



# University of Victoria

## ***STARS REPORT***

**Date Submitted:** May 5, 2020

**Rating:** Gold

**Score:** 80.17

**Online Report:** [University of Victoria](#)

**STARS Version:** 2.2

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# About STARS

The Sustainability Tracking, Assessment & Rating System (STARS<sup>®</sup>) 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.

STARS is intended to engage and recognize the full spectrum of colleges and universities—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.

## 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](#).

# Summary of Results

Score 80.17

Rating: Gold

## Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

## Academics

Curriculum	31.70 / 40.00
Research	17.24 / 18.00

## Engagement

Campus Engagement	19.71 / 21.00
Public Engagement	17.18 / 20.00

## Operations

Air & Climate	10.15 / 11.00
Buildings	3.44 / 8.00
Energy	4.08 / 10.00
Food & Dining	2.64 / 8.00
Grounds	2.95 / 4.00
Purchasing	5.31 / 6.00
Transportation	5.58 / 7.00
Waste	6.65 / 10.00
Water	2.83 / 6.00

## Planning & Administration

Coordination & Planning	9.00 / 9.00
Diversity & Affordability	7.77 / 10.00
Investment & Finance	4.33 / 7.00
Wellbeing & Work	3.30 / 7.00

## Innovation & Leadership

Innovation & Leadership	4.00 / 4.00
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*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.*

# Report Preface

## Introduction

**Points Claimed** 0.00

**Points Available** 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

<b>Credit</b>	<b>Points</b>
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close

## Executive Letter

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Score	Responsible Party
0.00 /	<b>Mike Wilson</b> Director
Total adjusted for non-applicable credits	Office of Campus Planning and Sustainability
<a href="#">Close</a>	

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### Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

### Executive cover letter:

[AASHE\\_1\\_May\\_2020-UVic.pdf](#)

### Data source(s) and notes about the submission:

Executive Letter (May 1, 2020) from Jamie Cassels, President and Vice-Chancellor, University of Victoria

## Points of Distinction

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Score	Responsible Party
0.00 /	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability
Total adjusted for non-applicable credits	
<a href="#">Close</a>	

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### Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

### **Name of the institution's featured sustainability program, initiative, or accomplishment:**

University of Victoria Strategic Framework: 2018-2023

### **A brief description of the institution's featured program, initiative, or accomplishment:**

The University of Victoria is deeply committed to contributing to a better future for people, places and the planet. This commitment is exemplified by the UVic Strategic Framework, the university's highest guiding document designed to define UVic's role in creating a strong, healthy future for its students and for local and global communities. The objective of the Strategic Framework is to serve as a guide to our future by setting out priorities and high-reaching goals in six key areas, with associated strategies that will help to realize them. It provides a structure for ongoing planning and serves as a reference for making strategic choices among the many possible initiatives that could move the university forward. The creation of a shared understanding of UVic's goals and priorities allows for the coordination of efforts to achieve the maximum impact (see page 1).

The six overarching priorities outlined in the Framework are:

1. Cultivate an extraordinary academic environment
2. Advance research excellence and impact
3. Intensify dynamic learning
4. Foster respect and reconciliation
5. Promote sustainable futures
6. Engage locally and globally

There are five associated strategies for each of the six priority areas. This will provide guidance to staff and faculty in every academic and administrative area when undertaking planning activities over the coming years. It will inform the university's planning, budget, and reporting tools and will be used as a lens by UVic leaders at every level to assess opportunities and activities in their areas. Of the five priorities, sustainability leadership and a commitment to future generations is outlined in Priority 5 below:

#### Priority 5 "Promote Sustainable Futures" (page 7)

The University of Victoria will be a global leader in environmental, social and institutional sustainability through our research, academic programs, campus operations, and the impact and influence of our students, faculty, staff and alumni.

Over the next five years, UVic will:

Strategy 5.1: Continue to build world-leading research and educational programs that contribute to sustainability on a global scale.

Strategy 5.2: Review and renew our approach to sustainability in every domain (research, education, community engagement and campus operations) to move toward a comprehensive and integrated approach.

Strategy 5.3: Renew and extend our commitment to campus development and operations that meet the highest standards of sustainability.

Strategy 5.4: Ensure that students have opportunities to engage with issues, principles and practices that support social and environmental sustainability, and to develop the knowledge and ethical orientation to contribute to a just, socially responsible and sustainable future.

Strategy 5.5: Ensure the financial sustainability of the university and our ability to pursue excellence by optimizing existing resources through careful planning, earning public support, attracting partnerships, and pursuing a revitalized program to grow and diversify resources through philanthropic and other means.

Through the guidance of the Strategic Framework, UVic will deliver on commitments made to its people, its partners, and local and global communities (see page 9).

**Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:**

Coordination & Planning

**Website URL where more information about the accomplishment may be found:**

<https://www.uvic.ca/strategicframework/index.php>

**STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):**

PA 2- Sustainability Planning

**A photograph or document associated with the featured program, initiative, or accomplishment:**

[UVic-Strategic-Framework-2018.pdf](#)

**Name of a second highlighted sustainability program/initiative/accomplishment:**

Joint Degree Program in Canadian Common Law and Indigenous Legal Orders (JD/JID)

**A brief description of the second program/initiative/accomplishment:**

The University of Victoria Joint Degree Program in Canadian Common Law and Indigenous Legal Orders (JD/JID) is the first in the world of its kind. The four-year program accepted its first cohort in September of 2018, and will give graduates two professional degrees: Juris Doctor (JD) and Juris Indigenarum Doctor (JID). Students combine intensive study of Canadian Common Law with intensive engagement with Indigenous laws in order to develop a deep understanding of Indigenous law and governance. They will graduate with the academic qualifications to pursue a career in Canadian Common Law, and a strong sense of how to create and manage institutions functioning across both spheres.

The program was developed by two of Canada's leading Indigenous scholars: John Borrows, Canada Research Chair in Indigenous Law, and Val Napoleon, Law Foundation Chair in Aboriginal Justice and Governance. The program was made possible by the relationships with the Songhees and Esquimalt peoples, on whose lands the University of Victoria is located, the W̱SÁNEĆ people, who have longstanding connections to the land, and Indigenous peoples from coast to coast to coast and around the world. Its development benefited from the strong support of faculty and staff throughout UVic Law and was assisted greatly by networks of Indigenous scholars in Canada and internationally.

The Joint Degree (JD/JID) Law Program directly responds to the Truth and Reconciliation Commission of Canada's Call to Action #50, which reads:

"In keeping with the United Nations Declaration on the Rights of Indigenous Peoples, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous law and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada."

Consultations with potential employers have made it clear that graduates of this program will be in great demand in Indigenous governance, non-Indigenous government agencies, law firms that work with Indigenous peoples and Indigenous lands, and business enterprises.

**Which impact areas does the second program/initiative/accomplishment most closely relate to?:**

Curriculum

**Website URL where more information about the second program/initiative/accomplishment may be found:**

<https://www.uvic.ca/law/about/indigenous/jid/index.php>

**STARS credit in which the second program/initiative/accomplishment is reported (if applicable):**

Innovation 47 - A

**A photograph or document associated with the second program/initiative/accomplishment:**

[UVic-JID-Law-Brochure.pdf](#)

**Name of a third highlighted program/initiative/accomplishment:**

UVic Campus Cycling Plan

**A brief description of the third program/initiative/accomplishment:**

The UVic Campus Cycling Plan (CCP) exemplifies the university's commitment to encouraging sustainable forms of transportation to, from and within campus. Released in January of 2019, the CCP is a ten-year plan created with the intention to guide the development of future cycling infrastructure on campus. It provides a comprehensive and coordinated approach to support cycling as a safe, enjoyable and convenient mode of transportation on campus for students, faculty, staff and visitors. The plan received the Canadian Institute of Planner's 2019 Award for Planning Excellence Merit in the New and Emerging Planning Initiatives category, highlighting its innovation and significance.

The CCP was created based on extensive input from students, faculty, staff and visitors to the campus. To help guide the plan, five bicycle planning principles were developed based on input from the campus community. They are (see page i):

1. To create a campus where students, staff, faculty and visitors can safely ride their bicycles no matter where they are headed on campus.
2. To create a bicycle-friendly campus that will help achieve the transportation goals set out in the Campus Plan and the Sustainability Action Plan; notably, working towards increasing the use of transit, cycling, walking and carpooling to 70% of all trips to campus by increasing the cycling mode share to 10%
3. To work towards the development of an All Ages and Abilities (AAA) cycling network by creating new and enhanced cycling infrastructure on campus, including bicycle connections, bicycle parking and end-of-trip facilities.
4. To plan cycling network and facility improvements in a way that supports a balanced and connected multi-modal transportation system.
5. To improve levels of safety and comfort for pedestrians and cyclists on shared pathways across campus

Based on these principles, four key strategies were identified to guide the implementation of the plan's policy recommendations and cycling network improvements. Each of these strategies has an associated series of detailed actions to be taken in order to support their respective strategies. The four strategies are (see page 4):

1. Transportation Planning Priorities – Establish a decision tool to guide policy decisions and to prioritize the needs and safety of each group of road users on campus
2. Shared Space and Safety – Implement a shared space policy approach that promotes respectful active transportation etiquette and awareness in designated Shared Space areas
3. Cycling Network – Enhance the cycling network to improve safety and comfort for cyclists on campus in order to increase the cycling mode share to 10%
4. End-of-trip Facilities – Enhances end-of-trip facilities to improve the current level of service and support the demand that would result from a cycling mode share of 10%

The CCP has already begun implementation, with construction of various pathways, bike racks and shelters well underway.

**Which impact areas does the third program/initiative/accomplishment most closely relate to?:**

Air & Climate  
Transportation  
Coordination & Planning

**Website URL where more information about the third program/initiative/accomplishment may be found:**

<https://www.uvic.ca/campusplanning/current-projects/campus-cycling-plan/index.php>

**STARS credit in which the third program/initiative/accomplishment is reported (if applicable):**

IN 48 - B

**A photograph or document associated with the third program/initiative/accomplishment:**

[UVic-Campus-Cycling-Plan.pdf](#)

# Institutional Characteristics

**Points Claimed** 0.00

**Points Available** 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

<b>Credit</b>	<b>Points</b>
	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

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Score	Responsible Party
0.00 /	<b>Kay-Lynn Yacoboski</b> Sustainability Intern
Total adjusted for non-applicable credits	Office of Campus Planning and Sustainability
<a href="#">Close</a>	

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### Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field.

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

### Institution type:

Doctoral/Research

### Institutional control:

Public

### A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

The University of Victoria, one of Canada's leading universities, is widely recognized for leadership in research, inspired teaching and community engagement. It provides innovative undergraduate and graduate programs and real life learning experiences in a diverse and welcoming West Coast environment. The 402 acre Gordon Head campus is located approximately seven kilometers northeast of downtown Victoria and includes a variety of open space and natural landscapes, within its suburban setting.

UVic is one of six research-intensive universities in the province of British Columbia. The university offers undergraduate degrees, plus masters and doctorates in 10 faculties and 2 divisions, which includes 46 individual academic departments.

Overall, UVic offers over 120 undergraduate and 160 graduate programs, as well as professional degrees and diplomas. These offerings also include the Division of Medical Sciences (but no hospital), which delivers the Island Medical Program in collaboration with the University of British Columbia, MD undergraduate program. In addition, UVic has one of the Canada's largest university co-operative education programs, integrating academic studies with relevant paid work experience in more than 40 academic areas. To date, UVic has achieved well over 75,000 co-op placements, and continues to grow and improve the co-op program. UVic's Division of Continuing Studies offers hundreds of individual courses for personal and professional development, including 31 programs leading to a diploma or certificate.

### Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	No

	Present?	Included?
Museum	Yes	No
Satellite campus	No	No
Farm larger than 2 hectares or 5 acres	No	No
Agricultural experiment station larger than 2 hectares or 5 acres	No	No
Hospital	No	No

**The rationale for excluding any features that are present from the institutional boundary:**

Museum not included: UVic Legacy Art Gallery main location is downtown Victoria and is not part of the main Gordon Head Campus. The space is managed by UVic External Properties and the physical space is not included in STARS reporting.

**Additional documentation to support the submission :**

[uvic-annual-review-2019.pdf](#)

## Operational Characteristics

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Score	Responsible Party
0.00 /	<b>Kay-Lynn Yacoboski</b> Sustainability Intern
Total adjusted for non-applicable credits	Office of Campus Planning and Sustainability
<a href="#">Close</a>	

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### Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

### Endowment size:

488,000,000 US/Canadian \$

### Total campus area:

402 Acres

### Locale:

Urban fringe of mid-size city

### IECC climate zone:

4 - Mixed

### Gross floor area of building space:

4,289,115.70 Gross 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

### Additional documentation to support the submission :

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### Data source(s) and notes about the submission:

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 totaling 4,274,393.0 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 \$394 million and total annual revenues in 2014/15 of \$567 million (25% tuition, 33% from the provincial government, 13% federal government, 11% sales, 4% donations, 10% 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.

## Academics and Demographics

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Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	<b>Mundeep Grewall</b> Financial Planning Analyst Financial Planning
<a href="#">Close</a>	

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### Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate weighted campus user, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

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

### Number of academic divisions:

12

### Number of academic departments (or the equivalent):

46

### Number of students enrolled for credit:

22,020

### Total number of employees:

6,468

### Full-time equivalent student enrollment:

19,334

### Full-time equivalent of students enrolled exclusively in distance education:

800

### Full-time equivalent of employees:

3,553.84

### Number of students resident on-site:

2,472

### Number of employees resident on-site:

0

### Number of other individuals resident on-site:

0

### Weighted campus users, performance year:

17,183.88

### Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

Established in 1963, UVic has grown to be 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 committed to being the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.

The 2019 Leiden Rankings consistently places UVic in the top one per cent of universities in the world and among the top-ranked in Canada for scientific impact. Times Higher Education's 2019 Global University Employability Ranking identifies UVic as the best Canadian comprehensive university, and one of only nine Canadian universities overall in preparing students for the workplace. UVic has also been recognized for its leadership in a broad mix of academic fields by QS World University Rankings. UVic is consistently ranked among the top Canadian comprehensive universities by Maclean's, Canada's national news magazine, holding second place in for the third consecutive year in the 2020 rankings.

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

UVic's academic programs are constantly evolving to provide high-quality education that will equip students for our rapidly-changing world. Over 120 undergraduate and 160 graduate programs, as well as professional degrees and diplomas, are offered within 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. For the eighth time in as many years, UVic has been named one of Canada's Best Diversity Employers, and for the third year in a row has been recognized as one of Canada's Greenest Employers.

# Academics

## Curriculum

**Points Claimed** 31.70

**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.

<b>Credit</b>	<b>Points</b>
Academic Courses	12.93 / 14.00
Learning Outcomes	4.77 / 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	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

## Academic Courses

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Score	Responsible Party
12.93 / 14.00	<b>Justine Bochenek</b> Sustainability Intern Campus Planning and Sustainability

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## Criteria

## **Part 1. Sustainability course offerings**

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

## **Part 2. Sustainability course offerings by department**

Institution offers sustainability course content as measured by the percentage of academic departments(or the equivalent) with sustainability course offerings.

## Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

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.

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"" indicates that no data was submitted for this field

### Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	1,944	766
Number of sustainability-focused courses offered	318	53
Number of sustainability-inclusive courses offered	230	97

### Percentage of courses that are sustainability course offerings:

25.76

### Total number of academic departments that offer courses:

46

### Number of academic departments with sustainability course offerings:

34

### Percentage of academic departments with sustainability course offerings:

73.91

### A copy of the institution's inventory of its sustainability course offerings and descriptions:

[UVic-Sustainability-Academic-Courses-2017-20.xlsx](#)

### Do the figures reported above cover one, two, or three academic years?:

Three

### A brief description of the methodology used to complete the course inventory :

During the completion of STARS 2.0 (in 2014), the University of Victoria Office of Campus Planning and Sustainability initiated a committee that included three faculty members of differing departments, and one staff member who represented the Faculty of Business. The committee (through the consultation of the AVP Academic and Provost) created a definition for sustainability in curriculum and research based as a supplement to the

definition of sustainability found in UVic's Sustainability Policy. For 2016 (v.2.1), UVic still adheres to the criteria of the definition, which is 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 well-being, prosperity and the construction of sustainable livelihoods, to foster an understanding of an interconnected world.
- Courses that include Sustainability contain a section, chapter, module, case study, or other component that focuses on sustainability, as defined above.

