people choosing sustainable transportation over the single occupancy vehicle has increased from 42.5% to 60.3%. See our 2012 Campus Traffic Survey for more details: <http://www.uvic.ca/sustainability/assets/docs/2012trafficauditexecsummary.pdf>. However, the breakdown of modal splits between students and employees needs to be estimated as it is impossible for us to differentiate these groups within our traffic counts (e.g. How do you accurately distinguish a student cyclist from an employee?). Estimates are based on data such as the number of bus passes and parking passes sold, plus anecdotal evidence. Details of the estimates and information on the Traffic Surveys is available from the Office of Campus Planning and Sustainability.

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

Total percentage of the institution's employees that use more sustainable commuting options:

42.30

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	57.70
Walk, bicycle, or use other non-motorized means	21.20

Vanpool or carpool	4.80
Take a campus shuttle or public transportation	16.40
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	5

A brief description of the method(s) used to gather data about employee commuting:

UVic has conducted a detailed traffic survey every two years since 1996, our most recent being in the fall of 2012. Traffic counts by mode are done at entrances to campus and combined with data from our public transit authority to come up with campus modal splits. See:

<https://www.uvic.ca/sustainability/operations/transportation/alternative/index.php>

. It is however, impossible to determine modal splits by students versus employees and visitors. Therefore, these splits by campus user type had to be estimated based on data such as the number of bus passes and parking passes sold, plus anecdotal evidence.

The website URL where information about sustainable transportation for employees is available:

<https://www.uvic.ca/sustainability/operations/transportation/alternative/index.php>

Support for Sustainable Transportation

Score

2.00 / 2.00

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Submission Note:

UVic offers many incentives to encourage students, staff, faculty and visitors to travel to campus via modes other than the single occupancy vehicle that together have successfully increased the sustainable transportation modal split from 42.5% to 60%, an increase of 42%. These incentives include:

- An automatic U-Pass transit pass system for all undergraduate and graduate students taking at least one class that provides unlimited access to regional bus transit system.
- An optional E-Pass transit pass system for staff and faculty who do not have a parking permit to purchase a monthly bus pass for 55% off the regular price.
- Support for cycling including a new Campus Bike Centre providing covered, secure parking for over 230 bikes, plus close to 2,900 racks located across campus near campus buildings, 130 individual bike lockers available for rent, equipment lockers available for rent, an outdoor self-service bike repair station open 24/7, showers in 10 campus buildings, and participation in the regional Bike To Work Week (with over UVic 40 teams). A map of all cycling amenities available on campus can be found here:
<https://www.uvic.ca/sustainability/assets/docs/3D%20Cycling%20Amenities%20Map%202013.pdf>
- Support for the SPOKES bicycle program – a volunteer-led initiative that refurbishes used bikes donated by the community and rents them out on a short or long-term basis to students, faculty and staff at nominal rates. The program also provides bicycle repair services and sales of used bikes.
- A partnership with the Victoria Car Share Co-operative that allows UVic staff, faculty and residents of the Family Student Housing complex to receive a free membership in the co-op, with two fleet vehicles conveniently located on campus.
- Registered with the Jack Bell online Rideshare program with free access to anyone with a UVic email address, and provides parking incentives for vehicles registered in the rideshare program.
- Have three Level 2 electric vehicle charging stations on campus available to the campus community and visitors for a nominal parking rate (\$1.50 per hour).

See here for more info:

<http://www.uvic.ca/sustainability/operations/transportation/index.php>

In addition to these campus programs, UVic continues to work with the regional transit authority to improve transit service to campus and surrounding neighbourhoods with an expanded bus exchange planned to open in September 2014. UVic also works with the surrounding municipalities to improve cycling access to campus including dedicated bike lanes on routes serving the campus.

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

UVic currently has over 130 bike lockers available for rent located in convenient locations across campus. Clothing lockers are also available for rent. Showers are available in 10 office and classroom buildings, as well as in two gyms (one free and one with membership). UVic opened a Campus Bike Centre in November 2013, located in an underground parking lot that has secure parking for stars.aashe.org

over 200 bikes, plus clothing lockers. The space is filmed with security cameras, patrolled by Campus Security and well-lit 24/7. A cycling amenities map is available here:

<https://www.uvic.ca/sustainability/assets/docs/3D%20Cycling%20Amenities%20Map%202013.pdf>

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

UVic has approximate 2900 outdoor racks all located close to campus classroom and office buildings, many of which are covered. Student residence has a secure bike rooms and individual bike lockers located in the residence areas, close to housing.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

While UVic does not have dedicated cycling-only lanes on campus, our campus is very bike friendly with paths all across campus wide enough to accommodate both cyclists and pedestrians. The campus cycling/pedestrian pathways connect with cycling paths coming into campus from different directions (through the municipalities of Oak Bay and Saanich). Large sections of the centre of campus are off limits to vehicle traffic making it very safe for cyclists and pedestrians.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The UVic SPOKES bicycle program allows students, staff and faculty to rent a used, refurbished bikes for a day, a month, semester or for a full year. The current cost is a \$40 deposit, with half refunded when the bike is returned, and includes a helmet and a lock. The program is run by volunteers who refurbish used bikes donated by the community. Hundreds of bikes are loaned through this program each year. The UVic School of Environmental Studies also runs it's own on-campus bike share for students in that program who have offices at opposite ends of campus. Free bikes and communal locks are provided.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

stars.aashe.org

Not applicable in Canada.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

All UVic undergraduate and graduate students taking at least one unit course on campus are given a universal bus pass (U-Pass) that gives them unlimited access to the regional transit system. This program covers close to 20,000 students. Since the U-Pass was introduced 12 years ago, transit ridership has increased over 55%. UVic also offers full time campus staff and faculty who do not have a parking permit, an E-Pass discount of 55% off the price of a regular monthly transit pass. On average over 650-700 employees take advantage of this program each month.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

UVic is a partner in the Jack Bell Rideshare program, an online system that matches campus commuters with other students and employees traveling at similar times along similar routes. The program is free for anyone with a UVic email address. Preferential parking is designated for vehicles registered in the car pool or ride share program. See:

<https://www.uvic.ca/sustainability/operations/transportation/driving/index.php>

.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

UVic has purchased a block of shares in our local Victoria Car Share Co-op. Full time staff and faculty, as well as students living in the Family Student Housing Complex who do not have a parking permit, may apply to receive a free membership (value of \$400) in the Car Share Co-op. Graduate students may also receive a membership for only \$25. Members are then responsible for personal usage fees. Three of the co-op vehicles are located on campus, with many others in the surrounding region. See:

<https://www.uvic.ca/sustainability/operations/transportation/driving/index.php>

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

UVic has three Level 2 electric vehicle charging stations accessible to the campus community and visitors 24/7. See:

<https://www.uvic.ca/sustainability/operations/transportation/driving/index.php>

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

While there is no formal Human Resources policy regarding telecommuting, individual departments at UVic can offer employees this option at the department head's discretion based on individual circumstances.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

While there is no formal Human Resources policy regarding condensed work weeks, individual departments at UVic can offer employees this option at the department head's discretion based on individual circumstances.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

UVic offers free video-conferencing services for staff, faculty and students on campus to encourage the use of virtual meetings and interviews.

The website URL where information about the institution's sustainable transportation program(s) is available:

<https://www.uvic.ca/sustainability/operations/transportation/index.php>

Waste

Points Claimed 5.90

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization	1.98 / 5.00
Waste Diversion	1.99 / 3.00
Construction and Demolition Waste Diversion	0.93 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization

Score

1.98 / 5.00

Responsible Party

Nadia Ariff

Waste Reduction Coordinator
Facilities Management Group

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

UVic's Sustainability Action Plan: Campus Operations (2009-2014) sets out a very high waste reduction goal of a 75% waste diversion rate by the end of 2012. By the middle of 2013, the university was achieving between 64% and 70%, which is very high relative to other institutions of our size and type. Between 2010-11 and 2012-13, the amount of waste sent to the landfill fell by 9%, while our campus population grew by approximately 4%. The campus has made its biggest gains over this timeframe in our composting rate which increased by 30%. See here for more information on UVic's waste reduction initiatives;

<http://www.uvic.ca/sustainability/operations/waste/index.php>

In 2012 the university upgraded the system of tracking waste and now receives detailed reports from our waste/recycling/composting contractors each month.

The campus has implemented many successful initiatives to reduce waste. All of our campus computer labs and library printers automatically default to double-sided printing, and many office copiers and printers are set the same way. Many administrative reports and documents are now online instead of being printed, including annual income tax payroll summaries (T4s), departmental memos, online surveys and reports for meetings, as well all payroll is done by direct deposit. A lot of course materials are distributed 100% online, as are some text books.

UVic encourages students, staff and faculty to use their own reusable coffee mugs by giving a discount of \$.25 on each purchase with a reusable mug, and selling reusable mugs at all dining outlets and cafes for \$5. The annual 'love a mug' campaign raises awareness of the

number of paper cups disposed of each day on campus and uses creative ways to encourage people to use their own mug instead.

Sales of bottled water on the UVic campus have steadily decreased over the past few years as more and more water fountains (close to 75) have been retrofitted with spouts that allow for easy refilling of personal bottles, plus new fountains installed in high traffic areas. Bottled water is no longer sold in some areas of campus, most notably the Student Union Building.

UVic goes to great lengths to reduce waste generated by student move-ins and move-outs. Extra waste bins are set up to collect recyclables such as cardboard, paper and styrofoam. Large bins are also set up to collect unwanted furniture, clothing and electronics. Information is provided to students and parents ahead of time on what collection services are available. Special E-Waste collection days are also hosted each April to collect recyclable personal electronic items.

UVic Purchasing Services and Food Services work with suppliers to reduce waste in a variety of ways, mostly in terms of minimizing packaging materials. Many perishable food items are now delivered in reusable rubber containers rather than cardboard and softplastic (e.g. baked goods and meat). UVic's two office supply vendors offer reusable/returnable packing boxes and trays. Administrative and academic units are encouraged to order supplies in bulk (although this is difficult to enforce). The vending machine supplier has a computerized system that informs them when a machine needs refilling, reducing trips to campus.

See here for more information on UVic's waste minimization and reduction initiatives:
<http://www.uvic.ca/sustainability/operations/waste/index.php>
.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	496.50 Tons	563.70 Tons
Materials composted	791.80 Tons	609.40 Tons
Materials reused, donated or re-sold	58 Tons	44 Tons
Materials disposed in a solid waste landfill or incinerator	679 Tons	748 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	2,472	2,240
Number of residential employees	0	0

Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	17,669	16,975
Full-time equivalent of employees	4,705	4,982
Full-time equivalent of distance education students	2,233	1,800

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

	Start Date	End Date
Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2010	Aug. 31, 2011

A brief description of when and why the waste generation baseline was adopted:

The academic year of 2010/11 was the first year that comprehensive detailed data was collected.

A brief description of any (non-food) waste audits employed by the institution:

In February 2011, the University of Victoria in conjunction with Waste Management's Green Squad conducted a 5 days campus wide Waste Audit. In order to characterize the material stream, visual observations and samples were obtained from various collection areas. These collection areas were identified from labels placed on the waste bags. The assessment material was collected in a designated location separate from the waste collection areas. During this audit, samples were collected from 21 sources areas throughout the campus over a 24 hour period each day for the 5 day audit. The materials were divided into categories and weights of each material were recorded. The main categories were papers, organic waste (which included food waste but not yard and garden waste), plastics, glass, metals, wood, textiles and residuals. To determine the total waste generated for the remaining buildings on campus, generation rates from the sample buildings were applied to unaudited buildings. To achieve an accurate total, factors such as the size of the building as well as the types of activities were considered when extrapolating the generation rates campus wide.