Using the 2016 List as a reference, courses no longer being offered between the years 2017-2020 year were removed. After this, the Office of Campus Planning and Sustainability identified possible sustainability courses from the UVic Course Catalogue using a keyword search of the course titles. Additionally, newly offered courses were examined individually based on the title and course description to determine whether or not they were sustainability-related or focused.

Once this list was established, the course administrator from every department identified on the list was contacted via email to inquire about further courses that might be included in the list.

Please note that the UVic course inventory was started under STARS Version 2.1. UVic made the decision to switch to Version 2.2 as soon as it was released, which was during the course inventory process. As Version 2.2 provides specific definitions of "sustainability-focused" courses and "sustainability-inclusive" courses, an assessment was made to compare UVic's previously working definition of "sustainability courses" (sustainability focused) and "courses that include sustainability" (sustainability-inclusive). It was found that the working definitions being used at the time fell in line with the newly provided definitions in Version 2.2, and so the inventory process continued bearing in mind these very slight changes in definitions.

#### **How were courses with multiple offerings or sections counted for the figures reported above?:**

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:**

Multiple offerings or sections were reported as a single course, however, "special topics" were counted as multiple courses as each special topic was a unique offering that differed from previous topics in the same course.

#### **Website URL where information about the sustainability course offerings is available:**

<https://www.uvic.ca/sustainability/topics/academics/index.php>

#### **Additional documentation to support the submission:**

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#### **Data source(s) and notes about the submission:**

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

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

) to offer an 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 a breadth of indigenous studies, 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 focused and related courses across many other departments at UVic.

## Learning Outcomes

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Score	Responsible Party
4.77 / 8.00	<b>Justine Bochenek</b> Sustainability Intern Campus Planning and Sustainability

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## Criteria

## Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

## Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems),  
OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. 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 the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

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

**Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:**

Yes

**Which of the following best describes the sustainability learning outcomes?:**

Sustainability-supportive

**A list of the institution level sustainability learning outcomes:**

UVic addresses learning outcomes in two ways:

1. "University of Victoria Learning Outcomes" (2014) - UVic recognizes that their learning outcomes will prepare students "with diverse backgrounds to come together and work toward resolving complex environmental, ethical, scientific and social problems" within the "substantive content knowledge" of their specific fields of study.
2. UVic Strategic Framework 2018-2023

Specifically, the Senate approved UVic Learning Outcomes (2014) encourages all students to "take advantage of opportunities they will be given to achieve the following learning outcomes:

1. Intellectual, academic and practical skills; and,
2. Personal and social responsibility capacities."

In relation to sustainability, personal and social responsibility capacities refer to:

- "informed civic engagement and understanding - from local to global;
- Intercultural knowledge and sensitivity;
- Ethical and professional reasoning and action; and,
- Life-long learning."

The UVic Learning Outcomes is embedded into UVic's Strategic Framework (p.5):

Strategy 3.2: Ensure that across all programs, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the "University of Victoria Learning Outcomes".

The University of Victoria Learning Outcomes:

[https://www.uvic.ca/learningandteaching/assets/docs/instructors/for-review/Curriculum,%20Retreats%20and%20Learning%20Outcomes/UVicLearningOutcomes\\_May\\_2\\_2014.pdf](https://www.uvic.ca/learningandteaching/assets/docs/instructors/for-review/Curriculum,%20Retreats%20and%20Learning%20Outcomes/UVicLearningOutcomes_May_2_2014.pdf)

UVic Strategic Framework (2018-2023):

**Total number of graduates from degree programs:**

4,938

**Number of graduates from degree programs that require an understanding of the concept of sustainability:**

1,710

**A brief description of how the figure above was determined:**

Each Academic Faculty, School and Division that is known to focus on sustainability had their courses and programs reviewed individually for its specific learning outcomes. Many of these programs were identified through the academic curriculum course (AC-1) inventory. Learning outcomes were either confirmed through the Faculty website or by direct interview.

All graduation figures were obtained from UVic Institutional Planning and Analysis for the 2018-19 academic calendar year.

**A list of degree programs that require an understanding of the concept of sustainability:**

Anthropology

The Anthropology program encourages students to value research founded on perspectives that:

- Challenge racism, ethnocentrism, sexism, and anthropocentrism
- Respect cultural and biological diversity and similarities
- Appreciate diverse approaches to knowledge and ways of seeing the world
- Understands the relationship between global processes, the environment and health technology

Biology

UVic students in the Biology program develop the following program-specific competencies:

- Considers the larger role of biology in society
- Acquires knowledge base of facts about biological diversity of plants and animals including analysis at the levels of genes, cells, organs, individuals, interactions of individuals, populations, and ecosystems
- Integrates an understanding of biological problems at the genetic, molecular, developmental, organismal and ecological levels of analysis

Master of Business in Sustainable Innovation

MBA students integrate triple bottom line (profits, people, planet) thinking in the program. So by the time the grads are ready to walk out the doors, they understand that when it comes to success and sustainability in the world of business, you can't have one without the other.

Commerce

In Year 3, Commerce students acquire a foundational knowledge in accounting, finance and marketing, managing people and systems, international business and corporate sustainability issues.

Community Development

The program's unique focus on the application of learning outcomes means that Community Development students will graduate:

- with a comprehensive and systematic understanding of the historical and political underpinnings, key concepts, and spheres of practice embedded in the social economy and civil society.
- able to understand key global trends, challenges, threats and opportunities communities face and strategies to address them.
- able to engage in a community-based approach to social change and social justice.

Civil Engineering

Civil Engineering aims to be the greenest civil engineering department in Canada addressing the most pressing global environmental and sustainability challenges through engineering design, science and practical solutions. The research and graduate programs focus on green civil engineering solutions for Canada and beyond. The undergraduate program teaches fundamental competencies supplemented with cutting-edge ideas from environmental science, building science and industrial ecology. Students in the undergraduate program take core courses in:

- Sustainable development in civil engineering
- Building science fundamentals
- Environmental engineering
- Environmental policy
- Sustainable transportation systems

#### Earth and Ocean Sciences

UVic students in the Earth and Ocean Sciences program develop the following program-specific competencies:

- Understands the underpinning earth science theory that supports professional scientific practice and applies this to own area of interest
- Understands the origin and structure of the oceans and atmosphere and the dynamic processes that drive ocean and atmosphere circulation, weather patterns and global climate change

#### Economics

UVic students in the Economics program develop the following program-specific competencies:

- Demonstrates knowledge of important issues in economic decision making in public and private sector
- Understands economic implications of government policies in areas of the economy such as labour, health care, education, natural resources, etc
- Understands policy related to urban and regional economic issues such as regional disparity, land use and planning, migration, and economic growth

#### Environmental Studies

The Major and Minor in Environmental Studies provide students with an understanding of key issues in and research about social-ecological systems. The curriculum also helps students to develop specific skills that allow them to contribute to efforts to solve contemporary environmental problems and plan for the maintenance and restoration of social, cultural, and ecological integrity and resilience.

#### Gender Studies

UVic students in the Gender Studies program develop the following program-specific competencies:

- Uses diverse feminist theoretical frameworks to explore and analyze historical and contemporary social structures, power relations, development of ideas, and varieties of cultural production
- Understands the socially constructed meanings of categories such as gender, race, class, sexual orientation, age, ability, citizenship, and national identity and the intersections among them
- Understands connections between the local and global as well as theory, praxis, and social justice
- Liaises and works with community-based groups and organizations including advocacy groups, human rights groups, environmental organizations, health care providers and social service organizations

#### Geography

UVic students in the Geography program develop the following program-specific competencies:

- Demonstrates knowledge of environmental, cultural, political, and economic factors that shape the geographic character of cities, regions, and the global system
- Demonstrates comprehension of the nature of change within human and physical environments
- Demonstrates spatial knowledge of major issues confronting society
- Understands the fields of physical geography (biogeography, climatology, and geomorphology) and how these contribute to the study of the physical environment
- Understands the fields of human geography (cultural geography, economic geography, urban geography, international development) and how these contribute to the study of the human landscape

#### Indigenous Governance

Students will gain an understanding of the philosophical and political dimensions of governance in Indigenous communities, as well as a background in the theory, methods, and tools appropriate for and relevant to research among Indigenous people. With faculty specializing in areas of Indigenous governance and history, political mobilization, global Indigenous rights, knowledge recovery, and Indigenous women and resistance, the program

provides a broad curriculum that highlights traditional social and political thought and encourages a critical analysis of Indigenous-Settler relations and strategies for decolonization.

### Indigenous Nationhood

Indigenous Nationhood is a graduate level program that enables students to examine the intersections of law, politics, and governance. Students are trained at an advanced level in the theoretical, methodological and applied aspects of the emerging field of Indigenous Nationhood to enable them to be future active researchers and engaged community members and scholars. Students are prepared for careers in teaching, research and/or leadership in Indigenous communities and organizations in fields related to Indigenous Nationhood.

### Indigenous Studies

The Indigenous Studies program provides students with an opportunity to explore Indigenous knowledge through experiential, land-based learning, and to develop the skills necessary to work respectfully and productively with Indigenous communities and organizations.

### Intercultural Studies and Practice

Participants can expect to acquire a clearer understanding of issues concerning cultural conflicts, racism, power and equity; skills which will assist in reducing conflict and inequality based on racism and ethnocentrism.

### Law

Upper-year law students who are accepted into the Environmental Law and Sustainability Program will participate in a clinical program and take courses focused on this important and growing field of legal study—such as water law, municipal law and sustainability, forest law, energy law and sustainability, and interdisciplinary courses in law and environmental science.

### Political Science

UVic students in the Political Science program develop the following program-specific competencies:

- Understands the social, cultural, historical, geographic and other forces that generate conflicts within and among societies
- The relationships between indigenous communities and colonial states and the evolution of indigenous governance
- Understands the issues and policies that affect democracy and the distribution of power, including The political and social questions and policies relating to diversity, pluralism, gender, economic class and culture † The politics of development, both in developing countries and domestic urban settings † Global issues, ethics and policies relating to human rights, nationalism, migration, security, the environment and trade

### Psychology

UVic students in the Psychology program develop the following program-specific competencies.

- Explains major perspectives of psychology (social/environmental, biological/neuropsychology, learning/cognition/perception, developmental, personality/abnormal)
- Understands the concepts, theories and research regarding the nature of human-human and human-environmental interaction
- Studies the interaction of biological, psychological and social factors in human health
- Surveys learning and developmental disabilities with emphasis on the education of children with developmental handicaps

### Restoration of Natural Systems

By the end of the Restoration of Natural Systems program students will be able to:

- Design and evaluate restoration projects in a broad range of subject areas
- Use scientifically rigorous approaches to restoration projects
- Identify and understand the decisions and policies governing restoration work
- Interpret technical reports and scientific publications

### Documentation supporting the figure reported above (upload):

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### Do the figures reported above cover one, two, or three academic years?:

One

**Percentage of students who graduate from programs that require an understanding of the concept of sustainability:**

34.63

**Website URL where information about the sustainability learning outcomes is available:**

<https://www.uvic.ca/services/advising/choose-plan/program-outlines/index.php#worksheets>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

All figures regarding graduating students were obtained from UVic Institutional Planning and Analysis for the 2018-19 Calendar year

## Undergraduate Program

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**Score**  
3.00 / 3.00

**Responsible Party**  
**Justine Bochenek**  
Sustainability Intern  
Campus Planning and Sustainability

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### Criteria

Institution offers at least one:

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

AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

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

Yes

### **Name of the sustainability-focused undergraduate degree program:**

Bachelor of Arts in Environmental Studies

### **A brief description of the undergraduate degree program:**

Environmental studies is about the relationship between social, cultural, economic, political and ecological systems. From engaging in community-based research to developing community action plans or working on local ecological restoration projects, students make an impact on real issues affecting local and international communities. The School of Environmental Studies is constructed upon three areas of focus: ethnoecology, ecological restoration and political ecology. Each professor in the School typically has a primary and at least one secondary specialty, which creates an even richer interdisciplinary setting.

Ethnoecology is the study of interactions between people and the ecosystems they inhabit. Students learn how to 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. 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 learn 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:

<http://www.uvic.ca/socialsciences/environmental/index.php>

**Website URL for the undergraduate degree program:**

<http://www.uvic.ca/socialsciences/environmental/index.php>

**Name of the sustainability-focused, undergraduate degree program (2nd program):**

Bachelor of Art or Science in Geography

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

Geography is an integrative, environmental discipline that at its core asks how people impact, and are impacted by, the natural world. As an interdisciplinary field, problems are viewed from multiple perspectives, including physical science, social science and humanities approaches.

Students gain the specific set of tools needed to integrate information from the human and natural perspectives to solve new and complex challenges as they emerge, in the environment and in the world around them.

UVic Geography is taught in four areas: biophysical systems, human geography and development, geomatics, and environment and sustainability. Geography is literally “the study of the world,” examining the complex and fascinating physical and social make-up of the planet. Through a spatial perspective, Geographers grapple with and seek solutions to the most important challenges we face such as: climate change, natural hazards, globalization, urbanization, sustainability, Indigenous rights, and social justice.

**Website URL for the undergraduate degree program (2nd program):**

<http://www.uvic.ca/socialsciences/geography/index.php>

**Name of the sustainability-focused, undergraduate degree program (3rd program):**

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

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**Website URL for the undergraduate degree program (3rd program):**

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

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

<https://www.uvic.ca/sustainability/topics/academics/index.php>

1. Anthropology:

<https://www.uvic.ca/socialsciences/anthropology/undergraduate/index.php>

2. Biology:

<https://www.uvic.ca/science/biology/undergraduate/index.php>

3. Civil Engineering:

[https://www.uvic.ca/engineering/civil/future\\_students/undergraduate/index.php](https://www.uvic.ca/engineering/civil/future_students/undergraduate/index.php)

4. Commerce:

<https://www.uvic.ca/gustavson/undergraduate/future/index.php>

5. Earth and Ocean Sciences:

<https://www.uvic.ca/science/seos/undergrad/index.php>

6. Economics:

<https://www.uvic.ca/socialsciences/economics/undergraduate/index.php>

7. Gender Studies:

<https://www.uvic.ca/humanities/gender/future/index.php>

8. Indigenous Studies:

<https://www.uvic.ca/humanities/indigenous/undergraduate/major/index.php>

9. Political Science:

<https://www.uvic.ca/socialsciences/politicalscience/undergraduate/index.php>

10. Psychology:

<https://www.uvic.ca/socialsciences/psychology/undergraduate/index.php>

11. Public Health and Social Policy:

<https://www.uvic.ca/hsd/publichealthsocialpolicy/future-students/undergraduate/index.php>

12. Social Work:

<https://www.uvic.ca/hsd/socialwork/future/bsw/index.php>

13. Sociology:

<https://www.uvic.ca/socialsciences/sociology/undergraduate/index.php>

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

Yes

**Name of the sustainability-focused undergraduate minor or concentration:**

Diploma or Certificate in Restoration of Natural Systems

**A brief description of the undergraduate minor or concentration:**

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 Specialisation Certificate. The RNS Diploma is taken both for undergraduate credits and for upgrading by practising professionals.

The undergraduate BA and BSc degree programs have a stream dedicated to Ecological Restoration that also offer an MA and MSc with this specialization.

In addition to regular degree programs, professional development in partnership with the Division of Continuing Studies is offered. This includes the credit Restoration of Natural Systems Diploma, the non-credit Restoration of Natural Systems Certificate, and the post-baccalaureate non-credit Ecological Restoration Professional Specialization Certificate. Courses for the Restoration of Natural Systems Program can be applied towards a BA or BSc degree. Students can take the Diploma concurrently with their degree and graduate with both credentials.

**Website URL for the undergraduate minor or concentration:**

<http://www.uvic.ca/socialsciences/environmental/restoration/index.php>

**Name of the sustainability-focused undergraduate minor or concentration (2nd program):**

Minor or Certificate in Human Dimension of Climate Change

**A brief description of the undergraduate minor or concentration (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. This includes 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.

A Minor in HDCC requires the completion of three core courses focusing on climate change and social transformation. The certificate program requires the completion of four core courses, one of which is an experiential learning course

**Website URL for the undergraduate minor, concentration or certificate (2nd program):**

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

**Name of the sustainability-focused undergraduate minor or concentration (3rd program):**

Minor/general or Diploma in Social Justice Studies

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

Through minor and diploma options, students are provided with a thorough understanding of the range of ways in which scholars, researchers and activists address and engage with issues surrounding social injustices and initiatives promoting social justice in the contemporary world.

The Social Justice Studies program helps advance UVic's vision by promoting civic engagement and global citizenship as well as valuing equal rights and dignity of all persons. The program asks students to wrestle with questions of wealth inequality globally, racism and its institutionalization, violence, labour rights and conditions, migration and contemporary refugee and asylum debates, and ecological degradation and environmental justice.

The minor degree is intended for students studying toward a major in the field of their choice. The general degree pairs the SJS minor with an additional minor, resulting in the completion of a general degree. The diploma program offered by Social Justice Studies is intended for students who have completed a Bachelor's degree, mature students, and students who wish to earn both a Bachelor's degree and a diploma.

**Website URL for the undergraduate minor or concentration (3rd program):**

<https://www.uvic.ca/interdisciplinary/socialjustice/>

**The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:**

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

<https://www.uvic.ca/interdisciplinary/>

1. Coastal Studies:

<https://www.uvic.ca/socialsciences/geography/undergraduate/programs/minor/index.php>

2. Health and Society:

<https://www.uvic.ca/interdisciplinary/healthsociety/index.php>

3. Global Development Studies:

<https://www.uvic.ca/interdisciplinary/undergraduate/programs/global-development/index.php>

4. Indigenous Community Development and Governance:

<https://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergrad-programs/icdg/index.php>

5. Public Administration:

<https://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/index.php>

6. Marine Science:

<https://www.uvic.ca/science/biology/undergraduate/programs/marine-sciences/index.php>

**Additional documentation to support the submission:**

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## Graduate Program

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Score

3.00 / 3.00

Responsible Party

**Justine Bochenek**  
Sustainability Intern  
Campus Planning and Sustainability

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### 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).

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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*"---" 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

### **Name of the sustainability-focused graduate-level degree program:**

Masters of Art or Science and PhD in Environmental Studies

### **A brief description of the graduate-level degree program:**

The School of Environmental Studies has three interdisciplinary focus areas in ecological restoration, ethnoecology, and political ecology. Students have 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.

Environmental Studies graduate students have access to a wide variety of research facilities across campus. In addition to the institution's modern Ethnoecology, Restoration and Conservation Ecology, and Visualization labs, UVic's location on southern Vancouver Island provides easy access to marine and alpine ecosystems, freshwater wetlands, rivers, lakes and the temperate rainforest. There is also opportunity for collaboration with many First Nations, government agencies, environmental and other non-governmental organizations and corporations.

### **Website URL for the graduate-level degree program:**

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

### **Name of the sustainability-focused, graduate-level degree program (2nd program):**

Masters of Art or Science and PhD in Geography

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

The Geography graduate degree program emphasizes the integrated nature of geography and allows students to pursue Master's (MA and MSc), and PhD degrees that are highly tailored to their research interests.

At UVic, the diverse research opportunities provide great connections with local and international research partners. The Geography department has research strengths in coastal systems, human geography, physical geography, resource management and geographic information sciences.

UVic's location on southern Vancouver Island provides easy access to marine and alpine ecosystems, freshwater wetlands, rivers, lakes and the temperate rainforest. Many of our graduate students are also involved in international projects with research opportunities around the world. There is also opportunity for collaboration with many First Nations, government agencies, environmental and other non-governmental organizations and corporations.

**Website URL for the graduate degree program (2nd program):**

<http://www.uvic.ca/socialsciences/geography/graduate/index.php>

**Name of the sustainability-focused, graduate-level degree program (3rd program):**

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

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**Website URL for the graduate degree program (3rd program):**

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**The name and website URLs of all other sustainability-focused graduate-level degree programs:**

1. Anthropology:

<https://www.uvic.ca/socialsciences/anthropology/graduate/index.php>

2. Biology:

<https://www.uvic.ca/science/biology/graduate/index.php>

3. Business:

<https://www.uvic.ca/gustavson/gill/mba/sustainablebusiness.php>

4. Civil Engineering:

[https://www.uvic.ca/engineering/civil/future\\_students/graduate/index.php](https://www.uvic.ca/engineering/civil/future_students/graduate/index.php)

5. Community Development:

<https://www.uvic.ca/hsd/publicadmin/graduate/future-students/grad-programs/community-development/index.php>

6. Earth and Ocean Sciences:

<https://www.uvic.ca/science/seos/grad/index.php>

7. Indigenous Language Revitalization:

<https://www.uvic.ca/education/indigenous/graduate/index.php>

8.Indigenous Governance:

<https://www.uvic.ca/hsd/igov/future-students/maig/index.php>

9.Law:

<https://www.uvic.ca/law/graduate/index.php>

10.Nursing:

<https://www.uvic.ca/hsd/nursing/graduate/index.php>

11.Ocean Physics:

<https://www.uvic.ca/science/physics/research/research/ocean/index.php>

12.Political Science:

<https://www.uvic.ca/socialsciences/politicalscience/graduate/index.php>

13.Public Health and Social Policy:

<https://www.uvic.ca/hsd/publichealthsocialpolicy/future-students/graduate/mph/index.php>

14.Social Dimensions of Health:

<https://www.uvic.ca/interdisciplinary/socialdimensionsofhealth/research/index.php>

15.Social Work:

<https://www.uvic.ca/hsd/socialwork/current/msw/index.php>

16.Sociology:

<https://www.uvic.ca/socialsciences/sociology/graduate/index.php>

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

Yes

**Name of the graduate-level sustainability-focused minor, concentration or certificate:**

Graduate Certificate in Indigenous Nationhood

**A brief description of the graduate minor, concentration or certificate:**

The graduate certificate in Indigenous Nationhood brings together UVic faculty from Indigenous Governance, Political Science, and Law for the following reasons:

- 1.All three units focus on Indigenous based community-centered work.
- 2.Each unit examines questions of Indigenous self-determination and resurgence in distinct but complementary ways, which can lead to important emerging areas of inquiry.
- 3.There is a long history of previous and ongoing successful collaboration between the faculty members of these three units.

Each program also brings its own strengths to this collaboration.

**Website URL for the graduate minor, concentration or certificate:**

<https://www.uvic.ca/socialsciences/politicalscience/graduate/indigenous-nationhood/index.php>

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

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

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**Website URL for the graduate minor, concentration or certificate (2nd program):**

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

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

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**Website URL for the graduate minor, concentration or certificate (3rd program):**

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

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**Additional documentation to support the submission:**

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## Immersive Experience

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**Score**

2.00 / 2.00

**Responsible Party**

**Justine Bochenek**  
Sustainability Intern  
Campus Planning and Sustainability

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### 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.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

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.

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

**Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:**

Yes

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

At UVic, learning doesn't just happen in the classroom. Field schools offer unique experiential learning that can take you out of the classroom in order to explore new heights. The field schools also include an essential community-engagement component that is often unavailable in a classroom setting. Many students produce tangible products and outcomes in the form of legacy projects, which they may go on to present at local and regional conferences, to local council members, and even have them published in journals. The following field schools are designed to enhance student understanding of sustainability in the social, economic and environmental realm.

Anthropology Field Schools

<https://www.uvic.ca/socialsciences/anthropology/undergraduate/fieldschools/index.php>

**Historical Ecology and Coastal Archaeology Field School:** Travelling to the west coast of Vancouver Island to do research at ancient First Nations settlements, students learn archaeological field techniques and environmental and cultural history from Tseshaht and Huu-ay-aht First Nations, professional archaeologists, and marine ecologists at the Bamfield Marine Sciences Centre. Students attend regular fieldtrips, labs, seminars, and lectures introducing them to Indigenous history and the analytical potential of ecological data obtained from archaeological sites. During the last week of the course, students will conduct independent student research project reports. These reports will be edited and presented to the HUU-AY-AHT, Tseshaht First Nations, the Bamfield Marine Science Centre as well as (BC Archaeology Branch and Parks Canada) upon completion of the course.

**Anth 395 Community Based Research in Anthropology:** This course introduces students to the theory and methods of Community Based Research (CBR). The course begins by providing students with a history of CBR, defining its principles and the implications of CBR approaches for research ethics. The final weeks of the course will cover thematic areas relevant to the use of CBR as a methodology from an anthropological perspective (Community Health, research in First Nations communities, research with youth, environmental issues, and evaluation). Emphasis is placed on the practice of community-based research and facilitation skills to support community engagement, within the context of applied anthropology. Students are provided with the opportunity to apply what they have learned as they engage with community organizations.

Cuba Ethnographic Field School: This field school offers students a unique opportunity to explore research techniques such as data collection, observation, participant observation, interviewing and theoretical reflection while being immersed in a different linguistic and cultural context. Students spend 30 days in Cuba to learn about the culture through ethnographic anthropology, as they witness the shifting beliefs and cultural patterns of a country with a very rich history and social background. Students produce original media projects based on their experiences, from audio-visual films, to graphic novels.

#### Earth and Ocean Sciences Field Schools

<https://www.uvic.ca/science/seos/undergrad/fieldschools/index.php>

Earth Science Field School: An up to two-week field course in and around southern Vancouver Island during which the students will be introduced to geological fieldwork (mapping, traversing, drawing sedimentary logs, sampling, recording field notes) and the regional geology and tectonics of Vancouver Island. It is also required to meet the Association of Professional Engineers and Geoscientists of BC (APEGBC) academic qualifications for both their 'Geology' and 'Environmental Geoscience' designations.

#### Education Field Schools

UCC-UVic Summer Institute on Diversity, Indigeneity and Cultural Complexity:

<https://www.uvic.ca/international/assets/docs/Brochure2018%20UVic-UCC%20Summer%20Institute.pdf>

Students will explore the roles, responsibilities, and impact they have as teachers in the transmission and transformation of culture in a diverse and culturally complex society. Topics of study will include different conceptions of justice as they relate to education and learning, relations of power and privilege in school and community settings, intersectionality, and the effects of global systems on local communities. Working in groups in community settings facilitated by faculty mentors, students will participate with community members in Indigenous and arts-based service learning projects that promote reciprocity and self-reflection.

#### Environmental Studies Field Schools

<https://www.uvic.ca/socialsciences/environmental/undergraduate/field-courses/index.php>

Biodiversity and Conservation: The course is designed to allow students to gain understanding of ecological methods, biodiversity science, and current conservation and restoration topics in coastal, marine, and terrestrial biodiversity. The majority of the course is taught outdoors around the Hakai Beach Institute through field trips, laboratory exercises like a shore crab capture-mark-recapture exercise, and student-led research projects.

Community and regional coastal-marine conservation: This 5-day intensive field course aboard the schooner, the Passing Cloud, will give students first-hand experience of the issues facing coastal and marine conservation at a community and regional scale.

Ethnoecology Field Methods: The class is offered at Tl'ches (Chatham Island) and is a compressed format field course designed to provide students with both fundamental and more advanced field skills necessary for a career working outside in the sciences. Skills include wilderness navigation and travel, surface survey, ethnobotany and plant identification, tree increment boring, field mapping, subsurface testing, soils and sediments analysis, note-taking, and photography. This class involves both Lekwungen Coast Salish elders and community members, and the students' field work actively contributes to a collaborative research project with the Songhees Nation.

Galiano Island Field Study: The course is taught on the site of the Galiano Learning Centre, which has a focus in ecological restoration. The partnership with the Learning Centre also gives students an opportunity to learn about community-based restoration. The course is offered for senior undergrad and grad students and teaches students about regenerative and restorative designs for ecological and social resilience.

Permaculture Field School: The field school is hosted on a functioning permaculture homestead and educational facility on Cortes Island, BC. Students will learn skills and techniques related to the establishment and maintenance of agroecology, perennial polyculture, animal husbandry, plant propagation, natural building, and the implementation of small-scale water and energy systems. Cortes Island offers a rich variety of ecosystems that we will visit and

learn from, including old growth and second growth temperate rainforests, clearcuts, and both marine and freshwater aquatic ecosystems.

**Peru Field School on Economy and Ecology:** During this two week field school, which takes place in Lamas, Peru's Andean-Amazon region, students will learn first-hand from local communities living sustainably in their environment. Students will engage with and learn about indigenous Quechua principles, and will contribute to community regeneration through hands-on service-learning projects that promote agricultural biodiversity, sustainable action, and right livelihood.

**Redfish School of Change:** As a Redfish student, you work alongside local educators, serve community groups, and engage with experts in the fields of environment and social justice. It is designed for undergraduate students interested in being leaders in the fields of ecological sustainability and social equity. Over the course of six weeks, students in this interdisciplinary leadership program travel, live and learn on both sides of the border in the Salish Sea.

#### Geography Field Schools

<https://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/index.php>

**GEOG 391: Food in the City:** This course targets students concerned with social justice, ecological sustainability, and good food, who were also concerned with finding a livelihood that aligns with their values. In an intensive two-week period the students learn about problems with the current food system and have the opportunity to develop a business growing food sustainably in the city through engaging classroom discussions, local field excursions, and getting their hands dirty at a local urban farm.

**Ahousaht Field School:** This field school is based in Ahousaht, within the Clayoquot Sound UNESCO Biosphere Reserve. This course explores the concept of organism-centric biogeography, using whales as a case study. In turn, concepts of marine ecology and niche space will also be explored. Drawing on long-term data sets and recent research, the application of acoustics to ecology will be explored. This builds on a more traditional approach to biogeographical study, adding layers of understanding of habitat use of marine mammals.

**Clayoquot Sound Field Semester:** The Clayoquot Sound Field School semester provides students the opportunity to learn in a living ecosystem and community 'laboratory' outside of a traditional classroom setting. Our vision is for an engaging, semester-long experiential learning opportunity, built around a sequence of interrelated courses that promote deeper understandings of cultural and environmental processes and the complex relationships between the Indigenous and non-Indigenous, and non-human communities in Clayoquot Sound. Through each course, and in particular the foundational community-based conservation course, students will connect with not-for-profit organizations, businesses, and governments (municipal, provincial, federal, and Indigenous), learning from these partners and, moreover, making meaningful contributions in return. Our vision is that we leave with rich memories, a transformative learning experience, and a positive local legacy.

**Indigenous Knowledge, Science and Resource Management:** This land-based educational experience weaves together Indigenous Knowledge and science in the context of natural resource use and management. Designed to be highly experiential, the course gives students time and opportunities in the Koeye watershed to interact with its natural features as well as with Knowledge Holders, scientists, and other community members.

**Sustainability Field School- Urban Europe/ Cascadia:** The travel-study program focuses on innovation in urban sustainability and, more generally, cultural geography following an exciting itinerary through Western Europe. En route, students meet with activists, urban planners, scholars, and other engaged individuals, learning about Europe's cultural geography and particularly the challenges and opportunities for building economically, socially, and ecologically sustainable and resilient cities.

**Tanzania Field School:** Tanzania provides an internationally recognized array of natural resources, conservation areas and initiatives within a rapidly expanding population and challenging development context. The Tanzania Field School provides an exceptional experiential education opportunity for UVic students. The travel-study program focuses on conservation and development in predominantly rural environments and engaging with local people. The program is meant to challenge student perceptions and thinking about conservation, development and Africa.

#### German and Slavic Studies Field Schools

**I-Witness Field School:**

<https://onlineacademiccommunity.uvic.ca/iwitnessfieldschool/about/>

The purpose of the Field School is to explore the ways in which the Holocaust is memorialized in Central Europe and to build an understanding of how the lessons of the Holocaust are relevant in today's world. Students in this course have the opportunity to acquire a deeper understanding of antisemitism, racism, religious intolerance, homophobia and the stigmatization of the mentally and physically disabled communities. Upon return to Canada, participants share their experiences through formal presentations and discussions on campus, in high schools, and with the local community.

#### Law Field Schools

ĆELÁÑENEL: A Field Course in the Re-emergence of W̱SÁNEĆ Law:

<https://www.uvic.ca/law/assets/docs/pcisFall2018/201809%20343E%20WSANEC.pdf>

This intensive place-based course will be taught in the W̱ SÁNEĆ community on the Saanich Peninsula and will include a number of trips to local mountains, rivers, and a 3- night camping trip on the Gulf Islands. This course is focused on W̱ SÁNEĆ People's own laws, and the ways in which those laws are generated and carried forward. Consideration will also be given to the colonial relationship and power structures between the W̱ SÁNEĆ and Canadian legal traditions, as well as the opportunities and barriers this creates for the revitalization of W̱ SÁNEĆ law. A principal purpose of the course will be to develop a collaborative community based legal education model. During seven weeks of the course students will work under the supervision of W̱ SÁNEĆ community members in learning and applying W̱ SÁNEĆ law to community-based projects identified as important by the W̱ SÁNEĆ community.