A brief description of any institutional procurement policies designed to prevent waste:

UVic Purchasing Services and Food Services work with suppliers to reduce waste in a variety of ways, mostly in terms of minimizing packaging materials. Many perishable food items are now delivered in reusable rubber containers rather than cardboard and softplastic (e.g. baked goods and meat). UVic's two office supply vendors offer reusable/returnable packing boxes and trays. Administrative and academic units are encouraged to order supplies in bulk (although this is difficult to enforce). The vending machine supplier has a computerized system that informs them when a machine needs refilling, reducing trips to campus. See a summary of UVic's waste reduction programs:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

UVic's surplus assets (e.g. furniture, electronic equipment and appliances) are handled by our Surplus Asset Coordinator who works with Purchasing Services and the Waste Reduction Unit to either repurpose, sell or recycle used assets. See:

<http://web.uvic.ca/purc/asset.php>

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Many administrative documents are now available online that were not a few years ago. These include income tax forms, memos regarding changes in administrative procedures, timesheets,

Employee payroll is now almost exclusively performed with automatic deposit, as are payments between the university and the province and other large funders. Union voting and other employee surveys are done exclusively online. The Board of Governors have all been provided with tablets to review board meeting documents on rather than being provided with large amounts of paper documents prior to each meeting.

A brief description of any limits on paper and ink consumption employed by the institution:

UVic does not offer any free printing for students in computer labs or libraries. All printers default to double-sided printing (single sided is the exception, not the norm).

See Library policy:

<http://library.uvic.ca/clientservices/copier.html>

See Computer Lab policy:

<http://www.uvic.ca/systems/facilities/printingrepro/index.php>

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

UVic goes to great lengths to reduce waste generated by student move-ins and move-outs. Extra waste bins are set up to collect recyclables such as cardboard, paper and styrofoam. Large bins are also set up to collect unwanted furniture, clothing and electronics. Information is provided to students and parents ahead of time on what collection services are available. Special E-Waste collection days are also hosted each April to collect recyclable personal electronic items.

More details can be found on the Move Out brochure:

stars.aashe.org

https://www.uvic.ca/sustainability/assets/docs/Studentmoveout_2013.pdf

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Special waste collection bins for hard-to-recycle items including styrofoam, soft plastics, batteries and cell phones are established in key areas around campus.

A brief description of any food waste audits employed by the institution:

A comprehensive waste audit, that included food waste, was done in early 2011. The results can be found here:

<https://www.uvic.ca/sustainability/assets/docs/WasteAudit2011.pdf>

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

All UVic kitchens compost all food waste in prep areas. Coffee grounds from machines is also composted. This has been standard practice for many years. In a comprehensive campus waste audit in 2011, it was found that UVic had a diversion rate of 72% largely due to the efforts of our food services staff. See:

<https://www.uvic.ca/sustainability/assets/docs/WasteAudit2011.pdf>

A brief description of programs and/or practices to track and reduce post-consumer food waste:

UVic has taken a very different approach to waste reduction in food services. All meals can be purchased with a tray if the student or employee chooses. When meals are finished, the customer takes the tray and places it on racks with all of the plates, utensils, cups, glasses, food waste, etc. on the tray. We have no garbage, recycling or composting bins on the dining hall floors. Food Service staff then sort everything on the trays into the correct bins. Collected refundable containers are donated to local charities and ALL food waste is composted. This system has resulted in a very high rate of waste diversion in our dining outlets. See

<http://ring.uvic.ca/news/recycling-caf>

for more information.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

UVic's food services staff are in the process of piloting a reusable/returnable take-out food container program for students living in student residences. Containers could be returned, cleaned and used again. In the interim, we encourage all students and employees to compost our paper-based take-out containers offered in all our outlets.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All dine-in meals are served with reusable service ware. Take-out cutlery in most of our Food Service dining areas, including campus residences, are made from plant-based material and fully compostable. All paper napkins, paper-based take out containers and coffee cups can also be composted in our campus system.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

All of our cafes and food service outlets offer discounts when customers bring their own reusable mugs for hot drink purchases. Discounts vary from \$0.25 to 10% depending on the outlet.

A brief description of other dining services waste minimization programs and initiatives:

All of UVic's main dining halls have no waste, recycling or compost bins in the customer dining areas. All food trays are returned with all plates, cutlery, bottles or cans, plus food waste and napkins, to central rack areas. The staff then take the trays to the kitchen areas and sort all items into compost, recycling and reusable items. This process has greatly reduced the amount of landfill waste coming from our dining areas. Other food service areas including the Student Union Building have composting bins on the main floor for customers to sort their compostable waste into. All offices have the option of participating in a volunteer office compost system where volunteers empty small bins placed in office lunchrooms. UVic has upgraded approximately 75 water fountains across campus to have bottle fillers for easy refilling of reusable water bottles or cups, greatly reducing waste from the sale of bottled water, and bottled water is no longer sold in some areas on campus, including the Student Union Building. See our website for more info;

<https://www.uvic.ca/sustainability/operations/waste/index.php>

The website URL where information about the institution’s waste minimization initiatives is available:

<https://www.uvic.ca/sustainability/operations/waste/index.php>

Score	Responsible Party
1.99 / 3.00	Nadia Ariff Waste Reduction Coordinator Facilities Management Group

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

There are many factors that have contributed to UVic's achievements in waste diversion. The Office of Campus Planning and Sustainability, the Waste Reduction Unit of Facilities Management and Food Services have worked together to provide more convenient and better labeled recycling and composting bins across campus, indoors and outdoors. All garbage and recycling bins were removed from classrooms and lecture theatres a couple years ago, forcing students to take their waste with them and drop off in one of the recycling sorting stations in the hallways. The types of materials that can be recycled has increased, and now people can drop off soft plastics, batteries, Styrofoam and personal cell phones at locations across campus, and our regular bottles & cans recycling stream can now accept tetrapaks and milk cartons.

Once or twice a year, e-waste recycling events are hosted where students and staff can drop off all types of electronics for recycling at no charge (usually timed with student move-outs). Special messaging and bins are set up to collect the extra waste generated during student move-ins and move-outs (including packaging, appliances, clothing, bedding, electronics). Used clothing drop boxes are set up year round in the student residence areas. Students host a "stuff swap" each semester where they can trade or donate used clothing, books, electronics and appliances.

Our industrial composting system accepts all food waste, paper-based cups, take out containers and napkins, plus plant-based cups and cutlery. There are now a total of approximately 40 convenient outdoor compost totes placed around campus in the past couple of years, and some indoors in the food service areas. The staff in the kitchens of all dining outlets compost all left over food waste from food preparation. Staff in the student dining halls compost all food waste, napkins, compostable cutlery from the food trays left by customers in the public areas. The voluntary office composting program is extremely popular with an estimated 70% of offices now participating.

The UVic surplus asset coordinator oversees the collection and disposal of used furniture and electronics on campus. Items are assessed for re-use, sale, donation or recycling.

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

Materials diverted from the solid waste landfill or incinerator:

Materials disposed in a solid waste landfill or incinerator :

679 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

There are many factors that have contributed to UVic's achievements in waste diversion. The Office of Campus Planning and Sustainability, the Waste Reduction Unit of Facilities Management and Food Services have worked together to provide more convenient and better labeled recycling and composting bins across campus, indoors and outdoors. All garbage and recycling bins were removed from classrooms and lecture theatres a couple years ago, forcing students to take their waste with them and drop off in one of the recycling sorting stations in the hallways. The types of materials that can be recycled has increased, and now people can drop off soft plastics, batteries, Styrofoam and personal cell phones at locations across campus, and our regular bottles & cans recycling stream can now accept tetrapaks and milk cartons. Once or twice a year, e-waste recycling events are hosted where students and staff can drop off all types of electronics for recycling at no charge (usually timed with student move-outs). Used clothing drop boxes are set up year round in the student residence areas.

Our industrial composting system accepts all food waste, paper-based cups, take out containers and napkins, plus plant-based cups and cutlery. The voluntary office composting program is extremely popular with an estimated 70% of offices now participating. There are now a total of 39 convenient outdoor compost totes placed around campus in the past couple of years. The staff in the kitchens of all dining outlets compost all left over food waste from food preparation. Staff in the student dining halls compost all food waste, napkins, compostable cutlery from the food trays left by customers in the public areas.

A brief description of any food donation programs employed by the institution:

UVic is prohibited from donating leftover or surplus food by local food regulations, although some is informally donated at Christmas before university facilities are closed until the new year.. We do, however, donate large amounts of refundable beverage containers to local charities throughout the year. See:

<http://ring.uvic.ca/news/recycling-caf>

for details. The students society also runs a campus emergency food bank with food donated from local grocery stores and run by volunteers. See:

<http://uvss.ca/sub-services/services/food-bank/>

.

A brief description of any pre-consumer food waste composting program employed by the institution:

UVic's Food Services and other food outlets compost as much food waste as possible in the kitchens during food preparation and leftover prepared food. Coffee grounds from coffee urns and machines across campus are also composted. These efforts by staff are largely responsible for our 74% food waste diversion rate as per our Waste Audit report. See:

<https://www.uvic.ca/sustainability/assets/docs/WasteAudit2011.pdf>

. See also:

<http://www.uvic.ca/services/food/home/sustainability/initiatives/index.php>

A brief description of any post-consumer food waste composting program employed by the institution:

UVic is a leader in food waste composting with an estimated 74% of all food waste on campus being composted. See our Waste Audit Summary Report:

<https://www.uvic.ca/sustainability/assets/docs/WasteAudit2011.pdf>

. This high diversion rate is largely due to the efforts of our Food Services staff who compost all food waste left over food on food trays, and students and employees who take advantage of our many food waste collection bins across campus, inside buildings and on the campus grounds. See:

<https://www.uvic.ca/sustainability/operations/waste/composting/index.php>

UVic's Degrees Catering which provides food for meetings and conferences, also composts food waste as much as possible. See:

<http://degreescatering.ca/sustainability/index.php>

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes

Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Plastic pens, personal cell phones, Styrofoam, wood and all electronics.

Construction and Demolition Waste Diversion

Score

0.93 / 1.00

Responsible Party

Bentley Sly

Manager, Grounds and Environmental Services
Facilities Management

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

Submission Note:

The most recent major building project conducted resulted in a LEED Gold residence building opened in 2011. UVic requires all contractors working on new building construction to achieve a waste diversion rate of at least 75% and most have to date gone far beyond that and this project resulted in a 97% diversion rate. As no renovations or demolition were considered major over the last three years, these stats are not relevant to this credit.

Construction waste from renovations, demolitions or building additions has not been formally tracked, but will be in the future.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

364.58 Tons

Construction and demolition materials landfilled or incinerated :

29.29 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

The most recent major building project conducted resulted in a LEED Gold residence building opened in 2011. UVic requires all contractors working on new building construction to achieve a waste diversion rate of at least 75% and most have to date gone far beyond that and this project resulted in a 97% diversion rate. As no renovations or demolition were considered major over the last three years, these stats are not relevant to this credit.

Construction waste from renovations, demolitions or building additions has not been formally tracked, but will be in the future.

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	Dean Rysstad OHSE Consultant Occupational Health, Safety and Environment

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

UVic is committed to the environmental health and safety of our natural environment, students, staff and faculty. In 2012, an official policy on this subject was passed, see;

http://www.uvic.ca/universitysecretary/assets/docs/policies/SS9200_3250_.pdf

. This includes the safe use and disposal of hazardous chemical waste from labs through various initiatives. This includes a thermator exchange program which has resulted in over 325 mercury thermometers being taken out of the system and exchanged for less toxic alcohol-based thermometers and the old mercury thermometers sent for hazardous waste disposal. Uvic has also created a Green Labs website for user training on the safest lab practices, see:

<https://ohs.uvic.ca/environment/greenlabs.php>

.

UVic's Hazardous Waste Management program utilizes specialized contractors to collect, package and dispose of hazardous wastes generated on campus. The waste is transported to various off-site facilities for treatment and final disposal in compliance with local government regulations.

All e-waste is collected by UVic's surplus asset coordinator and either re-purposed, or sent to local recycling facilities. Nothing is sent to the landfill or shipped overseas. See:

<http://web.uvic.ca/purc/asset.php>

and

<http://web.uvic.ca/purc/ewaste.php>

. Once or twice a year, UVic hosts e-waste recycling days where students and staff can drop off personal used electronics for recycling, free of charge, and are given a pizza coupon for participating.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

UVic has a number of initiatives underway to reduce hazardous chemical waste. This includes a mercury thermometer exchange program with a goal to remove the majority of mercury thermometers from the science labs, reducing risk to human health and environmental exposures related to broken thermometers. Over 325 mercury thermometers were taken out of the system and exchanged for less toxic alcohol-based thermometers and the old mercury thermometers were sent for hazardous waste disposal. On a go forward basis, labs are encouraged to use only non- mercury thermometers.

Also,UVic promotes hazardous waste reducing initiatives in labs through our Green Labs website. One example is the use of MIT's Green Chemical Substitution Tool (

<http://ohs.uvic.ca/environment/greenlabs.php>

) where faculty, staff and students can look up chemicals used in their labs and identify less hazardous alternatives. One example of a chemical substitution we are promoting is the use of SYBR® Safe DNA Gel Stain instead of Ethidium Bromide, a potent mutagen, which has been the standard in microbiology for decades. Many labs on campus have already made the switch to eliminate Ethidium Bromide from their lab environment which has significantly reduced the hazard level in the lab, and has also significantly reduced the toxicity of the hazardous waste produced.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

UVic's Hazardous Waste Management program utilizes specialized contractors to collect, package and dispose of hazardous wastes generated on campus. The waste is transported to various off-site facilities for treatment and final disposal. Additionally, this program ensures compliance with the Capital Regional District's Source Control & Sewer Use by-law and the its Laboratory Code of Practice, which limits discharge of liquid waste into the sewer system. See:

<http://www.crd.bc.ca/wastewater/sourcecontrol/bylaw.htm>

and

<http://www.crd.bc.ca/wastewater/sourcecontrol/business/laboratory.htm>

.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None to report.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of

laboratory chemicals:

Each laboratory on campus maintains an inventory of their chemicals on a central university database. Through the use of this online inventory, labs are able to search the database and share chemicals with other labs if requested.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

All e-waste is collected by UVic's surplus assets coordinator and either re-purposed, or sent to local recycling facilities. Nothing is sent to the landfill or shipped overseas. See:

<http://web.uvic.ca/purc/asset.php>

and

<http://web.uvic.ca/purc/ewaste.php>

. Once or twice a year, UVic hosts e-waste recycling days where students and staff can drop off personal used electronics for recycling, free of charge, and are given a pizza coupon for participating.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

All e-waste is sent to local recycling facilities that specialize in e-waste according to provincial guidelines. See:

<http://www.return-it.ca/electronics/>

.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://ohs.uvic.ca/environment/waste.php>

Points Claimed 3.24

Points Available 6.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit	Points																		
Water Use	1.24 / 3.00																		
	<p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:</p>																		
	<table><tr><th>Physical Risk QUANTITY</th><th>Points Available For Each Part</th><th>Total Available Points For This Credit</th></tr><tr><td>Low Risk</td><td>■</td><td>2</td></tr><tr><td>Low to Medium Risk</td><td>1</td><td>3</td></tr><tr><td>Medium to High Risk</td><td>1■</td><td>4</td></tr><tr><td>High Risk</td><td>1■</td><td>5</td></tr><tr><td>Extremely High Risk</td><td>2</td><td>6</td></tr></table>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low Risk	■	2	Low to Medium Risk	1	3	Medium to High Risk	1■	4	High Risk	1■	5	Extremely High Risk	2	6
	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit																
	Low Risk	■	2																
	Low to Medium Risk	1	3																
	Medium to High Risk	1■	4																
High Risk	1■	5																	
Extremely High Risk	2	6																	
	Close																		
Rainwater Management	2.00 / 2.00																		
Wastewater Management	0.00 / 1.00																		

Score

1.24 / 3.00

Responsible Party

Glenn Brennan

Director of Operations

Facilities Management Group

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	■	2
Low to Medium Risk	1	3
Medium to High Risk	1■	4
High Risk	1■	5
Extremely High Risk	2	6

Close

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

UVic has been very successful in reducing overall water use on campus over the past few years even though the campus population as continued to grow. Between 2009/10 and 2012/13, water usage fell by 80,000 m³ or 11.6%, while the campus population grew by about 1,000 students and employees. These savings were the result of implementing many significant water savings initiatives including reducing irrigation of campus grounds in the summer, running the irrigation system with state-of-the-art computer controlled systems, replacing replaced outdated water-cooling condensing units for walk-in freezers and coolers in the Student Union Building (saving the equivalent to 9 Olympic swimming pools!), and replacing old aspirators in the Department of Chemistry labs with portable electric vacuum pumps. The university also replaced outdated, inefficient toilets and urinals in two large campus buildings, and recycles grey water from the Outdoor Aquatics Research Facility into toilets and urinals in 6 buildings. More information on water conservation initiatives can be found here:

<https://www.uvic.ca/sustainability/operations/water/index.php#section0-0>

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	160,911,158 <i>Gallons</i>	182,065,263 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	142,271,178 <i>Gallons</i>	163,425,283 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,472	2,240
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	17,669	16,975
Full-time equivalent of employees	4,705	4,982

Full-time equivalent of distance education students	2,233	1,800
--	-------	-------

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	3,892,667 <i>Square Feet</i>	3,854,939 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	124.50 <i>Acres</i>	124.50 <i>Acres</i>

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

	Start Date	End Date
Performance Year	April 1, 2012	March 31, 2013
Baseline Year	April 1, 2009	March 31, 2010

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

18,639,979 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

UVic has a grey water system in place that treats water from the Outdoor Aquatics Research Facility with ozone and chlorine that serves the heat pump condenser in one building (ECS), and also serves the toilet and urinal flushing in six other campus buildings through a separate plumbing system. The grey water fills a tank that is pressurized and supplies the fixtures. If the grey water is not keeping up with demand, the tank is filled with city water to make up the difference.

A brief description of any water metering and management systems employed by the institution:

UVic is a diverse campus that straddles two different municipalities - we have 20 different water meter accounts with one (Saanich), and 5 with the other (Oak Bay). Invoices are paid based on usage recorded by each meter. Special meters are set up at the Outdoor Aquatics Research Facility where there are weather anticipating/correcting controls and time clock programmers for irrigation systems. The outdoor irrigation systems have computer controlled timers.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

In 2011 UVic was subject to a comprehensive water audit by the regional district and has been implementing the report's recommendations ever since. These include retrofitting plumbing fixtures in two large buildings, in addition to the water sensing taps and low flow toilets in all of our buildings built since 2007. More plumbing retrofits are planned in the coming years. Grey water from the Outdoor Aquatics Research Facility is recycled into the toilets in six buildings, with plans to connect it to more buildings in the future.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

UVic has replaced outdated water-cooling condensing units for walk-in freezers and coolers in the Student Union Building, saving approximately 20,000 m³ of water each year (equivalent to 9 Olympic swimming pools!), and replaced old aspirators in the Department of Chemistry labs with portable electric vacuum pumps, saving an estimated \$5,000 annually in water costs. All appliances are placed with the highest water and energy efficiency models.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UVic is integrating "naturalized areas" on campus where the grounds are not watered or otherwise maintained during the summer growing months. The reduction in irrigation in these areas results in savings of more than 8,500 cubic metres of water and \$17,000 per year. Low maintenance and native species that require less watering are being incorporated around buildings and on grounds throughout the campus.

A brief description of any weather-informed irrigation technologies employed by the institution:

UVic's water irrigation systems are state-of-the-art computer controlled systems for maximum efficiency. Watering is only done in landscaped formal lawn areas where required, mostly for aesthetic purposes.

A brief description of other water conservation and efficiency strategies employed by the institution:

Many other initiatives are planned for the future as per the recommendations in the CRD Water Audit conducted in 2011/12, see:

<https://www.uvic.ca/sustainability/assets/docs/crdwateraudit.pdf>

.

The website URL where information about the institution's water conservation and efficiency initiatives is available:

stars.aashe.org

Rainwater Management

Score	Responsible Party
2.00 / 2.00	Bentley Sly Manager, Grounds and Environmental Services Facilities Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

Submission Note:

UVic's Intergrated Stormwater Management Plan (see:

<https://www.uvic.ca/sustainability/assets/docs/2004.Integrated.Stormwater.Management.Plan..pdf>

) layouts out guidelines for stormwater and rainwater management practices on campus including the use of raingardens, green roofs, stormwater rentention ponds, and porous pavers in new building and landscape design processes, where appropriate. The LEED green building process followed in all new building design and construction on campus also includes points for sustainable landscape design.

See here for more info on sustainable water practices:

<https://www.uvic.ca/sustainability/operations/water/index.php>

.

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce

rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

UVic utilizes low impact development practices on all campus projects for new buildings and existing areas.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The university has a comprehensive storm water management plan that is used to guide new building and landscape maintenance, see:

<https://www.uvic.ca/sustainability/assets/docs/2004.Integrated.Stormwater.Management.Plan..pdf>

.

A brief description of any rainwater harvesting employed by the institution:

None.

Rainwater harvested directly and stored/used by the institution, performance year:

0 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

None.

A brief description of any living or vegetated roofs on campus:

There are green roofs on 3 campus buildings that contain natural vegetation of native plants and grasses:

- The Social Sciences & Math Building has two roofs and several patio gardens with sumac and maple trees, strawberries and roses and lawns of native meadow mix. Grey water is used for watering.
- The Engineering & Computer Science Building has a small (330 square meter) green roof and light-coloured gravel ballast (1200 sq. meters) was installed on the rest of the roof reducing absorption of solar radiation by the building, minimizing the heat island effect and reducing the cooling load within the building.
- The First People's House has a green roof and storm retention pond.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Porous pavers are used extensively in new building landscape design and construction as a substitute for conventional concrete and asphalt surfacing (wherever practical). One parking lot is surfaced with permeable paving stones, Lot A outside of the Engineering Lab Wing.

A brief description of any downspout disconnection employed by the institution:

Downspouts are integrated into storm water detention and rain garden technology in new building and landscape design / construction across campus as part of the LEED green building process.

A brief description of any rain gardens on campus:

The university now includes / considers the use of rain garden technology in new building and landscape design/ construction. The Means Learning Centre, the new Centre for Athletics and Special Abilities (CARSA) and the McKenzie Ave upgrade projects are examples.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Storm water retention / detention is considered in all civil engineering designs for new building and landscape design / construction as part of the LEED green building process. There are many examples across campus including outside the Administrative Services Building, the First Peoples House and the David Turpin Building.

A brief description of any bioswales on campus (vegetated, compost or stone):

None.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<https://www.uvic.ca/sustainability/operations/water/index.php>

Wastewater Management

Score

0.00 / 1.00

Responsible Party

Glenn Brennan

Director of Operations
Facilities Management Group

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

Submission Note:

All of the campus's waste water is handled through the regional government's sewage system. Sewage is screened and passed into the ocean with no chemical treatment. The campus will be connected to the new sewage treatment system currently being constructed by the Capital Regional District that will provide preliminary, primary and secondary wastewater treatment in an environmentally responsible manner. See:

<http://www.crd.bc.ca/seaterra/>

.

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

Total wastewater discharged:

124,468,657 Gallons

Wastewater naturally handled:

0 Gallons

Data Corrected: Feb. 3, 2014

University of Victoria requested that AASHE Staff correct a mistake in this reporting field for the reason specified below.

Previous Value: 124468657.0

Explanation: No waste water is treated on campus.

A brief description of the natural wastewater systems used to handle the institution's wastewater:

All of the campus's wastewater is handled through the regional government's sewage system. Wastewater currently undergoes preliminary treatment which consists of screening the effluent with 6mm screens, which removes debris and solids, but not currently treated to secondary or tertiary standards prior to release.

Data Corrected: Feb. 3, 2014

University of Victoria requested that AASHE Staff correct a mistake in this reporting field for the reason specified below.

Previous Value: All of the campus's wastewater is handled through the regional government's sewage system. Wastewater currently undergoes preliminary treatment. Preliminary treatment consists of screening the effluent with 6mm screens, which removes debris and solids.

Explanation: The credit description in the latest version of the 2.0 manual makes this credit criteria clearer.