Field Course in Environmental Law and Sustainability:

<http://www.bamfieldmsc.com/education/prospective-students/courses/detail/environmental-law-and-sustainability>

This course explores the structures of policy and law that shape environmental governance on the west coast of Vancouver Island, and how the Indigenous communities and ecosystems of the west coast of Vancouver Island shape law and policy. The goal is to understand the complex socio-ecological and legal structures – both Nuu-chah-nulth and Canadian – that underpin the overlapping jurisdictional and governance systems in the region. The central themes that anchor this course are the geography of the west coast, ecosystem-based management, and aboriginal rights and title. Students will have the opportunity to develop collaboration and teamwork skills through a team project. Each student's final project will be in support of research defined by staff of First Nations so that the primary output of the course will support Nuu-Chah-Nulth Nations with their environmental priorities.

**Website URL where information about the institution's immersive education programs is available:**

<https://www.uvic.ca/international/outbound-students/field-schools/index.php>

**Additional documentation to support the submission:**

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#### **Data source(s) and notes about the submission:**

More Field Schools with an immersive experience that is sustainability focussed can also be found at:

<http://bcfieldschools.weebly.com/2017-courses.html>

(scroll down to University of Victoria section).

## Sustainability Literacy Assessment

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Score	Responsible Party
0.00 / 4.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

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

**Does the institution conduct an assessment of the sustainability literacy of its students?:**

No

**Which of the following best describes the literacy assessment? The assessment is administered to::**

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**Which of the following best describes the structure of the assessment? The assessment is administered as a::**

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**A copy of the questions included in the sustainability literacy assessment(s):**

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**A list or sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:**

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**A brief description of how the literacy assessment was developed and/or when it was adopted:**

A pilot Sustainability Literacy Assessment was released in January of 2015 and was created in collaboration with Prism Engineering, who provide support and consultation on energy conservation initiatives through BC Hydro. This assessment was made available to the entire campus community and participants were automatically entered in for a draw for UVic Bookstore gift certificates. The survey had expired and it was not renewed, thus the assessment not applied to this reporting period.

**A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :**

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**A brief summary of results from the literacy assessment(s):**

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**Website URL where information about the sustainability literacy assessment is available:**

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**Additional documentation to support the submission:**

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## Incentives for Developing Courses

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Score

2.00 / 2.00

Responsible Party

**Justine Bochenek**  
Sustainability Intern  
Campus Planning and Sustainability

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### Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

**Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :**

Yes

### A brief description of the incentive program(s):

The Division of Learning and Teaching Support and Innovation (LTSI) at UVic is charged with administering a number of grants and professional development funds in support of those contributing to excellence in the teaching and learning mission of the university. Funds support: academic units and educational leaders implementing curricular reform and innovation, faculty and instructors who wish to undertake scholarship of learning and teaching (SoTL) in their discipline, educational innovators and individual teacher professional development. Grants are open to all instructors unless specified. Below are the various grants that support sustainability at the university, as well as a list of recipients and their approved courses which are sustainability-related from the past 3 years.

Scholarship of Teaching and Learning (SoTL) Grants:

- Helga Thorson, Department of Germanic and Slavic Studies (2019-2020)  
The Effects of Holocaust Education on Defying Hatred in the Community: Field School Versus Classroom-Based Learning
- Sandra Gibbons, School of Exercise Science, Physical and Health Education (2018-2019) Implementing Nature Based Physical Activity in Physical and Health Education Teacher Education

Course Design/Redesign (CDR) Grants:

- Madeleine McPherson, Department of Civil Engineering (2019-2020)  
Redesign of CIVE 315 Environmental Policy
- Brian Starzomski, School of Environmental Studies (2019-2020) Interdisciplinary Data Science Accessibility: Course Redesign for ES 482/582 (Introduction to Data Analysis)
- Deborah Curran, Faculty of Law and School of Environmental Studies (2018-2019) Curriculum Renewal for the Environmental Law Clinic
- Donna Feir, Department of Economics (2018-2019) Education for Economic Reconciliation: Developing Curriculum Materials for a New Course in Economics titled "Indigenous Peoples and Economics"
- Stacey Fitzsimmons, Peter B. Gustavson School of Business (2018-2019) #BlackLivesMatter #MeToo: Diversity and inclusion initiatives that work
- Madeleine McPherson, Department of Civil Engineering (2018-2019) Development of the new 4th year elective course 'Energy Systems Decarbonization'
- Tara Ney, School of Public Administration (2018-2019) Collaborative governance in the 21st Century
- Laura Parisi, Department of Gender Studies (2018-2019)  
Online with GNDR 100
- Rebecca Johnson, Faculty of Law (2017-2018)

Integrating Indigenous Law in the First Year Curriculum: Responding to the Truth and Reconciliation Commission's Call to Action #28 (A Redesign of Law 106: The Legal Process)

•Elliott Lee, Department of Psychology (2017-2018)

Podcasting Mental Health and Well-Being

•James Tanaka, Department of Psychology (2017-2018)

Developing a new course on the "Psychology of Human Diversity"

Community-engaged learning curricular development fund :

•Iain McKechnie and Denis St. Claire (2018-2019) Tseshaht Community Participation in 2019 UVic Archaeological field school: This project aims to support First Nation community participation in the 2019 archaeology field school in Tseshaht territory in Barkley Sound. We seek funds to compensate the labour of camp cook Wanda Robinson and hire a Tseshaht research assistant and contribute support towards community visits via boat from Port Alberni to the Broken Group Islands.

•Carmen Rodriguez de France, Indigenous Education (2018-2019)

Drawing Possibility: Learning about ourselves through the arts Through a collaboration between the Department of Indigenous Education and the extension program at the Art Gallery of Greater Victoria, student teachers enrolled in the course IED 373 (ELTELNIWT and Indigenous Education) will contribute to promoting and increasing the awareness of the importance of art as an expression of self, culture, and the environment. The Art Gallery will work with two local Indigenous artists to deliver hands-on workshops in schools, which will be co-facilitated and supported by predominantly non-Indigenous student teachers.

•Audrey Yap, Department of Philosophy (2018-2019) Conceptions of Justice and Engaged Pedagogy: Many who work for social justice note the importance of engaging with people who are placed very differently in society than we are. Our understandings of justice are shaped by interactions with institutions responsible for it, such as the carceral system. By reading works on justice and just societies together, inmates at Wilkinson Jail and upper-year UVic undergraduates will each get the chance to gain some different perspectives on how these ideas look for others.

•Donna Feir, Department of Economics (2017-2018)

Supporting Reconciliation through Community-Engaged Learning: Developing a community-led project for students in economics This project will lay the foundations for on-going relationship building between Esquimalt First Nation and the Department of Economics. A community member from Esquimalt Nation will be hired to compile foundational information on the programs and policies relevant for the economic context of Esquimalt that students will use for course projects. Upon completion of the course, the projects will be presented to the Nation for their use. Student community visits and initial meetings that follow local protocol will also be supported.

•Elizabeth Vibert, Department of History (2017-2018)

Acting Otherwise: Material memory of historical injustice and community resistance The pilot module will guide students to understand, through concrete material objects, the small-scale, everyday historical acts and processes that can lead to massive human rights violations like the Holocaust and Apartheid. Working with UVic undergraduate and graduate students, we will deliver a module on historical injustice and opportunities for 'acting otherwise,' to students at Victoria High School in Spring Term 2019.

### **A brief description of the incentives that academic staff who participate in the program(s) receive:**

Faculty members who participate and are approved funding receive funding which ranges depending on the grant applied for. These funds support academic units and educational leaders implementing curricular reform and innovation, faculty and instructors who wish to undertake scholarship of learning and teaching (SoTL) in their discipline, educational innovators and individual teacher professional development.

### **Website URL where information about the incentives for developing sustainability course content is available:**

<https://www.uvic.ca/learningandteaching/faculty/grants/learning/index.php>

### **Additional documentation to support the submission:**

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### **Data source(s) and notes about the submission:**

<https://www.uvic.ca/cue/learning/cel-grant-winners/index.php>

<https://www.uvic.ca/learningandteaching/assets/docs/instructors/for-review/Scholarships,%20Gran>



## Campus as a Living Laboratory

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### Score

4.00 / 4.00

### Responsible Party

**Justine Bochenek**  
Sustainability Intern  
Campus Planning and Sustainability

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### Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

### **Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:**

Yes

### **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:**

#### Campus Bike Centre Visual Art Student Murals

In 2019, Visual Arts student, Meaghan Crow, was commissioned to paint a new mural to draw attention to UVic's sustainable transportation goals in the university's Campus Bike Centre. Crow's mural was a part of a greater project to engage all members of the broader campus university community, as in, they were the ones doing the majority of the painting. Crow took on this experiential learning opportunity to design and coordinate a community mural; developing her art portfolio and project-managing skills - while celebrating the joy of cycling in Victoria. The community mural project was part of Connect U, a campus community conference designed to connect and engage staff with the university community. The purpose of the mural was to create community continuity and strengthen the relationship between sustainability and the arts.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:**

GEOG 380: Community Mapping

The class examines the theory and practice of community based mapping and how it can facilitate dialogue and collaborative partnering, thus leading to knowledge co-creation, planning, citizen empowerment and engagement, building consensus, more informed policy making and ultimately social justice. Community and Green Mapping affirm the integrity and diversity of local places and people as the primary foundation for healthy community development and sustainability. This course is designed to be action-oriented and experiential, and has a very high local field component.

The class connects to the greater community via the Community Mapping Collaboratory (CMC), operated by the Department of Geography at UVic. The CMC's mission is to facilitate processes for community engagement, student learning, globally-relevant research, and sustainable community planning through participatory community mapping. This is achieved through engaging students, community members, Indigenous partners and other participants both locally and globally in classroom-based and field-based courses, workshops, map-making, internship opportunities, scholarly research, publications, summits, and conference participation.

In 2017, students from the class worked with local restoration groups, the Seachange Marine Conservation Society, Friends of Tod Creek Watershed initiative and the W̱SÁNEĆ first nation to help plan a community mapping event for locals to attend and share their place-based stories and experiences living in that area.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:**

Climate Projection Mapping

A Geography student with a concentration in Geomatics was hired by the Campus Planning and Sustainability Office to produce maps and graphs that indicate the scope of the risks associated with climate change for UVic using GIS technology. The data produced by the student was used in a report that would provide context for the commonly understood climate risks the university will be facing over the next 50 years. These risks include: extreme heat, drought, air pollution, wind intensity, subsidence and heave, vector born diseases and flooding. The report will create a dialogue between Campus Planning and Sustainability, Facilities Management and UVic External Properties in order to prepare for climate adaptations in operations at the university in the future.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:**

Energy Audit of Engineering Lab Wing

An Engineering graduate student developed the Energy Audit project in order to identify where energy and heat are lost in older buildings on campus, due to missing or poorly installed insulation panels. The audit is necessary for identifying the repairs that need to be done in order to continue to reduce energy consumption and loss. The project addresses UVic's Sustainability Action Plan for Campus Operations 2014-2019 goals to reduce campus electricity consumption by 8%, as well as reduce the campus natural gas consumption by 12%. The student used drone-based and hand-held infrared thermography (a non-contact method of temperature measurement) to create a

temperature map of the first building measured, the Engineering Lab Wing. This method visualizes the rate of heat transfer between the building and the outdoor air. Once areas are identified, maintenance crews are made aware of where repairs are necessary to ensure even the oldest buildings on campus can be more energy efficient. The student's work has the potential to serve as the solution for energy audits of all buildings on campus in the future, which will reduce energy consumption and meet the university's energy and sustainability goals.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:**

Green Labs Program; behavioural change in Fume Hood use

The Green Labs Program continues to engage with lab users at UVic, now including more student participation than ever. Per square foot, a laboratory is the most energy consumptive spaces on a university campus. Using a method developed by a UVic PhD student in 2014, chemistry lab occupants continue to engage in guided dialogues with students and researchers in order to create positive behavioural change in regards to fume hood "setback mode" use. Fume hoods are enclosed work tables in which chemistry experiments may be safely conducted. They consume large amounts of energy because they require electricity to force air out the roof of the building as well as energy to re-heat the rooms that house the fume hoods. Newer fume hoods are retrofitted with a "setback mode" switch, a safe feature that can be used when the fume hood is not in use. Setback mode reduces the fume hood exhaust flow, saving electricity and heating.

To further build on the Green Lab Set Back program, a Geography undergraduate student was hired in 2019 by the Office of Campus Planning and Sustainability to lead the guided discussions that focus on intention-strengthening exercises. The lab users are asked to set a goal, visualize the goal and make a plan on how to achieve the goal, a method that has been effective changing behaviours in other contexts. The use of the "setback mode" switch is recorded in a central database, and the logged information shows the actual behavioural changes of lab users. Since the beginning of the program, the use of setback mode has increased by 29%. This demonstrates the success of the program in both the areas of community engagement and energy savings.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:**

Good Food Policy Audit

An Environmental Studies / Political Science undergraduate student organized a re-examination of the leadership and procedures of the university on the grounds of "community based, humane, socially just and ecologically sound", or "Good Food" procurement at the university. The Good Food Challenge tracks food purchasing based on the sustainability standards listed above and calls to encourage university's to sign the "Good Food Campus Commitment", promising to make 20% of campus food meet these standards by 2025.

The student completed an audit of 1,500 food items served in two major dining areas on campus to act as a preliminary baseline inventory for UVic's sustainable food procurement. The audit involved an evaluation of purchasing invoices and contacting vendors to determine the percentage of "Good Food" purchased. After the audit, the student produced a comprehensive report with policy recommendations for both the university's Food Services department, Purchasing Services and the Office of Campus Planning and Sustainability.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:**

## ES 341: Past, Present, Future Ecologies

The School of Environmental Studies teaches ES341 Past, Present and Future Ecologies, which focuses on ecological restoration right on UVic Campus. Part of the curriculum involves invasive species pulls, where one of the classes each semester involves going to a green space on campus to remove English ivy from tree trunks. Class assignments also focus on the environmental sustainability of campus grounds, with the development of Restoration Designs for sites on the campus. Students produce final reports documenting the possible futures of nature restoration on campus, focusing on native species. The students' projects address the Sustainability Action Plan for Campus Operations 2014-2019 goals to protect and manage ecological diversity and enhance the use of native species in landscape management on campus.

### **Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:**

Yes

### **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:**

#### CN+ Carbon Offset Pitch Competition

In 2018, the Gustavson Business School asked students to participate in a competition to determine which carbon offset projects should be purchased by the school. In 2017, Gustavson committed to acknowledging its own impact on the environment by collecting data that measures the faculty's carbon footprint, looking especially at the greenhouse gases emitted by air travel for student international exchanges.

For the competition, students were to create a business pitch for how the division should offset their 2017 commuting and travel carbon footprint. Submissions were evaluated by the Carbon Neutrality Plus (CN+) committee (a group made up of students, faculty and staff established in 2017) on four criteria; cost, impact, persuasiveness and alignment with the Business School's values on international, integrative, innovative and sustainability/social responsibility. Students learned about purchasing carbon offsets by evaluating different projects and then creating a portfolio summary description that they pitched to the voters in a 90-second video proposal. Teams of one to five students from Gustavson's undergraduate, masters and PhD programs offered their portfolio recommendations from a list of 26 offset projects. All professors, staff and students were then encouraged to vote on which proposed portfolio the school should invest its offset dollars in.

The portfolio that garnered the most votes school-wide was created and pitched by the team who called themselves the Redeemers. The winning offsets purchased were: 65% Bundled Solar Power Project, India and 35% Great Bear Forest Conservation Project, Canada. The students predict that not only will their portfolio reduce the business school's CO2 emissions but create new jobs in the communities in which they are now invested in.

### **Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:**

Yes

### **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:**

#### Parking Permit and Bus Pass Mapping

In February 2019, a 4th year Geography student was hired to map out where campus annual parking permit users and employee bus pass users begin their commute to campus. The student collected anonymous raw permit and pass data from UVic Parking and Transportation. This data was then mapped through the use of ArcMap to create choropleth maps, Kernel density maps and graphs used in an extensive Transportation Demand Management program evaluation report. The student also created a step-by-step methodology so that the maps could be reproduced for another time period. The maps greatly helped in transportation planning measures for the Sustainability Action Plan 2020-21.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:**

Dump and Run/Move-In Thrift Shop

Developed out of collaboration between the UVic Staff Sustainability Network, Residence Services, Residence Life, Waste Management and the UVic Student Society, UVic's largest "Dump and Run" campaign yet took place in 2019. The goal of the campaign is to divert the waste associated with residence student move out, by providing drop-off tables in a common area in each residence building. Unwanted items from the students were collected, whereas in the past, the items were sent directly to Waste Management and a limited amount of charity donation bins located on campus.