The website URL where information about the institution's wastewater management practices is available:

<https://www.uvic.ca/sustainability/operations/water/index.php>

Planning & Administration

Score 68.97%

Coordination, Planning & Governance

Points Claimed 8.00

Points Available 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Governance	3.00 / 3.00

Sustainability Coordination

Score

Responsible Party

1.00 / 1.00

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

Submission Note:

UVic has an Office of Campus Planning and Sustainability (under the Vice-President, Finance and Operations) consisting of one director and two full-time sustainability coordinators, and is supplemented with co-op and work study students, and volunteers. The office acts as coordinator and resource for students, staff, faculty and administration working towards shared goals of environmental sustainability at the University of Victoria. This includes conducting the annual greenhouse gas inventory, other sustainability reporting, sustainability communications, special events, classroom speaking, and community relations. Learn more about our office here:

<https://www.uvic.ca/sustainability/operations/about/index.php#section0-2>

Sustainability is also incorporated into the job descriptions of staff in many other operational units on campus including the Waste Reduction Unit, Capital Development, Parking and Transportation Services, Purchasing and Food Services. The School of Business also has a full-time Coordinator for its Centre of Social and Sustainable Innovation.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

This is obviously very difficult to briefly summarize as there have been many, many accomplishments of UVic's Office of Campus Planning and Sustainability and all of the other operational units and departments on campus that work together to make the campus a model of sustainability. Some recent highlights include:

stars.aashe.org

- Reducing greenhouse gas emissions by 8% from 2011 and 2012 due to efficiency measures in buildings and behaviour change programs across campus.
- Increasing the waste diversion rate to an average of 67% due to increased recycling and composting facilities and rates.
- Increasing the sustainable transportation modal split to 62% due to improvements in transit and cycling amenities.
- Launching a revolving sustainability loan fund to finance energy and water savings projects across campus.
- Installing three level 2 electric vehicle charging stations on campus.
- Implementing a sustainability awards program for staff and students.
- Hosting many successful sustainability outreach events including 3 farmers' markets, Bike To Work Week and Day, Love-A-Mug campaigns, a green office (GO!) program, residence sustainability programming, and cycling safety "lighten up" campaigns, to name a few.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

UVic has a multi-stakeholder Sustainability Advisory Committee chaired by the Director of Campus Planning and Sustainability. The committee meets 4 times per year and is informed and advised on the activities of the Office of Campus Planning & Sustainability and other sustainability-related activities on campus. The full terms of reference can be found here:

<https://www.uvic.ca/sustainability/assets/docs/SAC%20Terms%20of%20Reference-09.pdf>

. UVic also has a Cycling Advisory Committee to advise on cycling issues, and a Healthy Campus Advisory Committee that advises on campus health issues including physical health of the campus, as well as mental and physical well-being of students.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

The UVic Sustainability Advisory Committee is chaired by the Director of Campus Planning & Sustainability and membership consists of: 5 faculty, 6 staff (representative of various related operational units), and 5 undergraduate and graduate students. The two Sustainability Coordinators serve as resource persons to the committee.

The website URL where information about the sustainability committee(s) is available:

<https://www.uvic.ca/sustainability/assets/docs/SAC%20Terms%20of%20Reference-09.pdf>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

UVic has an Office of Campus Planning and Sustainability (under the Vice-President, Finance and Operations) consisting of one director and two full-time sustainability coordinators. The Office is supplemented with co-op and work study students, and volunteers when required. Sustainability is also incorporated into the job descriptions of staff in many other operational units on campus including the

Waste Reduction Unit, Capital Development, Parking and Transportation Services, Purchasing and Food Services. The School of Business also has a full-time Coordinator for their Centre for Social and Sustainable Innovation.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

4

The website URL where information about the sustainability office(s) is available:

<https://www.uvic.ca/sustainability/operations/about/index.php#section0-2>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Neil Connelly, Director. Rita Fromholt, Sustainability Coordinator. Matt Greeno, Sustainability Coordinator. Rachel Goldsworthy, Sustainability Coordinator (School of Business).

A brief description of each sustainability officer position:

Director: Manages the Office of Campus Planning and Sustainability. Acts as lead planner and sustainability manager for the university.

Sustainability Coordinators: Work under the Director to coordinate with other staff, student and faculty the implementation of the university's many goals and targets related to sustainability as per the Sustainability Action Plan for Campus Operations. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

. This includes many reporting functions such as STARS, the annual greenhouse gas inventory and the Carbon Neutral Action Report, plus outreach, communications and program planning.

The website URL where information about the sustainability officer(s) is available:

<https://www.uvic.ca/sustainability/operations/about/index.php#section0-2>

Score

4.00 / 4.00

Responsible Party**Neil Connelly**Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

UVic integrates various strategic planning processes and administrative/management functions that include sustainability as a central theme or an important component. The UVic Strategic Plan (<http://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf>) contains many references to sustainability in its Mission and various Objectives (34 & 35 in particular). The Sustainability Action Plan: Campus Operations, 2009-2014 (<http://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>) contains specific goals and actions in 8 operational topic areas (e.g. buildings, energy, waste) and a series of foundational goals to engage the entire campus community in sustainability learning and behaviours. The Campus Plan (<https://www.uvic.ca/sustainability/assets/docs/campusplan2003.pdf>) guides the physical development of the campus and incorporates central themes of maintaining and promoting the environmental integrity of our physical landscape including the placement of permanent and temporary development moratoriums on areas deemed to have special or vulnerable characteristics.

Many other plans and departments incorporate sustainability with diversity, equity, health and wellness into their work with students, staff, faculty and the community. UVic has a Diversity and Equity Advisor to the Provost, a multi-stakeholder Healthy Campus Advisory Committee, and Work-Life consultants assigned to each department. The School of Business includes a Centre for Social and Sustainable Innovation which has as its purpose to promote sustainability into the teaching, research and operations of the school, see: <http://www.uvic.ca/gustavson/cssi/>

.

.

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes

Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	Yes	No
Investment	Yes	No
Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

N/A

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

N/A

Accountable parties, offices or departments for the Curriculum plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

N/A

The measurable objectives, strategies and timeframes included in the Research plan(s):

N/A

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

UVic's Sustainability Action Plan: Campus Operations (2009-2014), consists of a number of initiatives to advance campus engagement around sustainability. These include developing a communications strategy, a multi-stakeholder advisory committee on campus operations, a sustainability action team program (green office, student residences and labs), and a sustainability awards program for staff and students, and a revolving sustainability load fund to fund campus community ideas to save energy and water on campus. See the full plan for details:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

. The Office of Campus Planning & Sustainability and many other departments on campus host many public talks and sustainability events to encourage campus engagement around sustainability. See:

<http://www.uvic.ca/sustainability/>

.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

The above strategies included in the UVic's Sustainability Action Plan: Campus Operations (2009-2014), and were all implemented by 2011 and are ongoing. See our sustainability report card:

[https://www.uvic.ca/sustainability/assets/docs/BUDG_02652_SustainabilityHighlightsBooklet_OUT_w](https://www.uvic.ca/sustainability/assets/docs/BUDG_02652_SustainabilityHighlightsBooklet_OUT_web.pdf)

[eb.pdf](https://www.uvic.ca/sustainability/assets/docs/BUDG_02652_SustainabilityHighlightsBooklet_OUT_web.pdf)

.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Office of Campus Planning and Sustainability, Facilities Management, Waste Reduction Unit, and UVic Communications.

A brief description of the plan(s) to advance Public Engagement around sustainability:

UVic hosts many public lectures (most free of charge), workshops and conferences with a focus on sustainability, as well as Continuing Studies classes. These are hosted by the Office of Campus Planning and Sustainability, the Centre for Co-operatives and Community-Based Economy, Institute for Studies and Innovation in Community-University Engagement, Social Justice Studies, School of Environmental Studies, School of Business, and the Environmental Law Centre, plus others. UVic is a research-intensive university with a focus on oceans and climate change, and the various research centres including the Pacific Institute for Climate Solutions, Pacific Climate Impacts Consortium, and Neptune Ocean Research, host many public events and host comprehensive websites with information available to the public.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

None are specifically planned or measured (would be impossible to coordinate all of the various centres!).

Accountable parties, offices or departments for the Public Engagement plan(s):

The Office of Campus Planning & Sustainability, Centre for Co-operatives and Community-Based Economy, Institute for Studies and Innovation in Community-University Engagement, Social Justice Studies, School of Environmental Studies, School of Business, the Environmental Law Centre, Pacific Institute for Climate Solutions, Pacific Climate Impacts Consortium, Oceans Networks Canada and Continuing Studies.

A brief description of the plan(s) to advance sustainability in Air and Climate:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Energy that includes climate change. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Sustainability Action Plan goals:

- Conduct annual greenhouse gas inventory and become carbon neutral by 2010.
- Reduce greenhouse gas emissions by 20% over 2007 baseline by 2015.
- Quantify the risks to university resources and infrastructure associated with global climate change by 2015.

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Campus Planning and Sustainability, Facilities Management, Occupational, Health, Safety and Environment, and Parking and Transportation Services.

A brief description of the plan(s) to advance sustainability in Buildings:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Green Buildings. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Sustainability Action Plan goals

- 100% of all capital building projects and major renovations will utilize an integrated approach to building planning, design, construction and operations.
- 100% of all new buildings will be constructed and certified as LEED Gold facilities.
- 50% of all major renovation projects registered in the LEED EB (existing buildings) program.
- 100% of all building spaces are cleaned with green cleaning techniques and products by 2011.
- To maintain and maximize the utilization of our physical infrastructure.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Management (Capital Development), and Office of Campus Planning & Sustainability.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Food and Urban Agriculture. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Sustainability Action Plan goals:

- Increase accessibility to healthy and diverse food choices.
- Review and assess the opportunities for locally produced and other "low impact" food options to be made available on campus.
- Increase spending on organic and fair trade food and beverages.
- Become a Fair Trade Campus by the end of 2011.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Food Services, Purchasing Services, and Office of Campus Planning & Sustainability.

A brief description of the plan(s) to advance sustainability in Energy:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Energy. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

. UVic also commissioned an Integrated Energy Master Plan in 2011, see:

<https://www.uvic.ca/sustainability/assets/docs/UVicIntegratedEnergyPlan.pdf>

.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Sustainability Action Plan goals:

- Reduce campus electricity consumption by 20% by 2015.
- Increase our renewable energy portfolio.

Additional goals:

- Complete Integrated Energy Master Plan
- Complete a biomass feasibility study

Accountable parties, offices or departments for the Energy plan(s):

Facilities Management and the Office of Campus Planning and Sustainability.

A brief description of the plan(s) to advance sustainability in Grounds:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Grounds. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Sustainability Action Plan goals:

- Develop a process to review protection of natural areas outlined in the 2003 Campus Plan beyond 2013.
- Eliminate all toxic chemicals from routine landscape management by 2012.
- Reduce the amount of impermeable surfaces on campus.
- Restore unhealthy natural areas on campus.
- Create a program to coordinate and support academic study and research in our campus landscapes by 2010.
- Ensure that 75% of all new plants installed on campus are native.
- Ensure that 50% of natural areas on campus are healthy natural areas.

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Management (Grounds and Environmental Services) and the Office of Campus Planning and Sustainability.

A brief description of the plan(s) to advance sustainability in Purchasing:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Purchasing. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

. Also, see supplier sustainability objectives:

[http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.p](http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf)

df

.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Sustainability Action Plan goals:

- Utilize a quadruple bottomline framework (people, planet, profit and socio-cultural) for major purchasing decisions by 2010.
- By 2012, establish a regional or provincial sustainability purchasing initiative to incubate ideas and support for sustainability purchasing policies and practice.
- Serve fair trade certified products that are readily available (coffee, tea, chocolate, sugar etc.) in 100% of food outlets on campus.
- Design purchasing agreements that accommodate different sizes and types of businesses.

Increase purchasing of local goods and services.

Accountable parties, offices or departments for the Purchasing plan(s):

Purchasing Services, Food Services, University Systems, UVic Bookstore, and the Office of Campus Planning and Sustainability.

A brief description of the plan(s) to advance sustainability in Transportation:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Transportation. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Sustainability Action Plan goals:

- Increase bus use, cycling, and carpooling to 70% of campus modal split by 2014.
- Reduce the number of fleet vehicles that consume fossil fuels to 40% of total vehicle fleet.

Accountable parties, offices or departments for the Transportation plan(s):

Office of Campus Planning and Sustainability and Parking and Transportation Services.