The collected materials were then moved to a storage facility on the campus where volunteers helped to further sort the items for collection by the campus Free Store and local charities. Some of the items were kept until the following September for the Residence Move-In Thrift Shop, which was also a new addition to the "Dump and Run" campaign. Overall, the campaign had a strong impact, diverting an estimated two tonnes of material from the landfill.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:**

Campus Community Garden Composting Toilet

For the experiential learning component of her master's research, a Civil Engineering student has proposed the design, installment and maintenance of an exciting new project for the Campus Community Garden (CCG); a composting toilet! The installation of this ecological sanitation system will contribute towards the CCG's objectives of stewardship, community building, sustainable food production practices, and education. The project will also address UVic's mission to be an innovator in water use, recovery, reuse and stewardship. Ecological sanitation follows the principle of closing the cycle between sanitation and agriculture by recycling the nutrients in urine and feces into compost. By installing a composting toilet with separate urine collection, the CCG would be able to minimize water use and practice "water-wise practices" as stipulated in the CCG's use agreement.

The Public Health and Environmental Engineering Lab (PH2E) Lab in the Civil Engineering Department, serves to contribute to a body of knowledge to promote access to dignified and sustainable sanitation even in humanitarian emergency contexts and contribute to a global conversation about how best to develop and implement a sanitation systems given the constraints and risks of climate change. This is a key objective and corresponds to the United Nations' Sustainable Development Goal (SDG)4 to "ensure availability and sustainable management of water and sanitation for all." The student has also proposed that the composting toilet could support future research done through the civil engineering department providing a living lab for the university as well as the greater Vancouver Island community for innovative water use reduction practices.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:**

Sharing UVic WDCAG Conference Sustainability

A group of Geography students had tasked themselves with the project of promoting sustainability at the annual WEDCAG conference held on campus at UVic in 2019. With 370 registrants attending the conference, the students were concerned with the environmental impact of such an event can have. The challenge set out by the conference was to showcase the university's commitment to sustainability by putting their "Language into Action". The students aimed to meet this challenge by providing conference attendees with access to the free use of bicycles provided by the UVic SPOKES program, complementary day bus-passes, and sustainable gift bags that contained plastic-free items.

In order to achieve this goal, the students involved had formed the WDCAG Undergraduate Sustainability Committee to manage various aspects of the project. Through this committee, project timelines were established, the project budget was managed, and communication with the necessary contacts was coordinated. An undergraduate geography student led the project, coordinating all helping hands in the entirely volunteer-run initiative. She also oversaw all necessary communications with the UVic Geography Department, BC Transit, SPOKES, various gift-bag item suppliers, and the Office of Campus Planning and Sustainability. She received an immense amount of help from a dedicated group of seven student-volunteers that did much of the leg-work on the aforementioned tasks. Overall, the project was concluded a success.

With the support of the Campus Sustainability Fund and SPOKES, the project helped to increase awareness of the language of sustainability and sustainable transportation infrastructure on campus.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:**

Digitization of the Transgender Archives at UVic

Launched in 2011, the Transgender Archives has one of the largest collections of historical artifacts and art pieces all related to the lived experiences of trans, non-binary and two-spirit identifying people, dating back over 100 years. The transgender archives was founded to preserve trans histories, for all who wish to know about them, and to also promote understanding about trans people and their rights. The records span over 160 meters or 530 linear feet (1.5 football fields long), and are in 15 languages from 23 countries on six continents. They are also free of charge and open to the public. Established in 2016, the Chair in Transgender Studies is the department that is responsible for the archives and is externally funded. The Chair administers grants, scholarships and fellowships but is not a degree-granting department.

In 2019, several community researchers and students were tasked with the arduous process of digitizing the materials from the archives and making them available in an online database. The students who worked on the project have been awarded with academic credit from their home-faculty. Uploading the materials online will be a key extension of the core values of the archives, as the accessibility and transparency of the archives will be increased with this added resource. Having an exhaustive online component to the archives will also increase the positive impact on the larger LGBTQ community, outside the university walls.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:**

Updated Responsible Investment Policy

In January of 2020, the UVic Board of Governors approved the updated Responsible Investment Policy for short-term investments as one way the university can address climate change, support sustainable futures and promote indigenous economic development.

The development of the updated investment policy involved extensive input from students and student groups. This input took the form of extensive background research, student group submissions, analysis and feedback, and

lengthy student consultation along with other campus members and stakeholders. These students had taken an active and engaged role in understanding how the university's investment practices could be improved.

The updated policy's main elements include:

- Materially lower the carbon emissions across the entire portfolio by 45 per cent by 2030;
- Participate in engagement activities to encourage carbon emission reductions;
- Allocate 25 per cent of the funds to thematic impact investments including energy companies that will be par of the required transition, and investments that support Indigenous economic development; and
- Encourage better disclosure of carbon emissions and climate related risks.

The newly updated policy will result in the university divesting rom high-carbon emitting companies regardless of their industry sector, including the fossil fuel industry. The policy's reach across all sectors of the economy and the investment in renewable energy and other clean technology is a holistic, and comprehensive approach that also encourages low-carbon practices as we transition

### **Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:**

Yes

### **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:**

Reduce single use - temporary ban of paper cups by ES 407: Mindfulness, sustainability and social change

ES 407: Mindfulness, Sustainability and Social Change is an upper year undergraduate class that examines how mindfulness training, particularly meditation, is being integrated into contemporary environmental and social change efforts. Current research on the physical, psychological, ecological and social benefits of mindfulness training are examined. Students are introduced a variety of meditative practices as part of the course.

Born out of practicing mindfulness and meditation, the class in the Spring of 2019 identified one particular issue that they could all agree to focus their efforts on – the sale of disposable single-use paper cups. Such a collective practice led to the creation of the initiative by the class to place a temporary ban on the sale of paper cups for a day at one of UVic campus' most popular cafes. As part of their mindfulness practices, the students did not want to alienate or impact someone negatively who depended on the café's services, and so synergized the ban with a "mug drive" to promote the use of reusable mugs. The initiative provided University Food Services with the opportunity to use the project as first hand research to begin the development of a reusable containers program in dining areas, as the implementation of reusable containers in dining areas is one of their top priorities. The overall impact of the initiative was overwhelmingly positive, thus demonstrating the connections between practicing mindfulness and positive behavioural change.

### **Website URL where information about the institution's living laboratory program is available:**

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### **Additional documentation to support the submission:**

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#### **Data source(s) and notes about the submission:**

Community Mapping Collaboratory:

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

Engineering Energy Audit:

<https://www.uvic.ca/sustainability/involved/sustainability-fund/projects/csf018energy-audit-elw/index.php>

Good food policy audit:

<https://www.uvic.ca/news/topics/2019+convo-sosc-jessica-schellenberg+news>

Carbon offset competition:

<https://www.uvic.ca/gustavson/cssi/carbon-neutrality-plus/index.php>

Campus Bike Center visual arts mural:

<https://finearts.uvic.ca/research/blog/2019/07/18/visual-arts-student-expands-campus-cycling-mural/>

Dump and Run:

<https://www.uvic.ca/sustainability/involved/sustainability-fund/projects/csf019dump-and-run/index.php>

Campus Community Garden composting toilet:

<https://www.uvic.ca/sustainability/involved/sustainability-fund/projects/csf020composting-toilet/index.php>

Updated investment policy:

<https://www.uvic.ca/financialplanning/investments/whats-new/index.php>

Sharing UVic WCAG Convergence Sustainability:

<https://www.uvic.ca/sustainability/involved/sustainability-fund/projects/csf024shares-sustainability/index.php>

# Research

**Points Claimed** 17.24

**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.

<b>Credit</b>	<b>Points</b>
Research and Scholarship	11.91 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	1.33 / 2.00

## Research and Scholarship

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Score	Responsible Party
11.91 / 12.00	<b>Justine Bochenek</b> Sustainability Intern Campus Planning and Sustainability

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## Criteria

## Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

## **Part 2. Sustainability research by department**

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one employee who conducts sustainability research.

# Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

**Total number of employees that conduct research:**

862

**Number of employees engaged in sustainability research:**

243

**Percentage of employees that conduct research that are engaged in sustainability research:**

28.19

**Total number of academic departments that include at least one employee who conducts research:**

46

**Number of academic departments that include at least one employee who conducts sustainability research:**

34

**Percentage of departments that conduct research that are engaged in sustainability research:**

73.91

**A copy of the inventory of the institution's sustainability research (upload):**

[UVic-sustainability-research-inventory-2019-AC9.xlsx](#)

**Inventory of the institution's sustainability research:**

See attached file.

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

At the University of Victoria, there are many faculty, staff and students engaged in sustainability research. For the purposes of this inventory, only faculty members who have titles of teaching professor, assistant/associate professor or professor were included.

The researchers were evaluated on the implications of their research using the definition developed by through the collaborative efforts of AVP Research, AVP Academic Planning, Office of Campus Planning and Sustainability, three faculty representatives from differing departments, and one staff member from the School of Business. It was created for sustainability in curriculum and research as a supplement to the definition of sustainability found in the UVic Sustainability Policy.

[https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0800\\_1794\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0800_1794_.pdf)

The definition: 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.

The total number of potential faculty researchers was provided by the Office of the Vice-President Academic and Provost. Research information for each of these faculty members and was collected July 2019.

Each researcher was evaluated against the list of current researchers, thereby removing retired or researchers who have not conducted any research in the past three years. New researchers were also added based on keywords identified in their online research biography listed on the university website. Some of keywords that were included in the inventory, are “climate change”, “conservation”, “human rights”, “inequalities,” to name a few.

Finally, the remaining list of faculty were emailed to confirm that they support the acknowledgement that their research relates to the UVic definition of sustainability research. They were asked to opt-out of being identified as a sustainability researcher if their most recent research (over the past three years) did not fit the definition.

Departments included in sustainability research are if one or more of the confirmed sustainability researchers were listed on the department website, either directly or as an affiliate of that department.

**Website URL where information about the institution’s sustainability research is available:**

<https://www.uvic.ca/research/index.php>

**Additional documentation to support the submission:**

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## Support for Sustainability Research

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**Score**  
4.00 / 4.00

**Responsible Party**  
**Justine Bochenek**  
Sustainability Intern  
Campus Planning and Sustainability

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### 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 sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
  - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
  - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
  - 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/or e-learning objects focused on sustainability.
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*"--" indicates that no data was submitted for this field*

### **Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?:**

Yes

### **A brief description of the student sustainability research program:**

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.

In 2018, PICS announced the beginning of their new program \$1M Theme Partnership Program, in which selected projects that focus on developing climate change solutions for British Columbia and beyond, can be funded up to \$250, 000 per year.

### **Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:**

Yes

### **A brief description of the faculty sustainability research program:**

The Institute for Integrated Energy Systems (IESVic) at the University of Victoria is a multi-disciplinary 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. The research centre was established in 1989 as a hydrogen and fuel cell research centre, but it has since broadened 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."

The centre provides essential support services to assist with administration, allow members to focus on their research and to enhance their impact through collaboration and wider promotion. In 2019, IESVic celebrated its 30th anniversary, holding its biannual EnVision conference which explores the technical, political, social and economic levels for climate change mitigation.

As of 2019, IESVic houses 22 UVic faculty and post-doc researchers, participating in research to create resilient energy systems that are both environmentally and socially sound. The research is grouped broadly into six categories: systems, renewables, transportation, technology, communities and society. IESVic faculty members are eligible to apply for the IESVic Clean Energy Systems Accelerator Program (IESVic –CESAP), which provides technical advice and services for the development of technologies, processes and services related to "clean tech". The total program funding is \$60 000 to be spent by December 2020.

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

Yes

**A copy of the promotion or tenure guidelines or policies:**

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**The promotion or tenure guidelines or policies:**

The University of Victoria allows each faculty to determine their own Faculty Evaluation plans and policies, so long as they are in compliance with the Collective Agreement between the University of Victoria Faculty Association and the University of Victoria. Within each of the Faculty Evaluation plans is a section that outlines how to evaluate research activities. Most of these policies take into account the added benefit that interdisciplinary, transdisciplinary, and multidisciplinary research provide. The contributions to this type of work by faculty members is taken into consideration during evaluations for promotions, salary increases, or tenure.

For example, the University of Victoria Sciences Faculty Evaluation Policy July1, 2019 – June 30, 2022 section 3.4 (page 9) provides guidelines for the evaluation of research, scholarship and creative activity. The importance of collaboration in research is plainly stated on page 9 and is as follows:

"Also, it is important to assess the contributions of a Member to publications in which colleagues collaborate, either within a discipline or across disciplinary boundaries. The University and Faculty of Science are committed to the principle that there is merit in collaborative and interdisciplinary scholarship, and that there can be a uniquely synergistic character to such work, which must be explained by the Member in their Summary Statement and be considered when making evaluations."

For further information, see:

<https://www.uvic.ca/science/assets/docs/FEPolicy.pdf>

**Does the institution have ongoing library support for sustainability research and learning?:**

Yes

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

The UVic Libraries have a staff of subject-specific librarians with in-depth knowledge on the full range of library services and resources. These individuals provide dedicated research support for students and faculty working on sustainability related research initiatives. Sustainability related subjects include librarians with knowledge in Environmental studies, Gender studies, Indigenous studies, Social Sciences, Law, Public Health and Social Policy, Public Administration, and Civil Engineering.

**Website URL where information about the institution's support for sustainability research is available:**

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**Additional documentation to support the submission:**

[Collective Agreement.pdf](#)

**Data source(s) and notes about the submission:**

The University recognizes the importance of interdisciplinary studies in strategies 2.1, 2.2 and 2.5 of the UVic Strategic Framework. The overarching Strategic Priority encompassing the aforementioned strategies, Advance Research Excellence and Impact, aims to “excel in diverse forms of research and creative activity, innovation and knowledge mobilization that advance human knowledge, improve and enrich lives, tackle global challenges, and promote the sustainability of the planet”

The strategies read:

2.1: “Take the strategic risks and make invests necessary and support more opportunities for collaboration, innovation, partnership and external research funding.”

2.2: “Integrate and align research and education by foster high-quality research and creative activity across all the disciplines, and by taking focused steps to ensure that learning in every program is enriched by the research culture and activities of the university.”

2.5: “Promote more collaboration, partnerships and interdisciplinary approaches on campus and with our external colleagues and partners by increasing support, reducing obstacles and facilitating engagement through our research centres and other entities.”

UVic has a number of interdisciplinary programs which include faculty from a number of departments. A selection of the current interdisciplinary programs that have sustainability-related components include:

- Human dimensions of climate change
- Indigenous nationhood
- Social justice studies
- Cultural, social and political thought
- Social dimensions of health

Full list of interdisciplinary programs:

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

More information about UVic's support for sustainability research can be found at:

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

<https://www.uvic.ca/research/centres/iesvic/index.php>

<https://www.uvic.ca/strategicframework/>

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

[https://libguides.uvic.ca/sb.php?subject\\_id=51837](https://libguides.uvic.ca/sb.php?subject_id=51837)

## Open Access to Research

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Score	Responsible Party
1.33 / 2.00	<b>Inba Kehoe</b> Scholarly Communications Librarian' Copyright Officer University Librarian's Office

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### Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

Policies and programs 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.

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

### **Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:**

Yes

### **Website URL where the open access repository is available:**

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

### **A brief description of the open access repository:**

UVicSpace is an open access learning and research repository for published and unpublished digital scholarly works by the UVic community and its partners. UVic faculty and researchers can email a list of their publications (or their CV containing the list) or any items they would like added to UVicSpace to

[dshelp@uvic.ca](mailto:dshelp@uvic.ca)

Students are strongly encouraged to publish their scholarly works in UVicSpace upon completion, as are Librarians, archivists, PEA staff and Faculty of Education scholars. The UVic Librarians Statement of Commitment (2012) directly encourages all Librarians, archivists and PEA staff to commit to "...making the best possible effort to publish in venues providing unrestricted public access to their works", including endeavoring to secure the right to self-archive their published materials and deposit them in UVicSpace. The Faculty of Education has further adopted the Open Access Policy as of December, 2019, which "...signals a commitment by the Faculty to support and

encourage scholars electing to publish their work in open access journals, or seeking permission to deposit published scholarly outputs in UVicSpace.”