A brief description of the plan(s) to advance sustainability in Waste:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Waste. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

. A comprehensive waste audit with recommendations was also prepared in 2011, see:

<https://www.uvic.ca/sustainability/assets/docs/WasteAudit2011.pdf>

.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Sustainability Action Plan goals:

- A streamlined, standardized, and consolidated waste reduction operating model by 2010.
- A landfill diversion rate of 75% by 2012.
- Achieve a construction demolition waste diversion rate of greater than 75%.
- Ensure 100% of all university electronic waste is recycled domestically.
- Measure the amount of hazardous waste we produce annually.

Accountable parties, offices or departments for the Waste plan(s):

Facilities Management (Waste Reduction Unit), Residence Services, Food Services and the Office of Campus Planning and Sustainability.

A brief description of the plan(s) to advance sustainability in Water:

The Sustainability Action Plan: Campus Operations (2009-2014) contains a section on Water. See:

<https://www.uvic.ca/sustainability/assets/docs/FinalACTIONPLAN.pdf>

. A water audit report was also prepared for UVic by our regional government and water provider in 2011. The university is committed to implementing all of the recommendations contained in the report. See:

<https://www.uvic.ca/sustainability/assets/docs/crdwateraudit.pdf>

.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Sustainability Action Plan goals:

- Reduce water consumption by 25% through conservation and innovation by 2015.
- Decrease rainwater runoff by 10% by 2012.
- Increase campus community access to public water for drinking.
- Expand the system and the use of treated waste water on campus.

Accountable parties, offices or departments for the Water plan(s):

Facilities Management and the Office of Campus Planning and Sustainability.

A brief description of the plan(s) to advance Diversity and Affordability:

The Office of the Vice President Academic and Provost has an adviser to the provost on equity and diversity who works in collaboration with the provost, the VPAC diversity and equity steering committee and other offices on campus to identify barriers to access and accommodation for faculty, librarians, staff and students and to coordinate and communicate equity and diversity across campus. See:

<http://www.uvic.ca/vpacademic/faculty/diversity/>

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

The UVic Strategic Plan, states as it's first objective: "To be a diverse, welcoming learning community, with a demonstrated commitment to equity and fairness", with 4 key strategies which include identifying and reporting on equity, diversity and fairness issues across the university including the recruitment, retention and experience of students, faculty and staff. (p.15) See:

<http://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf>

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Advisor to the Provost on Equity and Diversity, Human Resources and Student Affairs.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

UVic's Health Services hosts the Healthy Campus Advisory Committee comprised of staff, students and faculty across campus (including sustainability) with a mandate to advise Health Services and Counselling Services on advancing an overall student and campus health and wellness vision, including policy development, strategic planning and assessment of services and programs.

Human Resources provides resources for staff and faculty on wellness and work-life balance, and makes work-life consultants available to provide training and assistance. See:

<http://web.uvic.ca/hr/worklifesupport/index.html#well>

. The definition of 'wellness' includes the capability to live in a clean and safe environment that is not detrimental to health. The quality of today's environment has a direct effect on personal wellness. To enjoy environmental wellness, we require clean air, pure water, quality food, adequate shelter, satisfactory work conditions, personal safety, and healthy relationships. See:

stars.aashe.org

<http://web.uvic.ca/hr/worklifesupport/environmental.htm>

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

None specifically stated at this time.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources, Health Services, Counselling Services, Food Services, Residence Services and the Office of Campus Planning and Sustainability.

A brief description of the plan(s) to advance sustainability in Investment:

In evaluating prospective investment managers, the UVic Board of Governors considers how ESG issues are incorporated into the investment decision making process, and requests annual disclosure by investment managers regarding the processes by which ESG factors are incorporated into the investment decision making process.

See also policies regarding Operating Funds - Policy on Social Responsibility and UVic Investments

http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5215_1790_.pdf

and

Endowment – Investment Belief

<http://www.uvic.ca/universitysecretary/assets/docs/obfoundations/SummaryOfInvestmentBeliefsMay20>

13.pdf

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Investment managers are required to disclose annually the processes by which ESG factors have been incorporated into the investment decision-making progress.

Accountable parties, offices or departments for the Investment plan(s):

Board of Governors, Pension Plan Trustees, Associate Vice President Financial Planning and Operations, and the Assistant Treasurer.

stars.aashe.org

A brief description of the plan(s) to advance sustainability in other areas:

UVic's Peter B. Gustavson School of Business includes a Centre for Social and Sustainable Innovation that's purpose is to "open a door to the array of resources that help students, staff and faculty incorporate all kinds of sustainability into their studies, careers and lives." See:

<http://www.uvic.ca/gustavson/cssi/>

The measurable objectives, strategies and timeframes included in the other plan(s):

Not specifically stated at this time.

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

"Sustainability is the state of achieving the ecological balance that allows social development and economic prosperity to be achieved across generations." (from UVic Sustainability Policy, see:

<https://www.uvic.ca/sustainability/assets/docs/SustainabilityPolicy.pdf>

).

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The Mission contained in the current Strategic Plan for UVic includes, "promoting the development of a just and sustainable society through our programs of education and research and the stewardship of our own financial and physical resources" (p 6). It also contains a section on Developing and Sustainably Stewarding Our Resources, with Objective 34 to update the Campus Plan that is informed by our commitment to sustainability, and Objective 35 to "demonstrate leadership in sustainability through the continued development and implementation of innovative operational practices and their integration with institutional planning activities." (pp 40-41)

The website URL where information about the institution's sustainability planning is available:

<http://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf>

Score

3.00 / 3.00

Responsible Party**Neil Connelly**Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria***Part 1***

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

Submission Note:

UVic students, staff and faculty have many opportunities to be involved in the governance of the university. The primary governance body of the university is the Board of Governors which includes seats for elected students (2), staff (1) and faculty (2). The Board of Governors is responsible for the management, administration and control of the property, revenue, business and affairs of the university.

<http://www.uvic.ca/universitysecretary/governors/index.php>

.

The Senate is the other primary governance body. It includes students (16) and faculty (32). The Senate is responsible for the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, fellowships, scholarships, exhibitions, bursaries, prizes, admissions, student appeals, and the granting of degrees (including honorary degrees, diplomas and certificates). See:

<http://www.uvic.ca/universitysecretary/senate/index.php>

.

UVic's undergraduate and graduate students have other opportunities to participate in university governance bodies including being elected by peers to either the undergraduate Students Society (UVSS):

<http://uvss.ca/>

or the Graduate Students Society (GSS):

<http://gss.uvic.ca/>

.

Student, staff and faculty can also be appointed to the Planning and Priorities Committee (

<https://www.uvic.ca/universitysecretary/otherbodies/planningandpriorities/index.php>

), the Campus Planning Committee (

<http://www.uvic.ca/campusplanning/about/committees/campusplanningcommittee/index.php>

) and the Sustainability Advisory Committee (

<https://www.uvic.ca/sustainability/home/about/index.php#section0-2>

).

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

UVic's undergraduate and graduate students have multiple opportunities to participate in university governance bodies including being elected by peers to either the undergraduate Students Society (UVSS):

<http://uvss.ca/>

or the Graduate Students Society (GSS):

<http://gss.uvic.ca/>

. They can also be appointed to the Board of Governors (

<http://www.uvic.ca/universitysecretary/governors/>

) and the University Senate (

<https://www.uvic.ca/universitysecretary/senate/>

), the Planning and Priorities Committee (

<https://www.uvic.ca/universitysecretary/otherbodies/planningandpriorities/index.php>

), the Campus Planning Committee (

<http://www.uvic.ca/campusplanning/about/committees/campusplanningcommittee/index.php>

) and the Sustainability Advisory Committee (

<https://www.uvic.ca/sustainability/home/about/index.php#section0-2>

).

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The UVic Board of Governors includes student representatives appointed by the UVic Students Society and Graduate Students Society (

<http://www.uvic.ca/universitysecretary/governors/>

).

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The student representatives on the UVic Board of Governors are full members of the Board and participate all levels of governance and decision-making conducted by the board. These include the management, administration and control of the property, revenue, business and affairs of the university. As members of the Senate, students participate in the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, fellowships, scholarships, exhibitions, bursaries, prizes, admissions, student appeals, and the granting of degrees (including honorary degrees, diplomas and certificates).

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

UVic's employees have multiple opportunities to participate in university governance bodies including being elected by peers (staff and faculty) to the Board of Governors (

<http://www.uvic.ca/universitysecretary/governors/>

) as well as selected for the Planning and Priorities Committee (

<https://www.uvic.ca/universitysecretary/otherbodies/planningandpriorities/index.php>

), the Campus Planning Committee (

<http://www.uvic.ca/campusplanning/about/committees/campusplanningcommittee/index.php>

) and the Sustainability Advisory Committee (

<https://www.uvic.ca/sustainability/home/about/index.php#section0-2>

).

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

UVic employees elect one staff member to represent them on the Board of Governors (

<https://www.uvic.ca/universitysecretary/governors/membership/index.php>

).

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes

Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The staff representative on the UVic Board of Governors is a full member of the Board and participates all levels of governance and decision-making conducted by the board. These include the management, administration and control of the property, revenue, business and affairs of the university.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The UVic Board of Governors consists of two elected faculty members. The Senate consists of 32 elected faculty members (two members from each faculty, with the remainder elected as at-large faculty members). See:

<http://www.uvic.ca/universitysecretary/index.php>

.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

The UVic Board of Governors consists of two elected faculty members. The Senate consists of 32 elected faculty members (two members from each faculty, with the remainder elected as at-large faculty members). See:

<http://www.uvic.ca/universitysecretary/index.php>

.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The faculty representatives on the UVic Board of Governors are full members of the board and participate all levels of governance and decision-making conducted by the board. These include the management, administration and control of the property, revenue, business and affairs of the university. As members of the Senate, faculty participate in the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, fellowships, scholarships, exhibitions, bursaries, prizes, admissions, student appeals, and the granting of degrees (including honorary degrees, diplomas and certificates).

The website URL where information about the institution's governance structure is available:

<https://www.uvic.ca/universitysecretary/index.php>

Diversity & Affordability

Points Claimed 7.92

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	0.50 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	2.42 / 4.00

Diversity and Equity Coordination

Score

2.00 / 2.00

Responsible Party

Grace Wong Sneddon

Diversity and Equity Advisor
VPAC

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

Submission Note:

In 2013, UVic was named one of Canada's top diversity employers for the second year in a row in a national competition. It was recognized for a variety of initiatives including managing a mental health task force that organizes awareness events throughout the year, maintaining a diversity and equity steering committee and hosting an annual diversity research forum. See:
<http://communications.uvic.ca/releases/tip.php?date=20022013#1437>

The role of UVic's Advisor to the Provost on Equity and Diversity is to create a welcoming and diverse learning, teaching and working environment by contributing funding for equity projects and events, coordinating and communicating equity and diversity across campus, and providing advice and information to units on the dynamic and changing landscape of equity, diversity, and human rights current practices, policies and new legislation. The position also chairs a Diversity and Equity Steering Committee, and hosts an annual Diversity Research Forum open to students, faculty, staff and community members. See:
<http://www.uvic.ca/vpacademic/administrators/diversity/>

The UVic Equity and Human Rights Office provides leadership in the development and coordination of plans, policies and procedures which support the university's organizational and legislative commitments to provide equitable access to and participation in employment and educational opportunities. It also oversees the University Human Rights Committee. See:
<http://web.uvic.ca/eqhr/home/team.htm>

UVic makes cultural competence trainings and activities available to students, staff and faculty through a variety of means. For example, chairs, deans and directors (including senior leaders) all receive robust training on how to recruit widely and broadly with a view to increasing diversity. Students receive cultural awareness training, "Indigenous Ways of Knowing" in faculties such as Social Work, Nursing Education and Child and Youth Care.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The role of UVic's Advisor to the Provost on Equity and Diversity is to create a welcoming and diverse learning, teaching and working environment by contributing funding for equity projects and events, coordinating and communicating equity and diversity across campus, and providing advice and information to units on the dynamic and changing landscape of equity, diversity, and human rights current practices, policies and new legislation. The position also chairs a Diversity and Equity Steering Committee. See:

<http://www.uvic.ca/vpacademic/administrators/diversity/>

.

The UVic Equity and Human Rights Office provides leadership in the development and coordination of plans, policies and procedures which support the university's organizational and legislative commitments to provide equitable access to and participation in employment and educational opportunities. It also oversees the University Human Rights Committee. See:

<http://web.uvic.ca/eqhr/home/team.htm>

.

The full-time equivalent of people employed in the diversity and equity office:

6

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.uvic.ca/vpacademic/administrators/diversity/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

UVic's Equity and Human Rights office offers workshops and talks on a variety of topics including creating inclusive spaces, anti-oppression training, intersectionality, human rights, personal harassment and bullying and sexual harassment, see:

<http://web.uvic.ca/eqhr/workshops.htm>

.

The Equity and Diversity office hosts an annual Diversity Research Forum with various themes related to exploring opportunities for dialogue and having critical conversations related to diversity. The 2014 forum's theme is "Arts, Allies and Activism", see:

<http://www.uvic.ca/diversityforum/>

.

UVic makes cultural competence trainings and activities available to students, staff and faculty through a variety of means. For example, chairs, deans and directors (including senior leaders) all receive robust training on how to recruit widely and broadly with a view to increasing diversity. Students receive cultural awareness training, "Indigenous Ways of Knowing" in faculties such as Social Work, Nursing Education and Child and Youth Care.

The website URL where information about the cultural competence trainings is available:

<http://web.uvic.ca/eqhr/index.htm>

Assessing Diversity and Equity

Score

0.50 / 1.00

Responsible Party

Grace Wong Sneddon

Diversity and Equity Advisor
VPAC

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

Submission Note:

The UVic Strategic Plan states in Objectives 2, 3, 4, 5 and 6 demonstrate the university's commitment to recruiting and retaining a diverse group of outstanding students, faculty and staff. Equity Planning and Reporting is an integral part of ensuring these objectives are met. Each year,

A list of university policies related to equity, diversity and human rights can be found here:

<http://web.uvic.ca/eqhr/policies.htm>

.

Each year UVic submits a report to the BC Human Rights Tribunal on our Employment Equity program (

<http://web.uvic.ca/eqhr/statistics.htm>

). UVic also tracks statistics on equity and human rights complaints. (

<http://web.uvic.ca/eqhr/statistics.htm>

). Each academic unit also submits an integrated planning report to the Provost that includes data on staff and faculty from the following under-represented groups: 1) women 2) people of color 3) Indigenous 4) with a disability 5) LGBTQ. Departments with limited employee diversity are consulted by the Diversity Office to assist in overcoming any barriers that exist.

New employees at UVic are given an opportunity to complete an Employment Equity Survey, the results of which are used to assist with internal employment equity planning and reporting. Equity reporting is done annually as part of the Federal Contractor's Program that requires the university to report membership of employees in four categories: 1) women 2) Aboriginal 3) persons with a disability and 4) members of a visible minority. See:

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

Has the institution assessed diversity and equity in terms of campus climate?:

No

A brief description of the campus climate assessment(s) :

N/A

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

UVic conducts regular assessments of students with a disability and identifies the academic accommodations that may help the student in a learning environment. (See:

<http://www.uvic.ca/services/rcsd/home/assessments/index.php>

and

<http://www.uvic.ca/services/rcsd/services/academic/index.php>

). A research project on the needs and resources necessary to support Aboriginal students at UVic has been published (See:

http://www.uvic.ca/services/indigenous/assets/docs/lenonet/UVic_LENONETsummary_2010.pdf

), the results of which inform the support services offered by the LE'NONET program and the Office of Indigenous Affairs (See:

<http://www.uvic.ca/services/indigenous/programs/index.php>

).

Also, in early 2013, a comprehensive student survey assessing health and wellbeing (National College Health Assessment - NCHA) was conducted with 1,400 students responding. Preliminary results are available with more detailed analysis being conducted and recommendations being developed. (See page 12 of this report:

<http://www.uvic.ca/services/health/assets/docs/UHS-final-annual-report-2013.pdf>

).

Has the institution assessed employee diversity and employment equity?:

stars.aashe.org

Yes

A brief description of the employee diversity and employment equity assessment(s):

Each year UVic submits a report to the BC Human Rights Tribunal on our Employment Equity program (

<http://web.uvic.ca/eqhr/statistics.htm>

). UVic also tracks statistics on equity and human rights complaints. (

<http://web.uvic.ca/eqhr/statistics.htm>

). Each academic unit also submits an integrated planning report to the Provost that includes data on staff and faculty from the following under-represented groups: 1) women 2) people of color 3) Indigenous 4) with a disability 5) LGBTQ. Departments with a limited employee diversity are consulted by the Diversity Office to assist in overcoming any barriers that exist.

New employees at UVic are given an opportunity to complete an Employment Equity Survey, the results of which are used to assist with internal employment equity planning and reporting. Equity reporting is done annually as part of the Federal Contractor's Program that requires the university to report membership of employees in four categories: 1) women 2) Aboriginal 3) persons with a disability and 4) members of a visible minority. See:

<http://www.uvic.ca/vpacademic/administrators/diversity/equity-reporting/index.php>

.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

N/A

The website URL where information about the assessment(s) is available:

<http://www.uvic.ca/vpacademic/administrators/diversity/equity-reporting/index.php>

Support for Underrepresented Groups

Score

2.00 / 2.00

Responsible Party

Grace Wong Sneddon

Diversity and Equity Advisor
VPAC

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

UVic offers many support programs and policies that support underrepresented groups on campus. Notably, UVic has special programming in place to support the recruitment and retention of Indigenous students including Indigenous counselling services, Indigenous Week of Welcome, the Elders' Voices Program and the LE, NONET program (a suite of programs designed to welcome and support Indigenous students). See:

<http://www.uvic.ca/services/indigenous/programs/index.php>

. The Faculty of Engineering also offers special support for Indigenous students pursuing engineering studies. See:

<http://www.uvic.ca/engineering/prospective/home/iam/indigenous.php>

.

Students with a disability are supported through the Resource Centre for Students with a Disability with services that include coordinating academic accommodations, providing alternative text formats, providing assistive technology, and direct learning assistance, coaching and assessments. See:

<http://www.uvic.ca/services/rcsd/assistance/index.php>

.

International and ESL students are supported through the International Commons that designs, delivers, hosts, organizes and co-creates workshops, intensive courses, and groups studies specific to international students' needs, plus offers mentorship. See:

<http://ltc.uvic.ca/services/programs/InternationalCommons.php>

.

UVic has a Discrimination and Human Rights Policy that defines discrimination and harassment, and lays out complaint procedures, see:

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf

. The Equity and Human Rights offices offers staff, students and faculty services to report issues related to discrimination and harassment. See:

<http://web.uvic.ca/eqhr/assistance.htm>

A list of accessible washrooms on campus, including gender-neutral and for persons with a disability is available (See:

http://web.uvic.ca/eqhr/admin/Access_Washrooms.pdf

).

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

UVic has special programming in place to support the recruitment and retention of Indigenous students including Indigenous counselling services, Indigenous Week of Welcome, the Elders' Voices Program and the LE,NONET program (a suite of programs designed to welcome and support Indigenous students). See:

<http://www.uvic.ca/services/indigenous/programs/index.php>

. The Faculty of Engineering also offer special support for Indigenous students pursuing engineering studies. See:

<http://www.uvic.ca/engineering/prospective/home/iam/indigenous.php>

.

Students with a disability are supported through the Resource Centre for Students with a Disability with services that include coordinating academic accommodations, providing alternative text formats, providing assistive technology, and direct learning assistance, coaching and assessments. See:

<http://www.uvic.ca/services/rcsd/assistance/index.php>

.

International and ESL students are supported through the International Commons that designs, delivers, hosts, organizes and co-creates workshops, intensive courses, and groups studies specific to international students' needs, plus offers mentorship. See:

<http://ltc.uvic.ca/servicesprograms/InternationalCommons.php>

.

The Equity and Human Rights offices offers staff, students and faculty services to report issues related to discrimination and harassment. See:

<http://web.uvic.ca/eqhr/assistance.htm>

.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.uvic.ca/services/indigenous/programs/index.php>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

UVic has a Discrimination and Human Rights Policy that defines discrimination and harrassment, and lays out complaint procedures, see:

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf

.

The Equity and Human Rights office offers staff, students and faculty services to report issues related to discrimination and harassment.
See:

<http://web.uvic.ca/eqhr/assistance.htm>

.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf

Does the institution offer housing options to accomodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Score

1.00 / 1.00

Responsible Party

Grace Wong Sneddon

Diversity and Equity Advisor
VPAC

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Submission Note:

Through the UVic Teaching and Learning Centre, tutorial assistants and grad students from underrepresented groups who are beginning their academic teaching careers, can receive training and support on a wide variety of topics including "Adjusting to a New Cultural and Academic Life" and "International TA Professional Development Series".

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Through the UVic Teaching and Learning Centre, tutorial assistants and grad students from underrepresented groups who are beginning their academic teaching careers, can receive training and support on a wide variety of topics including "Adjusting to a New Cultural and Academic Life" and "International TA Professional Development Series".

The website URL where more information about the faculty diversity program(s) is available :

<https://ltc.uvic.ca/servicesprograms/taprod/index.php>

Affordability and Access

Score

2.42 / 4.00

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

UVic awards close to \$10 million annually in student financial aid including bursaries, scholarships and work study subsidies. Bursaries (non-repayable awards) are available for undergraduate and graduate students based on financial need and reasonable academic standing. See:

<http://registrar.uvic.ca/safa/bursaries/bursaryregulations.html>

and

<http://www.uvic.ca/graduatestudies/finances/financialaid/bursaries/index.php>

. Hundreds of students with demonstrated financial need earn extra income each year through UVic's work study program Students

obtain part time jobs on campus with their wages subsidized by \$11 per hour by the university. See:

<http://registrar.uvic.ca/safa/workstudy/workstudyindex.html>

.

Many scholarships and bursaries are available for UVic students studying part time. Some examples are Social Work (

<http://registrar.uvic.ca/safa/bursaries/termsofawards/SocialWork.html>

), Science (

<http://www.uvic.ca/science/students/current-graduate/awards/index.php>

) and Graduate Studies (

<https://www.uvic.ca/graduatestudies/finances/financialaid/uvicawards/>

).

UVic has an onsite child care facility that accepts the children of students, staff, faculty and alumni. Child care fees are at market rates.

Funding support in the form of bursaries are available for students requiring child care services. See:

<http://www.uvic.ca/services/childcare/index.php>

.

UVic's Family Student Housing Complex provides subsidized on-campus housing for 181 students with children, conveniently located beside UVic Child Care. The complex includes a Family Centre to support the unique needs of families where one or more members is a student. See:

<http://www.uvic.ca/home/about/campus-info/maps/maps/r01.php>

.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

UVic awards close to \$10 million annually in student financial aid including bursaries, scholarships and work study subsidies. Bursaries (non-repayable awards) are available for undergraduate and graduate students based on financial need and reasonable academic standing.

See:

<http://registrar.uvic.ca/safa/bursaries/bursaryregulations.html>

and

<http://www.uvic.ca/graduatestudies/finances/financialaid/bursaries/index.php>

.

Student loans are available from the government, also based on financial need.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Departments across the campus are encouraged to hire part time students under the subsidized work study program for students demonstrating financial need.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

A brief description of the institution's scholarships for low-income students:

Scholarships at UVic are awarded based on academic merit. Bursaries are awarded based on financial need and reasonable academic standing. See:

<http://registrar.uvic.ca/safa/index.html>

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The bursaries for low income students, scholarship funding and the work study part time employment program are widely advertised as part of UVic student recruitment efforts.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

UVic also supports an extensive work study program where hundreds of students with demonstrated financial need obtain employment on campus with their wages subsidized by the university. See:

<http://registrar.uvic.ca/safa/workstudy/workstudyindex.html>

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Many scholarships and bursaries are available for UVic students studying part time. Some examples are Social Work (

<http://registrar.uvic.ca/safa/bursaries/termsofawards/SocialWork.html>

), Science (

<http://www.uvic.ca/science/students/current-graduate/awards/index.php>

) and Graduate Studies (

<https://www.uvic.ca/graduatestudies/finances/financialaid/uvicawards/>

).