For the full Librarians Statement of Commitment, see:

<https://www.uvic.ca/library/featured/scholcomm/policy/uviclibrarians.php>

For the Faculty of Education Open Access Policy, see:

[https://www.uvic.ca/education/assets/docs/openaccesspolicy\\_dec52019.pdf](https://www.uvic.ca/education/assets/docs/openaccesspolicy_dec52019.pdf)

**Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:**

No

**A copy of the institution's open access policy:**

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**The institution's open access policy:**

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**Does the policy cover the entire institution? :**

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**Does the institution provide an open access article processing charge (APC) fund for employees?:**

No

**A brief description of the open access APC fund:**

While the University of Victoria does not provide APC funds or have a central APC fund on campus, the Office of Research Services does have a Book and Creative Subvention Fund to support books published by faculty members that may be published under an open access license. Additionally, there is an Open Education Resources Grant at a value of up to \$5,000 available per awardee to produce open education resources. Finally, the UVic library supports open access through publisher memberships and licence agreements which entitles authors to publish in a number of peer-reviewed journals by paying a discounted fee for author/article processing charges (APCs) when the self-identify as being affiliated with UVic.

For more information, see:

<https://www.uvic.ca/library/featured/scholcomm/policy/funding.php>

**Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:**

Yes

**A brief description of the open access journal hosting services:**

The University of Victoria provides an online journal hosting service using the Open Journal System (OJS) software. If a member of UVic is interested in using the OJS system and UVic's hosting service for publishing their online journal, they are encouraged to contact the Scholarly Communications Librarian or the UVic Libraries ePublishing Services. There are currently 38 journals hosted on this service.

For more information see:

<https://journals.uvic.ca/>

The UVic Libraries ePublishing Services are a group of dedicated staff that provide publishing support at a reduced cost. The program was established in 2007 and serves to extend the reach and reputation of the university through the publication of scholarly, artistic, and educational books and journals that advance learning and knowledge. Primarily a digital open access publishing program, it aims to explore new modes of scholarly publishing, while making works available simultaneously in print and digital formats, for a varied audience. The program works with scholars and researchers to enable success in scholarly publishing.

For more information, see:

<https://onlineacademiccommunity.uvic.ca/press/>

**Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:**

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**Website URL where information about the institution's support for open access is available:**

<https://www.uvic.ca/library/featured/scholcomm/policy/oa.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The University of Victoria does not have a formal policy which requires its employees to publish their scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository. However, the UVic Librarians Statement of Commitment outlines the pledge librarians, archivists and PEA staff at UVic have taken on in applying their best possible effort to publish in venues providing unrestricted public access to their works.

To view the entire commitment, please see:

<https://www.uvic.ca/library/featured/scholcomm/policy/uviclibrarians.php>

# Engagement

## Campus Engagement

**Points Claimed** 19.71

**Points Available** 21.00

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 help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>	<b>Points</b>
Student Educators Program	3.90 / 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
Assessing Sustainability Culture	0.25 / 1.00
Employee Educators Program	2.81 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.75 / 2.00

## Student Educators Program

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**Score**

3.90 / 4.00

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

## **Part 1. Percentage of students served by a peer-to-peer, sustainability educators program**

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

## Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

This credit recognizes ongoing student educator programs that engage students as peers 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 actively participate.

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 the Outreach Campaign and Student Life credits.

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

### **Number of students enrolled for credit:**

22,020

### **Total number of students served by a peer-to-peer sustainability outreach and education program:**

22,020

### **Percentage of students served by a peer-to-peer sustainability outreach and education program:**

100

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

Residence Green Team

### **A brief description of the student educators program (1st program):**

The UVic Residence (Res) Green Team is based out of the Sustainability Living Learning Community located in our South Tower Building, and also has several units in Cluster Housing; however, it is open and encouraged to all students living in Residence at UVic. The Res Green Team provides current first year students with access to campus sustainability volunteering opportunities, support to create group initiatives, and monthly meetings to encourage engagement.

Upon obtaining membership students receive training in sustainability so they may go forward during outreach activities to educate and connect with their peers. This training includes:

- information on ongoing sustainability initiatives on campus and various groups that run them
- information on successes and challenges of these initiatives,
- teachings on the state of UVic's environmental footprint
- critical thinking about how challenges can be overcome and solutions that could make UVic more sustainable

While part of the Res Green Team, students also have the opportunity to build a relationship with the Office of Campus Planning and Sustainability in order to enable students to get a sense of how sustainability is implemented in a large institution. Building this relationship with the University is important for encouraging students to engage in sustainability on campus, as well as increasing positive and meaningful educational outcomes.

Examples of different outreach events run by our Res Green Team include:

- Love-a-Mug week where Green Team members hand out free coffee vouchers to students and staff on campus that are already using re-useable coffee mugs. This promotes waste reduction on campus by eliminating paper cup usage.
- Lighten-up! Where lights are given out to campus cyclists, primarily students, after Daylight Savings. This event serves to promote safe cycling, encouraging students to use their bicycle as a more sustainable mode of transportation even though it gets dark earlier.
- Fair Trade Campus Week where the Green Team helps to educate students and faculty members on what sustainable foods are available at University Food Services, as well as providing free samples, free fair trade coffee, and free fair trade teas.

First year Green Team students also gain exposure to various other sustainability related student groups through events run through our Community Garden, the Community Cabbage, the University of Victoria Sustainability Project and the University of Victoria Sustainability Movement.

**A brief description of the student educators program’s target audience (1st program):**

The Res Green Team targets all students at UVic during outreach events, but most specifically aims to educate other students in residence (2,472 students).

**Number of trained student educators (1st program):**

10

**Number of weeks the student educators program is active annually (1st program):**

36

**Average or expected number of hours worked weekly per trained student educator (1st program):**

2

**Total number of hours worked annually by trained student educators (1st program):**

720

**Website URL where information about the student educators program is available (1st program):**

<https://www.uvic.ca/sustainability/involved/clubs/index.php>

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

UVic Human Rights Education Volunteers (HREV)

**A brief description of the student educators program (2nd program):**

The UVic Human Rights Education Volunteers (HREV) is a program put out by the Office of Equity and Human Rights. Student volunteers within this program provide educational workshops and resource materials focused on social justice and human rights issues to members of the community. They use a fluid and flexible approach so that volunteers are able to build on their strengths and interests. Students are required to complete 8-9 hours of training in order to become a volunteer. Training includes the HREV orientation workshop; engaging racism workshop or anti-oppression workshop; and the sexualized violence or consent workshop.

**A brief description of the student educators program’s target audience (2nd program):**

The Human Rights Education Volunteers (HREV) bring together UVic staff, students and faculty. The program reports to the Human Rights Education Advisor within the Equity and Human Rights office (EQHR). EQHR is a resource for all UVic community members, providing education, information, assistance and advice in aid of building and supporting an inclusive campus. We believe that our campus should represent the diversity of our larger communities and that every person – student, staff and faculty – should be treated equitably. Therefore the entirety of the UVic campus falls under the target audience of the HREV program.

**Number of trained student educators (2nd program):**

31

**Number of weeks the student educators program is active annually (2nd program):**

52

**Average or expected number of hours worked weekly per trained student educator (2nd program):**

3

**Total number of hours worked annually by trained student educators (2nd program):**

4,836

**Website URL where information about the student educators program is available (2nd program):**

<https://www.uvic.ca/equity/education/volunteer/index.php>

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

Student Health Ambassador and Peer Educator (SHAPE) Program

**A brief description of the student educators program (3rd program):**

The SHAPE program runs out of and is supported by UVic Health Services. It offers student volunteers experiential learning that is highly relevant to many health and wellness careers. The program has several different volunteer groups within it, including groups focused on health promotion (Health Promotion Centre), harm reduction (Harm Reduction Centre) and using physical activity to support mental health (FitConnect). Student volunteers receive mentorship from the UVic Health Services staff, and go on to create connections across campus and contribute to student well-being.

Activities of the SHAPE program vary by internal volunteer groups (Health Promotion Centre, Harm Reduction Centre and FitConnect), however they mostly include:

- Planning events and activities
- Developing workshops
- Providing guidance and education
- Connecting students to campus community services

**A brief description of the student educators program's target audience (3rd program):**

As good health is important for everyone, the SHAPE program targets all UVic students.

**Number of trained student educators (3rd program):**

30

**Number of weeks the student educators program is active annually (3rd program):**

36

**Average or expected number of hours worked weekly per trained student educator (3rd program):**

3

**Total number of hours worked annually by trained student educators (3rd program):**

3,240

**Website URL where information about the student educators program is available (3rd program):**

<https://www.uvic.ca/services/health/resource/SHAPE/index.php>

**A brief description of all other student peer-to-peer sustainability outreach and education programs:**

Campus Community Garden

The UVic Campus Community Garden is a collaborative effort between students, faculty, and staff, and is affiliated with the UVic Students Society. The Campus Community Garden manages an urban agriculture space on campus along with practical support from Facilities Management and the UVic Office of Campus Planning and Sustainability. Garden plot rentals within the Campus Community Garden are restricted to current UVic students, faculty and staff, although there are also designated communal plots which are open to all.

The Campus Community Garden provides a space where students can engage in topics related to sustainable urban agriculture such as food security, permaculture, composting, organic gardening, native plant propagation, and local organic food production. The Community Garden operates under an organic gardening model whose best practices exclude the use of pesticides and GMO's, and works to support the ecology of the surrounding area by planting local species and supporting pollinators. The Garden also fosters practices and teachings surrounding food security by designating specific garden plots as "Giving Gardens" in which food plants are grown and all food harvested is given to food banks or to UVic students to promote food accessibility.

Each week the Campus Community Garden engages with both students and community members by holding work parties to maintain the communal areas of the garden. This is where anyone can come to build and share gardening skills, as well as connect with other volunteers. Although volunteers consist largely of UVic students, these work parties encourage students, staff, faculty, and community members to come out and participate. In addition to these weekly work parties, the Community Garden also hosts a wide array of outreach events throughout the year.

Examples of different outreach events run by our Campus Community Garden include but are not limited to:

- The Bee Keeping Workshop where student members of the Campus Community Garden help to educate individuals on bees and beekeeping alike. This workshop also promotes the Garden's own bee hives, and raises awareness of the importance of pollinators.
- The Composting Basics Workshop where the Campus Community Garden helps to educate other student, staff and faculty members on how to successfully produce compost for their garden that is rich in beneficial nutrients, as well as how to choose the best composting system for individual needs.
- The Make Your Own Beeswax Wrap Workshop where the Campus Community Garden teaches attending student, staff, and faculty members on how to make their own beeswax wrap. This workshop promotes sustainable use and re-use of everyday products, and raises awareness of the harm of single-use plastic wrap.

#### Gender Studies Equity and Outreach Committee

The Equity and Outreach Committee is supported by the Gender Studies department, and is made up of students at UVic that are committed to issues of social justice, two to three of which are student coordinators hired by the Gender Studies department each year. As a members of the Gender Studies Equity and Outreach Committee, student coordinators receive training from the Gender Studies department staff to become "experts" in relating to other students on gender equity while providing training opportunities in a peer-to-peer format. The student coordinators go on to train other students in advocating for and creating awareness of gender equality and rights. The Committee is a feminist, anti-oppressive collective that relies on foundations of inclusivity and seek to reduce marginalization related to class, colonization, ability, age, gender, race, body type and sexuality. The peer-to-peer training opportunities happen through two approaches. First, student coordinators work to increase involvement, equity, diversity and community by organizing and promoting political and social events on campus and in the community. Second, they host a bi-weekly "homework club" where students are able to come and do their homework while having the opportunity to engage with student coordinators on topics of equity. In a peer-to-peer format, the student coordinators are then able to share their knowledge based on their experience and their studies as well as from training received upon becoming coordinators for the committee, thereby educating students in a relaxed conversational setting.

#### Gender Empowerment Center (GEM)

This center is based out of the Student Union Building at UVic and is a space for self-identified women, non-binary, and gender non-conforming folks to organize, network, access resources, attend events, study, and relax. It is open to both UVic students and community members. They aim to provide a strong, intersectional feminist voice on campus, advocating for social change through political action, education, and support of UVic as well as the community. Students have the opportunity to be employed at the Center through the UVic Work Study Program, or are welcome to volunteer. After training, student employees and volunteers help to conduct peer-to-peer education through hosting or assisting with GEM ongoing workshops that focus on gender diversity and sexual health. They collaborate often with the Office of Equity and Human Rights and the Office of Student Life when planning various events and workshops in a non-threatening student-to-student setting.

#### **Number of trained student educators (all other programs):**

**Number of weeks, on average, the student educators programs are active annually (all other programs):**  
50

**Average or expected number of hours worked weekly per student educator (all other programs) :**  
7.80

**Total number of hours worked annually by trained student educators (all other programs):**  
12,092

**Grand total number of hours worked annually by trained student sustainability educators (all programs):**  
20,888

**Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:**  
0.95

**Website URL where information about the student sustainability educators programs is available:**  
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**Additional documentation to support the submission:**  
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**Data source(s) and notes about the submission:**

Each program was contacted directly and each self-reported their most recent data (within the last year) on number of trained student educators, number of weeks in a year the program is active, and number of hours worked in a week per student educator. If volunteer hours were not formally tracked, the program leader provided a conservative, educated estimate.

All programs that operate out of the UVSS receive monetary support from a set portion of student tuition fees.

Please note that each program outlined in the "all other programs" category vary between weeks in a year they are active and average or expected number of hours worked weekly per student educator. The STARS reporting tool would not allow for entry of these variable numbers, however the total entered accurately reflects the data provided by the student educators programs.

Campus Community Garden:

<https://www.uvic.ca/sustainability/involved/garden/index.php>

Society for Students with a Disability:

<https://www.uvicssd.com/about-us/>

Gender Studies Equity and Outreach:

<https://www.uvic.ca/humanities/gender/current/student-activities/equity-outreach/index.php>

Gender Empowerment Centre:

<https://genderempowermentcentre.ca/about-gem/>

## Student Orientation

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Score	Responsible Party
2.00 / 2.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### 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., environmental, social, and economic).

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.

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

### **Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?:**

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

### **Percentage of all 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 :**

At UVic all new students including undergraduates, transfers, and grad students have the opportunity and encouragement to engage in and learn about sustainable practices on campus. During orientation each student receives a New Student Handbook in which there is a section dedicated solely to sustainability. This section of the New Student Handbook emphasizes tips for "Going Green" in daily practices, as well as highlights different sustainability initiatives, sustainability-focused groups, and sustainable infrastructure on campus. Each new student also receives a tour of the campus during orientation week. The tour includes education and awareness of sustainability on campus such as the Campus Bike Center, Sort-It-Out waste reduction stations, water bottle filling stations, the SPOKES program, information on how to take transit, and much more.

Information on sustainability-focused groups in the New Student Handbook include a short profile on the Residence Green Team which provides students access to campus sustainability volunteering opportunities. There is also information on the UVic Sustainability Project which is a student group dedicated to building a sustainable campus and community through several different projects, practices and events. The Campus Community Garden is additionally featured in this section as a proud initiative dedicated to providing a space on campus for sustainable urban agriculture. Contact information for getting involved in all three of these groups are provided to students within the handbook. New students are also provided with the when, where and how of UVic's Campus Bike Center in the New Student Handbook. Information includes the Bike Center's hours, number of parking spots, various tools available to students, as well as information on the University's SPOKES program. The SPOKES program offers

refurbished bicycles to be rented, loaned or sold to UVic students. This is to encourage students to bike to campus or consider more sustainable alternatives of daily travel, as well as promote re-use and recycling of bicycles.

Beyond the New Student Handbook, newcomers can engage with sustainability topics during orientation through the Office of Campus Planning and Sustainability's information table. Awareness of waste reduction is promoted through providing students with reusable items such as coffee mugs, reusable bags, reusable food containers, and metal straws. Waste reduction is further promoted through the President's Welcome BBQ on orientation day. This event feeds approximately 3,000 students and aims to be as close to zero-waste as possible with the help of the Res Green Team staff sorting waste properly at various stations. Other orientation events include fairs such as Vikes Thunderfest which is a large back-to-school kick off event organized by Vikes Nation, the UVic Students' Society, and Residence Life in which sustainability activities are featured. The Graduate Student Info Fair also hosts an informational table staffed by the Office of Campus Planning and Sustainability.

The Office of Campus Planning and Sustainability additionally collaborated with the Communications and Marketing Department to put out a "Back to School Sustainable Countdown" on the University of Victoria's various social media outlets. In the five days leading up to orientation, one post was made each day with a different tip on sustainable practices, followed by information on different resources that are available at UVic to implement those practices. The "Sustainable Countdown" was used to take advantage of UVic's broader online reach in order to make students aware of sustainable options and various resources available to them.