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

UVic has an onsite child care facility that accepts the children of students, staff, faculty and alumni. Child care fees are at market rates. Funding support in the form of bursaries are available for students requiring child care services. See:

<http://www.uvic.ca/services/childcare/index.php>

.

A brief description of other policies and programs to support non-traditional students:

UVic's Family Student Housing Complex provides subsidized on-campus housing for 181 graduate students with children, conveniently located beside UVic Child Care. The complex includes a Family Centre to support the unique needs of families where one or more members is a student. See:

<http://www.uvic.ca/home/about/campus-info/maps/maps/r01.php>

.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	92
The percentage of students graduating with no interest-bearing student loan debt	50

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://registrar.uvic.ca/safa/>

Health, Wellbeing & Work

Points Claimed 4.48

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit	Points
Employee Compensation	2.97 / 3.00
Assessing Employee Satisfaction	0.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.51 / 2.00

Employee Compensation

Score

2.97 / 3.00

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

Approximately 75% of employees working at UVic are covered by the collective bargaining agreements of either the Professional Employees Association (PEA), the Canadian Union of Public Employees locals (CUPE) or the Faculty Association (which includes librarians). Of all employees working at UVic, 98% earn at least a "living wage" as defined in urban areas of the Province of British Columbia as \$19 per hour. The only union local not paying \$19 per hour is one section of CUPE 4163, specially the Academic and Cultural Assistance (while at the junior level). These figures do not include work study students employed part time at the university.

Information on collective agreements for staff, plus benefits and leave information can be found on the Human Resources website,

<http://web.uvic.ca/hr/>

. Information on collective agreements for faculty, librarians and teaching assistants, sessional and lab instructors can be found here,

<http://www.uvic.ca/info/bargaining/fac-assn/>

.

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

Number of employees:

4,584

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

4,584

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

0

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Approximately 75% of employees working at UVic are covered by the collective bargaining agreements of either the Professional Employees Association (PEA), the Canadian Union of Public Employees locals (CUPE) or the Faculty Association (which includes librarians). Of all employees working at UVic, 98% earn at least a "living wage" as defined in urban areas of the Province of British Columbia as \$19 per hour. The only union local not paying \$19 per hour is one section of CUPE 4163, specially the Academic and Cultural Assistance (while at the junior level). These figures do not include work study students employed part time at the university.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

4,492

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

N/A

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

N/A

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

N/A

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

N/A

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

N/A

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Students are paid at the very least, the minimum wage for the Province of BC which is \$10.25 per hour. Most departments, however, top this up as much as they are able, but it is up to each one to decide how much is appropriate. The university paid portion of on campus workstudy positions is a maximum of \$11 per hours, with many employers topping this up through departmental budgets.

The local legal minimum hourly wage for regular employees:

10.25 *US/Canadian \$*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

No

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://web.uvic.ca/hr/>

Assessing Employee Satisfaction

Score

0.00 / 1.00

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

UVic does not regularly conduct employee satisfaction or engagement surveys. However, new employees are encouraged to complete an Employment Equity Survey, see:

<http://web.uvic.ca/eqhr/equity/federal.htm>

. People applying for a job at UVic are encouraged to complete an Applicant Experience Survey, see link on right of this page,

<http://web.uvic.ca/hr/postings/Careeropportunities.htm>

.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

UVic does not regularly conduct employee satisfaction or engagement surveys. However, new employees are encouraged to complete an Employment Equity Survey, see:

<http://web.uvic.ca/eqhr/equity/federal.htm>

stars.aashe.org

. People applying for a job at UVic are encouraged to complete an Applicant Experience Survey, see link on right of this page,

<http://web.uvic.ca/hr/postings/Careeropportunities.htm>

.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Score	Responsible Party
1.00 / 1.00	Neil Connelly Director, Campus Planning & Sustainability Office of Campus Planning & Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

Submission Note:

Wellness and other work-life support including sick leave, return-to-work, medical accomodation services, are provided to faculty and staff by UVic's Human Resources. These services include online resources, and a free Lunch and Learn, "Work-Life" series. See: <http://web.uvic.ca/hr/worklifesupport/>

.

UVic's Employee and Family Assistance Program (EFAP) is an employer paid benefit for all eligible faculty and staff (most unionized positions and faculty association members), and their dependents. It includes free professional counselling, information and referral services. See:

<http://web.uvic.ca/hr/benefits/efap.html>

.

There is also an independent university Ombudsperson available to students, staff and faculty to deal with information and disputes regarding UVic regulations and procedures. See:

<http://www.uvss.uvic.ca/ombudsperson/>

.

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes

Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Wellness and other work-life support including sick leave, return-to-work, medical accomodation services, are provided to faculty and staff by UVic's Human Resources. These services include online resources, and a free Lunch and Learn, "Work-Life" series. See:

<http://web.uvic.ca/hr/worklifesupport/>

.

UVic's Employee and Family Assistance Program (EFAP) is an employer paid benefit for all eligible faculty and staff (most unionized positions and faculty association members), and their dependents. It includes free professional counselling, information and referral services. See:

<http://web.uvic.ca/hr/benefits/efap.html>

.

There is also an independent university Ombudsperon available to students, staff and faculty to deal with information and disputes regarding UVic regulations and procedures. See:

<http://www.uvss.uvic.ca/ombudsperson/>

.

The website URL where information about the institution's wellness program(s) is available:

<http://web.uvic.ca/hr/worklifesupport/index.html#well>

Workplace Health and Safety

Score

0.51 / 2.00

Responsible Party

Dean Rysstad

OHSE Consultant

Occupational Health, Safety and Environment

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

Submission Note:

UVic's Office of Occupational Health, Safety and Environment provides services to the university that assist in promoting and maintaining employee health in the workplace including ergonomics, occupational hygiene including indoor air quality, respirators and hearing protection) and a smoke-free program, and the disposal of hazardous waste. The office also provides training and hosts workshops on various topics including biosafety, lab safety awareness, and radiation safety.

See here for more information:

<https://ohs.uvic.ca/>

.

The total number of reportable workplace injuries and occupational disease cases can vary greatly from year to year, but overall the numbers of reported cases continues to decline.

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

Please enter data in the table below::

	Performance Year	Baseline Year
--	------------------	---------------

Number of reportable workplace injuries and occupational disease cases	116	117
Full-time equivalent of employees	4,705	4,982

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

UVic's Office of Occupational Health, Safety and Environment provides services to the university that assist in promoting and maintaining employee health in the workplace including ergonomics, occupational hygiene including indoor air quality, respirators and hearing protection) and a smoke-free program, and the disposal of hazardous waste. The office also provides training and hosts workshops on various topics including biosafety, lab safety awareness, and radiation safety.

The website URL where information about the institution's workplace health and safety initiatives is available:

<https://ohs.uvic.ca/>

Investment

Points Claimed 1.67

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.67 / 4.00
Investment Disclosure	1.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	Andrew Coward Assistant Treasurer Budget Office

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

Submission Note:

An active committee on CIR is not being considered at this time.

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

Score

0.67 / 4.00

Responsible Party

Andrew Coward

Assistant Treasurer

Budget Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

Submission Note:

The UVic endowment board adopted a Responsible Investing Brief in May of 2012 and managers are now reporting annually on ESG initiatives and how ESG issues are incorporated into the investment decision making process. Managers are also including how proxies are voted. No new investments managers have been hired since the policy was adopted. The following links provide more details on UVic's investment policies:

http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5215_1790_.pdf

<http://www.uvic.ca/universitysecretary/assets/docs/obfoundations/SummaryOfInvesmentBeliefsMay2013.pdf>

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

Total value of the investment pool:

478,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---

Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

A \$250,000 Revolving Sustainability Fund was initiated in 2011/12 from Operating Funds to finance projects that have a quantifiable monetary savings to increase the conservation and efficiency of UVic's energy and water use.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

The investment policies are available with these links:

http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5215_1790_.pdf

<http://www.uvic.ca/universitysecretary/assets/docs/obfoundations/SummaryOfInvesmentBeliefsMay20>

[13.pdf](#)

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

The endowment board adopted a Responsible Investing Brief in May of 2012 and managers are now reporting annually on ESG initiatives and how ESG issues are incorporated into the investment decision making process. Managers are also including how proxies are voted. No new investments managers have been hired since the policy was adopted.

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

N/A

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

N/A

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

N/A

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

N/A

The website URL where information about the institution's sustainable investment efforts is available:

http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5215_1790_.pdf

Investment Disclosure

Score	Responsible Party
1.00 / 1.00	Andrew Coward Assistant Treasurer Budget Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

All of the investment holdings are or will be soon disclosed online. Operating fund holdings are made available upon request and will be posted online starting in fiscal 13-14. Foundation holdings are made available at the website below and are available upon request. See:

<https://www.uvic.ca/vpfo/accounting/resources/financial-statements.php>
and

<https://www.uvic.ca/vpfo/accounting/assets/docs/financial/foundationfinancialstatements/2012fdnstatements.pdf>
.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<https://www.uvic.ca/vpfo/accounting/resources/financial-statements.php>

Innovation

Score 4.00

Innovation

Points Claimed 4.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

Score

1.00 / 1.00

Responsible Party

Heather Seymour

Manager of Food Production and Purchasing
University Food Services

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

UVic is widely known for its leadership in institutional food procurement practices that support local farmers and other local food producers. UVic's Food Services group is unique for a number of reasons, including the fact that it prepares all of the meals served on campus fresh each day. There are NO franchise food outlets on campus, nor are there any contracts with big food supply companies to supply prepared meals.

This fact presents the university with many logistical, cost and labor challenges to do with planning and preparing meals for thousands of people each day, but also gives us the opportunity to support local farmers and other food producers through our institutional purchasing power. UVic purchases an estimated average of 50% of all our food from local suppliers, with 20 of 24 regular suppliers being based on Vancouver Island or Vancouver (within 100 miles). This has been accomplished by the Purchasing and Food Services staff through careful relationship and capacity-building with local farmers and small food producers (e.g. bakeries and pizza makers) to help enable them to be able to supply the university on a regular basis, at stable prices.

Local purchasing supports the local economy, lowers the carbon footprint of transporting food, and contributes to student health and learning. In 2012, UVic was the recipient of a Golden Carrot Award for its outstanding efforts to implement one of the first "Farm to University" programs in the province, see:

<http://www.uvic.ca/services/food/home/events/current/ufs-wins-golden-carrot-award.php>

In addition, for the past five years 100% of coffee purchased on campus and sold in all the food outlets has been organic and fair trade certified. UVic was also the first campus in Canada to sell coffee that is certified "Beyond Fair Trade" (Doi Chaang Coffee). All eggs used are "cage-free", all poultry is local from Vancouver Island, and no farmed salmon is sold anywhere. UVic operates a year-round 175 seat all vegetarian and vegan restaurant, and all other dining venues offer regular vegan or vegetarian entrees and options.

See here for more information:

<http://www.uvic.ca/services/food/home/sustainability/initiatives/index.php>

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Leadership in sustainable food procurement practices

A brief description of the innovative policy, practice, program, or outcome :

UVic is widely known for its leadership in institutional food procurement practices that support local farmers and other local food producers. UVic's Food Services group is unique for a number of reasons, including the fact that it prepares all of the meals served on campus fresh each day. There are NO franchise food outlets on campus, nor are there any contracts with big food supply companies to supply prepared meals.

This fact presents the university with many logistical, cost and labor challenges to do with planning and preparing meals for thousands of people each day, but also gives us the opportunity to support local farmers and other food producers through our institutional purchasing power. UVic purchases an estimated average of 50% of all our food from local suppliers, with 20 of 24 regular suppliers being based on Vancouver Island or Vancouver (within 100 miles). This has been accomplished by the Purchasing and Food Services staff through careful relationship and capacity-building with local farmers and small food producers (e.g. bakeries and pizza makers) to help enable them to be able to supply the university on a regular basis, at stable prices.