### **Website URL where information about sustainability in student orientation is available:**

[https://www.uvic.ca/orientation/assets/docs/UVic\\_New\\_Student\\_Handbook\\_2017-18.pdf](https://www.uvic.ca/orientation/assets/docs/UVic_New_Student_Handbook_2017-18.pdf)

### **Additional documentation to support the submission:**

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#### **Data source(s) and notes about the submission:**

Information about the President's Welcome BBQ:

<https://www.uvic.ca/orientation/volunteer/staff-volunteer/index.php>

Information about Vikes Thunderfest:

<https://vikesrec.ca/sports/2018/8/10/thunderfest-2018.aspx>

"Sustainable Countdown" Social Media Posts:

Date: Aug. 26

Text: Just one week until school starts again. Prepare for the fall semester with some Sustainability Tips!

#1. Break up with your paper cup & carry your own coffee mug. All food outlets that serve coffee on campus have a \$0.25 discount for those who bring reusable mugs!

Date: Aug 27

Text: Back to School Sustainability Tip #2

While it's still sunny and warm, try walking or cycling to school. You can rent/loan a bicycle from SPOKES or find a U-Bicycle at one of our six drop off zones!

Date: Aug 28

Text: Back to School Sustainability Tip #3

Thrifting is economical and socially and environmentally sustainable! Save a few bucks on your back-to-school clothes and housewares, support local charities and save usable treasures from the landfill! We will be hosting our own Move-In Day Thrift Shop September 1 from 9-3 in the Michele Pujol Room.

Date: Aug 29

Text: Back to School Sustainability Tip #4

Take a course related to sustainability! Last year, UVic offered over 500 courses content related to social, economic and environmental sustainability issues. To see the list, go to our Sustainability in academics and research page on the UVic Sustainability website. Make learning about sustainability a part of your degree in 2019-2020!

Date Aug 30

Text: Back to School Sustainability Tip #5

Check out other cool campus communities like the Campus Community Garden, The Free Store, Community Cabbage, UVSP, Meal Exchange and many more! These are student-run groups that are passionate about making a difference and having fun while they do it!

## Student Life

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Score	Responsible Party
2.00 / 2.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### 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
- Student-run 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 focused on sustainability
- Cultural arts events, installations or performances focused on sustainability
- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused 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

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

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

### **Does the institution have an active student group focused on sustainability?:**

Yes

### **Name and a brief description of the active student groups focused on sustainability:**

Name: University of Victoria Sustainability Project (UVSP)

Description: The UVSP actively works towards a socially, ecologically, and economically viable campus community at UVic by running united environmental initiatives, promoting environmental choices, and by formulating and implementing sustainable systems on campus. They provide the campus with a number of different services and activities such as hosting informational and engaging events on campus to promote sustainable practices; provide

grants for campus projects for undergraduate, graduate, and alumni students; and provide connections with other sustainability groups and services on campus.

URL:

<https://sustainableprojectsuvic.weebly.com/>

Name: Environmental Studies Students Association (ESSA)

Description: ESSA is the Undergraduate Course Union for Environmental Studies at UVic. They meet regularly to organize a variety of sustainable projects and events including ecological restoration work-parties, charity fundraisers, ethnobotanical nature walks, and many other activities that are focused around environmental activism. Students have the chance to volunteer at these various events, and can be provided with references for future jobs or volunteer opportunities upon completion of their work with ESSA.

URL:

<https://onlineacademiccommunity.uvic.ca/essa/>

Name: The Community Cabbage

Description: The Community Cabbage is a student organization that aims to decrease food waste while increasing access to healthy food for UVic students. They work to achieve this goal by serving a free weekly hot meal to the campus community that is prepared from reclaimed food. This food is donated from nearby grocery stores that deem the food items edible but unsellable. A group of student volunteers turn these ingredients into a healthy and delicious vegetarian meal at a community kitchen, where anyone is welcome to join in on cooking and/or eating.

URL:

<https://uviccommunitycabbage.wordpress.com/>

Name: The Ecological Restoration Volunteer Network (ERVN)

Description: ERVN is a student-led initiative that began in the University of Victoria's Restoration of Natural Systems program. They recognize that invasive species are a threat to natural areas and ecosystems on a global scale, and focus on the removal of invasive species on the university campus. In place of the invasive species removed, native species that are beneficial to the local ecosystems are planted. They aim to further their initiative by building a large community of students that are passionate about restoring ecosystems. They are currently building this community by offering opportunities to engage in discussions, share resources, and gain practical restoration skills. These opportunities include various workshops, training sessions, field trips, restoration endeavors on campus, and the maintenance of a native plant garden and nursery. ERVN takes their work beyond campus by providing helping hands needed for successful implementation of restoration projects within the Greater Victoria Community.

URL:

<https://onlineacademiccommunity.uvic.ca/nature/>

Name: The UVSS Food Bank and Free Store

Description: The UVSS Food Bank and Free Store is run by a team of dedicated student staff and volunteers, and provides all UVic students with access to food essentials and free household items in the face of rising costs of tuition, housing, childcare and food. These items are donated by people that no longer need these resources, thereby reducing waste and supporting a more connected, sustainable community. Although the focus of the Free Store is on UVic students, it is open to faculty and staff members as well.

URL:

<https://uvss.ca/foodbank/>

Name: UVic Parks Club

Description: The UVic Parks Club is a dedicated collective of students who love nature and want to make a positive impact on regional, provincial, and federal parks through participating in conservation projects around southern Vancouver Island. They provide students with educational and engaging events that take place both on and off campus, including restoration projects, workshops, plant walks and more. Furthermore, they involve students in healthy activities by organizing various trips to explore parks around Victoria and Vancouver Island.

URL:

<https://www.facebook.com/groups/uvicparksclub/>

**Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:**

Yes

**A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:**

Name: Campus Community Garden

Description: The Campus Community Garden provides a space where students can engage in topics related to sustainable urban agriculture such as food security, permaculture, composting, organic gardening, native plant propagation, and local organic food production. The Community Garden operates under an organic gardening model whose best practices exclude the use of pesticides and GMO's, and works to support the ecology of the surrounding area by planting local species and supporting pollinators. The Garden also fosters practices and teachings surrounding food security by designating specific garden plots as "Giving Gardens" in which food plants are grown and all food harvested is given to food banks or to UVic students to promote food accessibility.

URL:

<https://communitygardenuvic.weebly.com/>

**Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:**

Yes

**A brief description of the student-run enterprises:**

Within the Student Union Building (SUB) on campus, there are nine Student Run Businesses that are social enterprises owned and operated by the students' society. According to the University of Victoria Students' Society website, "All businesses are designed with students' needs in mind and strive to be as environmentally sustainable and socially conscious as possible". These businesses are:

- Bean There Café
- Catering & Conferences
- Cinecenta
- Felicita's Campus Pub
- Health Food Bar (HFB)
- Munchie Bar
- SUBtext
- The Grill
- Zap Copy

URL:

<https://uvss.ca/businesses/>

**Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:**

Yes

## **A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:**

Name: Campus Sustainability Fund

Description: The Campus Sustainability Fund (CSF) empowers students and other members of the university community to create stakeholder-driven projects that build on the most current Sustainability Action Plan and advance leadership in sustainability. The Fund provides one-time allocations to projects that focus on energy or water savings, sustainability awareness or learning opportunity. It provides seed money for projects or money for a continuing project for incremental changes. Since 2016, the CSF has approved and funded 24 projects in total. Of these 24 projects, 21 of them took place between 2017 and 2019.

URL:

<https://www.uvic.ca/sustainability/involved/sustainability-fund/index.php>

## **Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:**

Yes

## **A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:**

Ideafest:

Ideafest is the University of Victoria's annual research festival that showcases the ideas of faculty, students and staff from across the University. At this event, new and emerging research is explained, debated, re-worked and brought to life in a range of creative panels, workshops, exhibits, presentations, performances and tours. For example, Ideafest 2019 featured over 40 events on topics ranging from women's rights and climate change to deep sea research and the latest in regenerative medicine.

URL:

<https://www.uvic.ca/research/learnabout/home/news/ideafest/index.php>

Seminar: Climate Change, International Law and the Green Economy (August 28, 2018)

The Centre of International Sustainable Development Law (CISDL), University of Victoria Faculty of Law, International Law Association (ILA) and the Sustainable Development Solutions Network of Canada (SDSN) hosted a two hour seminar on Climate Change, International Law and the Green Economy. The seminar addressed the importance of law for climate change, and how legal and governance reform could support the realization of all green economy sustainable development goals.

URL:

<https://events.uvic.ca/view/all/campus/Sustainability/categories/Conferences%20%26%20forums%7CLectures%20%26%20seminars>

Film Presentation and Panel Discussion: Beyond Climate Impacts...To Solutions (March 9, 2019)

As part of Ideafest at UVic, David Suzuki and the Pacific Institute for Climate Solutions (PICS) presented a screening and discussion of Ian Mauro's latest film, Beyond Climate. The film explores the climate impacts facing the places and people of British Columbia. After the screening, event attendees were able to engage with panelists Suzuki, Mauro, PICS executive director Sybil Seitzinger, Heiltsuk First Nation hereditary chief Frank Brown and special guests as they examined different ways of advancing climate solutions.

Humboldt's Planet: Cosmos, Gaia, and the Coming of the Anthropocene (September 13, 2019)

Prof. Laura Dassow Walls gave a talk on how Alexander von Humboldt's concept of nature acquires new urgency in the present transition to the Anthropocene, the epoch in which humanity has become 'a geological force'. Her lecture was followed by a full day of keynote presentations and roundtables on Humboldt and the Anthropocene.

Greg Hill's Electric Adventures (October 8, 2019)

Greg Hill, one of Canada's foremost ski mountaineers, is committed to sustainable adventuring. He came to UVic to discuss how electric vehicles have transformed the way he explores the outdoors, debunking myths and misconceptions about them along the way. The event's purpose was to promote the shift towards electric vehicles in B.C., and was supported by UVic's Community and Government Relations unit.

**Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:**

Yes

**A brief description of the cultural arts events, installations, or performances focused on sustainability:**

Ego to Eco: An Art Event (November 25, 2019) – the Ego to Eco Art Event was put on to raise awareness for the importance of reconnecting to the other than human world in the face of our ecological crisis. It involved visual, musical and literary art to better connect people on a visceral and emotional level to the living world around them.

Community-painted Mural Installation in Campus Bike Center (May, 2019) – A new mural designed by a UVic Visual Arts Student was painted on the East wall of the Campus Bike Center. The UVic community participated in painting the mural through a paint-by-numbers activity that filled in the stencil of the mural. The mural shows a Victoria-like landscape, with three cyclists at the center of the mural enjoying their sustainable transportation. The new mural was a celebration of the intersections of art, sustainability, and community.

Testify! Indigenous Laws + the Arts (September 29, 2018) – The UVic Legacy Art Gallery hosted this project as a celebration of Indigenous Laws as expressed through art. The dialogue that was invited by the Testify project put the idea of reconciliation into practice by creating a space for both Indigenous and Non-Indigenous Canadians to imagine a way forward which respects and reflects the diversity, strength, and hope embodied within Indigenous traditions.

URL:

<https://events.uvic.ca/view/all/campus/Sustainability%7CHealth%20%26%20wellness%7CIndigenous/categories/Celebrations%7CConcerts%7CExhibits>

**Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:**

Yes

**A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:**

University of Victoria Outdoors Club (ODC)

The ODC is a student-run club of outdoor enthusiasts at the University of Victoria. They frequently organize trips to explore the coasts, forests, and mountains of Vancouver Island and beyond. These trips range from introductory to more advanced, and may range from day trips to overnight excursions. They enjoy hiking, rock-climbing, backpacking, snowshoeing, bike-touring, camping, paddling and all manners of self-propelled adventure. Throughout their many trips, they practice the Leave No Trace Principles, as they are informally representing the University of Victoria wherever they go. They take effective measures to ensure their trips are thoroughly planned ahead, they camp on durable surfaces, they dispose of their waste properly, leave what they find, minimize campfire impacts, are respectful of wildlife and are considerate of other visitors.

URL:

<https://uvicoutdoorsclub.com/>

**Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:**

No

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

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**Does the institution have a program through which students can learn sustainable life skills?:**

Yes

**A brief description of the programs through which students can learn sustainable life skills:**

Living Learning Communities – Sustainability Community

Residence Services at UVic offer ten different Living Learning Communities (LLCs) to enliven first year students' residence experience and to enhance their learning. These residence communities all have different themes, and encourage interaction by bringing together students with shared interests or areas of study. In the Sustainability Community, first year students can explore sustainable living practices, understand human influences and their effects on the environment, and learn to reduce their own carbon footprint. Students focus on identifying changes they can make to their behavior in order to integrate sustainable practices into their everyday activities. In addition, students participate in initiatives beyond their daily activities so they may further their positive impact on the environment. Students are further urged to take a leadership role for events that promote and expand their understanding of living a sustainable life. This community welcomes students from all fields of study.

URL:

<https://www.uvic.ca/residence/future-residents/communities/lc/index.php>

**Does the institution offer sustainability-focused student employment opportunities?:**

Yes

**A brief description of the sustainability-focused student employment opportunities offered by the institution:**

Office of Campus Planning and Sustainability, Student Co-op position (Sustainability Intern)

Throughout the academic year, the Office of Campus Planning and Sustainability offers one or two co-op student positions. In this position, co-op students have the chance to see up close and in-depth how sustainability is integrated into all aspects of a higher education institution. They also work on the engagement, outreach, research and the administrative side of large sustainability projects and initiatives in collaboration with many staff, students and faculty across campus. This provides them with the real-world skills and knowledge that is needed to work in the sustainability sector of the community beyond campus.

URL:

<https://www.uvic.ca/coopandcareer/assets/docs/student-docs/co-op-flyers/Environmental-Studies-Co-op.pdf>

Work Study Program

The Work Study Program at UVic is aimed at providing additional financial assistance to students with documented financial need through on-campus part-time employment opportunities. These employment opportunities are listed under different departments and centers, many of which have a strong focus on sustainability including but not limited to: Office of Campus Planning and Sustainability, Environmental Studies, Equity and Human Rights, Earth and Ocean Sciences, and Forest Biology. Within these departments, many different employment positions offer students career experience in sustainability-focused jobs.

URL:

<https://www.uvic.ca/registrar/safa/work-study/index.php>

**Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:**

No

**A brief description of the graduation pledge(s):**

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**A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:**

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**Additional documentation to support the submission:**

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## Outreach Materials and Publications

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Score	Responsible Party
2.00 / 2.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

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

### **Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:**

Yes

### **Website URL for the central sustainability website:**

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

### **Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:**

Yes

### **A brief description of the sustainability newsletter or social media platform:**

The UVic Office of Campus Planning and Sustainability have their own Facebook page, Twitter and Instagram accounts where they are able to update both the campus and further reaching communities on their upcoming, ongoing, and completed projects and initiatives. These platforms are also used to engage students, staff and faculty in online surveys and questionnaires in order for the Office to best understand the current attitudes and practices surrounding sustainability on campus.

<https://www.facebook.com/greenuvic/>

[https://www.instagram.com/green\\_uvic/](https://www.instagram.com/green_uvic/)

**Does the institution have signage that highlights sustainability features on campus?:**

Yes

**A brief description of the signage that highlights sustainability features on campus:**

Throughout the University of Victoria campus, there are a variety of signs that point out different sustainability features on campus. This includes but is not limited to:

- Plaques that indicate our 8 (soon to be 9) LEED certified buildings. Each of these plaques are featured in prominent high-traffic areas of their respective buildings and give information on the building's designation as well as additional background information.
- Various signs around campus that notify passers by of landscaping areas that feature native and endangered plant species, such as in the Ian Ross Memorial Garden where the federally endangered Pink Sand Verbena is being grown among many other native plant species.
- An informational sign at the Bowker Creek headwaters area which is currently enduring ongoing restoration efforts
- A sign at the base of the S,YEWE Legend Pole in the University's quad depicting the traditional story featured in the wood carvings as told by the Legend Pole carver Temosen (Charles Elliot)
- Several signs in and around the Rain Garden at the Mearns Centre informing passers by of successful restoration efforts in the garden including the removal of invasive species and planting of traditional native species
- Interpretive boards within Finnerty Gardens that contain the plant and its links to cultural and art information
- A series of educational signs used by classes and visitors as a learning tool that make up the District Energy plant interpretive system explaining functional and sustainable aspects of the Energy plant

**Does the institution provide a sustainability walking map or tour?:**

Yes

**A brief description of the sustainability walking map or tour:**

The Office of Campus Planning and Sustainability has provided an online brochure for the UVic Sustainability Campus Green Walk. This brochure showcases various sustainability features on campus including where to find these features and background information on each of them.