Local purchasing supports the local economy, lowers the carbon footprint of transporting food, and contributes to student health and learning. In 2012, UVic was the recipient of a Golden Carrot Award for its outstanding efforts to implement one of the first "Farm to

University” programs in the province, see:

<http://www.uvic.ca/services/food/home/events/current/ufs-wins-golden-carrot-award.php>

In addition, for the past five years 100% of coffee purchased on campus and sold in all the food outlets has been organic and fair trade certified. UVic was also the first campus in Canada to sell coffee that is certified "Beyond Fair Trade" (Doi Chaang Coffee). All eggs used are "cage-free", all poultry is local from Vancouver Island, and no farmed salmon is sold anywhere. UVic operates a year-round 175 seat all vegetarian and vegan restaurant, and all other dining venues offer regular vegan or vegetarian entrees and options.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

See above

Provide affirmation that the following statements are true::

	Yes or No
The innovation describes a new, extraordinary, unique, ground-breaking, or uncommon outcome, policies or practice	
This innovation (program, policy, or outcome) is not already covered by an existing STARS credit or greatly exceeds the highest criterion of an existing STARS credit	
The innovative practice, policy, program, or outcome has occurred within the past three years	
The institution has not previously received a STARS innovation credit for this specific practice, policy, program, or outcome	

A letter of affirmation from an individual with relevant expertise:

[Letter from Islands West.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to (select all that apply)?:

	Yes or No
Curriculum	No

Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	Yes
Energy	No
Grounds	No
Purchasing	Yes
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://www.uvic.ca/services/food/home/sustainability/initiatives/index.php>

Score

1.00 / 1.00

Responsible Party**Neil Connelly**Director, Campus Planning & Sustainability
Office of Campus Planning & Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

The new UVic Campus Bike Centre serves the campus cycling community and visitors with covered bike parking for 234 bikes (horizontal and vertical racks, plus bike lockers), equipment lockers, benches and an expanded, renovated space for the SPOKES bicycle program. Racks are free for everyone to use, and lockers available for rent on a semester by semester basis (\$40 for bike lockers and \$10 for equipment). SPOKES is a unique bicycle recycling program where volunteers refurbished bikes and make them available to loan to students, staff and faculty.

The centre is open 24/7 in a well lit, centrally located, convenient location at the west end of the University Centre underground parkade, formerly occupied by 28 premium paid vehicle parking spots. Watch a video of our grand opening to learn more:

<http://www.youtube.com/watch?v=Z6nbgqQCnos&feature=youtu.be>

.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

UVic Campus Bike Centre

A brief description of the innovative policy, practice, program, or outcome:

The new UVic Campus Bike Centre serves the campus cycling community and visitors with covered bike parking for 234 bikes (horizontal and vertical racks, plus bike lockers), equipment lockers, benches and an expanded, renovated space for the SPOKES bicycle program. Racks are free for everyone to use, and lockers available for rent on a semester by semester basis (\$40 for bike lockers and \$10 for equipment). SPOKES is a unique bicycle recycling program where volunteers refurbished bikes and make them available to loan to students, staff and faculty.

The centre is open 24/7 in a well lit, centrally located, convenient location at the west end of the University Centre underground parkade, formerly occupied by 28 premium paid vehicle parking spots. Watch a video of our grand opening to learn more:

<http://www.youtube.com/watch?v=Z6nbgqQCnos&feature=youtu.be>

.

The bike centre with its central location, amenities and services for cyclists highlights the important role that cycling has at UVic in reducing motor vehicle traffic and parking demand.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Campus Bike Centre opened in November 2013, so it is early to formally assess the measurable outcomes, but it has been extremely well received and is being used by many cyclists on a regular basis. UVic can already boast close to a 9% cycling transportation modal split, and it is planned that the investment the university has made in this new infrastructure to support cycle commuting will increase this share even more in the months and years to come.

Provide affirmation that the following statements are true::

	Yes or No
The innovation describes a new, extraordinary, unique, ground-breaking, or uncommon outcome, policies or practice	
This innovation (program, policy, or outcome) is not already covered by an existing STARS credit or greatly exceeds the highest criterion of an existing STARS credit	
The innovative practice, policy, program, or outcome has occurred within the past three years	
The institution has not previously received a STARS innovation credit for this specific practice, policy, program, or outcome	

A letter of affirmation from an individual with relevant expertise:

[Letter for UVic BTW -final.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to (select all that apply)?:

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	No
Grounds	No

Purchasing	No
Transportation	Yes
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<https://www.uvic.ca/sustainability/home/news/current/Campus%20Bike%20Centre%20Opening.php>

Score

1.00 / 1.00

Responsible Party**Rita Fromholt**

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Environmental Studies 200

A brief description of the innovative policy, practice, program, or outcome:

The course ES 200 (Introduction to Environmental Studies) is required to be taken by all undergraduate students taking a major or minor program, or a general program, in the School of Environmental Studies. It introduces students to the concepts of ethnoecology, political ecology and ecological restoration through the unique lens of food security issues. With over 550 students taking the course each year, it is considered the largest food-focused course at any university or college in Canada.

Students come away with an appreciation of the sources and character of environmental problems and some of the analytical tools and contexts necessary to respond to them. Many students consider this course to be "transformative" and likely accounts for the fact that the number one sustainability issue students are concerned with on campus are those related to food - growing food on campus, permaculture skills, seed saving, local/organic/ethical food purchasing, GMOs, and hosting local food markets on campus. Since 2005, the course has inspired thousands of young activists and scholars to take action on climate change and other sustainability and social justice issues through their interest and knowledge of food security.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Since 2005, over 550 UVic students have taken this course each academic year. Many students consider this course to be "transformative" and likely accounts for the fact that the number one sustainability issue students are concerned with on campus are those related to food - growing food on campus, permaculture skills, seed saving, local/organic/ethical food purchasing, and hosting local food markets on campus.

Provide affirmation that the following statements are true::

	Yes or No
The innovation describes a new, extraordinary, unique, ground-breaking, or uncommon outcome, policies or practice	
This innovation (program, policy, or outcome) is not already covered by an existing STARS credit or greatly exceeds the highest criterion of an existing STARS credit	
The innovative practice, policy, program, or outcome has occurred within the past three years	

The institution has not previously received a STARS innovation credit for this specific practice, policy, program, or outcome

A letter of affirmation from an individual with relevant expertise:

[STARSletter ES200.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to (select all that apply)?:

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No

Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Score

1.00 / 1.00

Responsible Party**Lisa Church**Manager, Retail Operations
Food Services

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

UVic's overall waste diversion rate increased from 62% in the 2010/2011 academic year, to 66% in 2012/2013 - an increase of 10%. Over the same period, UVic's total compostable waste increased from 609.4 tons to 791.8 tons - an increase of 30%!

These successes are due to a number of factors including increasing the availability of recycling and composting facilities, and targeted behavior change programs. But by far the areas with the highest waste diversion rates at UVic are in the buildings with food service (dining) facilities. These include the Cadboro Commons, University Centre, Grad Student Society and the University Club with diversion rates of between 84% and 90%. A chart of the results of a waste audit conducted in 2011 by collection area can be found here: <https://www.uvic.ca/sustainability/assets/docs/UVic%20waste%20audit%20by%20building.pdf>

These remarkable waste diversion statistics are the result of the tremendous efforts by the staff that manage and work in the food service areas. There are no garbage, recycling or composting bins in the student dining areas. Instead, all waste is left on the food trays and placed on racks. The waste from the trays is then sorted by staff into compost, recycling and garbage in the kitchen areas. Similarly in the restaurant areas, staff manually sort leftovers into compost, recycling and garbage.

In addition, any recycling sorted that is refundable (for example, pop cans and plastic bottles) is donated to a different local school, youth group or sports team in the community each month. The amount raised for these groups ranges from \$800 to \$1,500 per month providing much needed charitable funding to organizations that have seen other sources of funding drastically cut in recent years. For more details on this program, see:

<http://ring.uvic.ca/news/recycling-caf>

. For her efforts, the Food Services retail outlets coordinator was a finalist for an EcoStar community service award.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Improvements in Campus Waste Diversion through Food Services

A brief description of the innovative policy, practice, program, or outcome:

UVic's overall waste diversion rate increased from 62% in the 2010/2011 academic year, to 66% in 2012/2013 - an increase of 6.5%. Over the same period, UVic's total compostable waste increased from 609.4 tons to 791.8 tons - an increase of 30%!

These successes are due to a number of factors including increasing the availability of recycling and composting facilities, and targeted behavior change programs. But by far the areas with the highest waste diversion rates at UVic are in the buildings with food service (dining) facilities. These include the Cadboro Commons, University Centre, Grad Student Society and the University Club with diversion rates of between 84% and 90%. A chart of the results of a waste audit conducted in 2011 by collection area can be found here:

<https://www.uvic.ca/sustainability/assets/docs/UVic%20waste%20audit%20by%20building.pdf>

These remarkable waste diversion statistics are the result of the tremendous efforts by the staff that manage and work in the food service areas. There are no garbage, recycling or composting bins in the student dining areas. Instead, all waste is left on the food trays and placed on racks. The waste from the trays is then sorted by staff into compost, recycling and garbage in the kitchen areas. Similarly in the restaurant areas, staff manually sort leftovers into compost, recycling and garbage.

In addition, any recycling sorted that is refundable (for example, pop cans and plastic bottles) is donated to a different local school, youth group or sports team in the community each month. The amount raised for these groups ranges from \$800 to \$1,500 per month providing much needed charitable funding to organizations that have seen other sources of funding drastically cut in recent years. For more details on this program, see:

<http://ring.uvic.ca/news/recycling-caf>

. For her efforts, the Food Services retail outlets coordinator was a finalist for an EcoStar community service award.

Data Corrected: Feb. 3, 2014

University of Victoria requested that AASHE Staff correct a mistake in this reporting field for the reason specified below.

Previous Value: UVic's overall waste diversion rate increased from 62% in the 2010/2011 academic year, to 66% in 2012/2013 - an increase of 10%. Over the same period, UVic's total compostable waste increased from 609.4 tons to 791.8 tons - an increase of 30%! These successes are due to a number of factors including increasing the availability of recycling and composting facilities, and targeted behavior change programs. But by far the areas with the highest waste diversion rates at UVic are in the buildings with food service (dining) facilities. These include the Cadboro Commons, University Centre, Grad Student Society and the University Club with diversion rates of between 84% and 90%. A chart of the results of a waste audit conducted in 2011 by collection area can be found here:

<https://www.uvic.ca/sustainability/assets/docs/UVic%20waste%20audit%20by%20building.pdf>. These remarkable waste diversion statistics are the result of the tremendous efforts by the staff that manage and work in the food service areas. There are no garbage, recycling or composting bins in the student dining areas. Instead, all waste is left on the food trays and placed on racks. The waste from the trays is then sorted by staff into compost, recycling and garbage in the kitchen areas. Similarly in the restaurant areas, staff manually sort leftovers into compost, recycling and garbage. In addition, any recycling sorted that is refundable (for example, pop cans and plastic bottles) is donated to a different local school, youth group or sports team in the community each month. The amount raised for these groups ranges from \$800 to \$1,500 per month providing much needed charitable funding to organizations that have seen other sources of funding drastically cut in recent years. For more details on this program, see: <http://ring.uvic.ca/news/recycling-caf>. For her efforts, the Food Services retail outlets coordinator was a finalist for an EcoStar community service award.

Explanation: An error in calculation of change in waste diversion percentage - should be 6.5% not 10%.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

UVic's overall waste diversion rate increased from 62% in the 2010/2011 academic year, to 66% in 2012/2013 - an increase of 10%.

Over the same period, UVic's total compostable waste increased from 609.4 tons to 791.8 tons - an increase of 30%.

Diversion rates are highest in food service (dining) areas, ranging from 84 to 90%.

Provide affirmation that the following statements are true::

	Yes or No
The innovation describes a new, extraordinary, unique, ground-breaking, or uncommon outcome, policies or practice	

This innovation (program, policy, or outcome) is not already covered by an existing STARS credit or greatly exceeds the highest criterion of an existing STARS credit	
The innovative practice, policy, program, or outcome has occurred within the past three years	
The institution has not previously received a STARS innovation credit for this specific practice, policy, program, or outcome	

A letter of affirmation from an individual with relevant expertise:

[UVic letter of support- reFUSE Dec 2013.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to (select all that apply)?:

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No

Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<https://www.uvic.ca/sustainability/assets/docs/Recycling%20in%20the%20caf.pdf>