<https://www.uvic.ca/sustainability/assets/docs/Tour-campus%20green%20walk.pdf>

The University of Victoria Community Green Map project is an online community-campus initiative and office which aims to facilitate processes for community engagement, student learning, globally-relevant research and sustainable community planning through participatory community mapping. On their website, users can interactively look through various sustainability features on the UVic Campus, as well as the Greater Victoria Area.

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

There is also a Forest Biology Tree Walk Guide available online which has detailed maps and descriptions of different tree species on the University of Victoria Campus. Included in these descriptions are various additional interesting facts on the tree species.

<https://www.uvic.ca/research/centres/forestbiology/assets/docs/treewalk.pdf>

Campus Sustainability tours are also conducted on special request, both by on foot or on bike.

**Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:**

Yes

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

The University of Victoria Office of Campus Planning and Sustainability has provided a Residence Sustainability guide which gives a framework to students on how they can participate in green living. It focuses on tips to reduce your environmental footprint, a full list of “do’s and don’ts” when it comes to recycling and composting, tips for how to save energy in your dorm room, information on reusable water bottle filling stations, information on how to get involved with sustainability programs and groups on campus, and much more. This guide is provided to residence students in person and is also available online.

<https://www.uvic.ca/sustainability/assets/docs/res-sustainability-guide.pdf>

**A brief description of other comprehensive sustainability outreach materials and publications not covered above:**

In addition to the various forms of outreach described above, UVic also provides sustainability outreach videos on our Sustainability website:

<https://www.uvic.ca/sustainability/resources/videos/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

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/resources/reports/index.php>). 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 (student run newspaper at UVic which is cited here).

## Outreach Campaign

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**Score**

4.00 / 4.00

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

## **Part 1. Student outreach campaign**

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 by students in a course.

## Part 2. Employee outreach campaign

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 by 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 dorm or green office rating 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.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

**Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?:**

Yes

**Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:**

Yes

**Name of the campaign:**

UVic Dump and Run

**A brief description of the campaign:**

The UVic Dump and Run is a collaborative effort between the Staff Sustainability Network, Residence Services, the UVic Student Society Free Store, and the UVic Sustainability Project (student society). The goal of the campaign was to divert waste associated with student residences moving out of their dorm rooms by providing drop-off tables in a common area in each residence building. Brochures were made available to students in residence and provided information on:

- How to properly recycle or donate their unwanted items
- Locations of recycling compounds on campus
- Location of move out bins on campus
- Location of clothing drop-boxes on campus

The UVSS Free Store and Beacon Community Services charity redistributed the useable items that had been donated by students.

URL:

<https://www.uvic.ca/sustainability/involved/sustainability-fund/projects/csf019dump-and-run/index.php>

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

The UVic Dump and Run was a very successful campaign as it diverted an estimated two tonnes of material from the landfill during the residence move-out period. This campaign and the amount of waste it diverted are featured on

2019 Final Report Sustainability Action Plan: Campus Operations 2014-2019:

[https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29\\_sap-close-out-report-final.pdf](https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29_sap-close-out-report-final.pdf)

f

**Name of the campaign (2nd campaign):**

Holiday Shutdown, Energy Wise Network

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

The Holiday Shutdown Campaign, sponsored by the BC Hydro Energy Wise Network, was an energy reduction initiative carried out by the Office of Campus Planning and Sustainability (OCPS) in collaboration with the Staff Sustainability Network. The goal of the campaign was to reduce electrical energy consumption in offices over the holiday break by turning off and/or unplugging personal office electronics. To encourage staff participation, program information posters were placed in offices and common areas, Holiday Shutdown Toolkits were shared with office units, and a survey checklist was used to track the number and duration of electronics that were shut down. Social media promotions of the campaign were featured on Facebook, Twitter, and Instagram to raise awareness, educate, and encourage participation. Results were shared with and feedback drawn from the staff participants of the program.

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

The 2019 Holiday Shutdown pilot was successful as an additional calculated estimate of 4,055 kWh of electrical energy was saved. That's equivalent to the energy required to make 19,307 cups of office coffee. An evaluation of the pilot program was conducted and a report provided to the project sponsor (BC Hydro).

For more information, see:

<https://www.uvic.ca/sustainability/involved/campaigns/index.php>

**A brief description of other sustainability-related outreach campaigns:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

<https://www.uvic.ca/sustainability/involved/campaigns/index.php>

## Assessing Sustainability Culture

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Score	Responsible Party
0.25 / 1.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

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

### **Does the institution conduct an assessment of sustainability culture?:**

Yes

### **Which of the following best describes the cultural assessment? The assessment is administered to::**

A subset of the campus community or a sample that may not be representative of the entire community

### **Which of the following best describes the structure of the cultural assessment? The assessment is administered::**

Without a follow-up assessment of the same cohort or representative samples of the same population

### **A brief description of how and when the cultural assessment(s) were developed and/or adopted:**

In 2019, Pacific Institute for Climate Solutions (PICS) initiated the new PICS UVic program to support faculty, students and staff on climate solutions at the University of Victoria. As part of this effort, they partnered with the student union group University of Victoria Sustainability Project (UVSP) on a campus-wide survey to explore student perspectives on climate solutions and sustainability issues at UVic. The survey was completed by 402 students from a range of different departments on campus and had the following objectives:

1. To take stock of current engagement opportunities around climate solutions and sustainability on campus, and how students feel about them
2. To assess opportunities for improved climate solutions engagement and events programming targeting students at the University of Victoria
3. To connect with students from the University of Victoria and explore options for further engagement with this group in the future

### **A copy or sample of the questions related to sustainability culture:**

[PICS\\_UVSP\\_2019Survey.docx](#)

**A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:**

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**A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:**

The survey was conducted between November 26th to December 8th 2019 using the Survey Monkey online service and distributed through departmental and UVSS listservs and social media channels. The survey included both multiple choice and open-ended questions formulated by PICS and the UVSP.

**A brief summary of results from the cultural assessment:**

The survey results showed that there is significant interest in the creation of more events and programming at the University of Victoria that address climate change and the solutions to this challenge. Respondents emphasized the need to offer engagement opportunities that appeal to different campus demographics with varying prior knowledge levels and skill sets. The survey also points to a few areas of caution in planning student engagement and highlights that there are significant barriers that may not be addressed simply through the creation of more engagement opportunities. Lack of free time was emphasized as the main barrier to participation.

**Website URL where information about the assessment of sustainability culture is available:**

[https://pics.uvic.ca/sites/default/files/PICSSStudentSurvey\\_Report\\_finalApril22.pdf](https://pics.uvic.ca/sites/default/files/PICSSStudentSurvey_Report_finalApril22.pdf)

**Additional documentation to support the submission:**

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## Employee Educators Program

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**Score**

2.81 / 3.00

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

## **Part 1. Percentage of employees served by a peer-to-peer educators program**

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

## Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee educators in how to conduct peer outreach; AND
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers 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 actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

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

### **Total number of employees:**

6,468

### **Total number of employees served by a peer-to-peer sustainability outreach and education program:**

6,468

### **Percentage of employees served by a peer-to-peer sustainability outreach and education program:**

100

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

UVic Staff Sustainability Network

### **A brief description of the employee educators program (1st program):**

The UVic Staff Sustainability Network is a staff engagement strategy for the university. Most, if not all, departments have a staff member who is passionate about sustainability. The Network is a way of bringing those staff members together in order to hone their leadership skills and collaborate with like-minded colleagues on campus programs that tackle the issues that matter. The Network members work to liaise between the Office of Campus Planning and Sustainability (OCPS) and their own office or department in order to inform and inspire their colleagues about sustainability events, campaigns, and volunteer opportunities at UVic. They then provide the OCPS with feedback and collaborate on various campaigns, initiatives, and sustainability related issues within their office environment or around campus. Network members act as role models and champions to inspire their colleagues to make sustainable choices, and participate in collective decision making around staff sustainability priorities and campaigns.

In order for members of the Network to effectively engage with their co-workers on various initiatives, campaigns, and events, they receive training in social marketing as well as communications. They are further provided with access to resources used to implement sustainability initiatives, as well as information on how to utilise these resources.

A few of the various education and outreach activities worked on by the Staff Sustainability Network include but are not limited to :

The Holiday Shutdown – Offices across campus were encouraged to reduce their energy over the holidays by unplugging and/or turning off personal office electronics. The Network carried out this campaign by putting up posters throughout offices, sending out Holiday shutdown toolkits, and engaging in face-to-face conversations with co-workers about the campaign to ensure commitment.

The Shake and Fold Campaign – The shake and fold campaign is an effort aimed at reducing the amount of waste created on campus through minimizing paper towel usage. Members of the Network engaged with their office on this campaign by putting up posters beside paper towel dispensers and bringing up the campaign during staff meetings to agree to a reduction target (i.e. reduce paper towel use by 50%).

**A brief description of the employee educators program’s target audience (1st program):**

The Staff Sustainability Network targets all employees including staff, faculty, term employees, part-time employees, full-time employees, sessional instructors, administrative front-line workers and janitorial staff. Everyone is welcome.

**Number of trained employee educators (1st program):**

113

**Number of weeks the employee educators program is active annually (1st program):**

50

**Average or expected number of hours worked weekly per trained employee educator (1st program):**

1

**Total number of hours worked annually by trained employee educators (1st program):**

5,650

**Website URL where information about the employee educators program is available (1st program) :**

<https://www.uvic.ca/sustainability/involved/uss-network/index.php>

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

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**A brief description of the employee educators program (2nd program):**

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**A brief description of the employee educators program’s target audience (2nd program):**

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**Number of trained employee educators (2nd program):**

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**Number of weeks the employee educators program is active annually (2nd program):**

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**Average or expected number of hours worked weekly per trained employee educator (2nd program):**

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**Total number of hours worked annually by trained employee educators (2nd program):**

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**Website URL where information about the employee educators program is available (2nd program):**

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**A brief description of all other employee peer-to-peer sustainability outreach and education programs:**

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**Number of trained employee educators (all other programs):**

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**Number of weeks, on average, the employee educators programs are active annually (all other programs):**

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**Average or expected number of hours worked weekly per trained employee educator (all other programs):**

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**Total number of hours worked annually by trained employee educators (all other programs):**

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**Grand total number of hours worked annually by trained employee educators (all programs):**

5,650

**Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program:**

0.87

**Website URL where information about the employee sustainability educators programs is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The Coordinator for the Staff Sustainability Network was contacted to self-report their number of employee educators, number of hours worked per employee educator, and number of weeks the program is active in a year.

## Employee Orientation

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Score	Responsible Party
1.00 / 1.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

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

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

### 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:

At the University of Victoria, each and every new employee has the opportunity to engage in activities and receive materials focused on sustainability during the New Employee Welcome event that takes place each year. Before the welcome event, new employees receive:

- The Employee Onboarding Checklist via email in which there is:
  - o A First People's land territory acknowledgement
  - o Resources for employees first few days including information on sustainable transportation choices to campus
  - o A video on equity and inclusion at UVic
  - o A video on campus sustainability at UVic
- The UVic Employee Handbook in which there is a section dedicated to sustainability at UVic including information on:
  - o LEED Gold Buildings around campus
  - o UVic as one of Canada's Greenest Employers
  - o Ongoing sustainability initiatives on campus
- Information on accessing the subsidized employee bus pass (if they so choose) to encourage travel by bus rather than car
- The UVic Competency model which best describes the knowledge, skills, and attributes employees demonstrate when successfully contributing to an organization's strategic objectives
  - o Commitment to environmental sustainability, and being socially and culturally responsive are integral to the competency model

At the Welcome Event new employees have the chance to engage in sustainability through:

- Welcome messages and dialogue from some of the senior administrators around the UVic Strategic Framework which sustainability is an integral part of
- Activities about the value UVic places on diversity, culture, sustainability, and healthy workplaces
- A presentation from and activity focussed mini-workshop by the Office of Campus Planning and Sustainability
- Tours of the campus which also highlight sustainable features of UVic

### Website URL where information about sustainability in employee orientation is available:

<https://www.uvic.ca/hr/pay-benefits/new-employees/index.php>

### Additional documentation to support the submission:

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**Data source(s) and notes about the submission:**

UVic runs an annual employee orientation session that is open to all new employees. It highlights all of the amenities and services that are available on campus that promote healthful work life choices, sustainability, and cultural awareness and diversity.

Additional information can be found at:

Human Resources New Employees web page:

<https://www.uvic.ca/hr/pay-benefits/new-employees/index.php>

New Employee Handbook:

<https://www.uvic.ca/hr/assets/docs/onboarding/employee-handbook.pdf>

Staff Sustainability Network:

<https://www.uvic.ca/sustainability/involved/uss-network/index.php>

## Staff Professional Development and Training

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Score	Responsible Party
1.75 / 2.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

## **Part 1. Availability of professional development and training in sustainability**

Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year.

## Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

### **Does the institution make available professional development and training opportunities in sustainability to all non-academic staff at least once per year?:**

Yes

### **Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?:**

Yes

### **Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:**

50-74%

### **A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic staff:**

UVic provides several opportunities to its non-academic staff in the way of professional development and training on various topics of sustainability.

- The UVic office of Indigenous Academic and Community Engagement provides mandatory training sessions to all UVic staff known as:

- o Indigenous Cultural Acumen Training (ICAT): a two hour face to face presentation and discussion on various topics of Indigenous culture aimed at making UVic a better place for Indigenous students, community members, faculty and staff. The first training module provides foundational information about the colonial context (historical and current) of Indigenous people in Canada. Other modules of this program are currently in development and will be offered to all staff upon their completion.

- UVic Human Resources provides training in Health and Wellbeing

- o Training empowers employees to support each other as well as maintain their own health and wellbeing. This program actively encourages practices of inclusion, respect, wellness, accessibility, safety and accommodation in order to provide the basis of UVic's healthy university community.

- The Equity and Human Rights office at UVic provides training and support by
  - o Offering educational sessions and workshops on topics such as human rights, Discrimination and Harassment Policy, inclusivity, and intersectionality.
  
- The Connect U Conference, held over two days and free to all UVic staff, is offered every two years. It targets non-academic staff specifically and provides training on sustainability topics to UVic employees through presentations, workshops, activities and tours. Some examples include:
  - o Buses, bikes and walking shoes – a workshop hosted by the Campus Planning and Sustainability team in which participants explore how to make the most sustainable transportation choice when commuting to and from UVic
  - o Ivy pull in Mystic Vale: an activity in which participants had the opportunity to work with members of the Greater Victoria Green Team as well as the UVic Sustainability Office to restore a section of the forest while learning about the harm of invasive species and continued plans of management for sensitive environments on campus.
  - o Underwater noise in the Salish Sea and its impact: an informational session in which participants learn of the impact man-made underwater noise has on marine animals. This is applied to the Salish Sea as a local setting and the endangered Southern Resident Killer Whales are used as a case study.
  
- Ideafest is the University of Victoria's week-long festival of research, art and innovation in which there are over 30 events to learn from available to UVic staff, students and faculty as well as members of the Greater Victoria community. In 2019 Ideafest featured the exchange of ideas on key issues such as climate change, Indigenous law and human rights, innovations in research and science communication and the role of technology across sectors.

**A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :**

The UVic Office of Campus Planning and Sustainability participates in BC Hydro's Energy Wise Network which provides opportunities for staff with ongoing training and education in energy conservation through training summits, introductory sessions, interactive webinars, and internal sustainability programs. Learning outcomes focus on sustainability and energy conservation practices that are applicable to both employee's work and home environments, and in day-to-day activities.

Other external professional development training that is supported by UVic includes workshops on cycling skills and safety training presented by the Greater Victoria Bike to Work Society. These workshops are made available to UVic staff through the sponsorship agreement between UVic and the Bike to Work Society. In these sessions, participants are provided with the skills they need to encourage them to choose cycling over driving to campus.

**Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:**

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**A brief description of how sustainability is included in staff performance reviews :**

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**Website URL where information about staff professional development and training in sustainability is available:**

<https://www.uvic.ca/hr/learning-development/calendar/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Campus Training:

<https://www.uvic.ca/hr/learning-development/campus-training/index.php>

Energy Wise Network:

[https://www.bchydro.com/powersmart/business/programs/workplace-conservation.html?WT.mc\\_id=rd\\_worksmart](https://www.bchydro.com/powersmart/business/programs/workplace-conservation.html?WT.mc_id=rd_worksmart)

Greater Victoria Bike to Work Society: Greater Victoria Bike to Work Society:  
<https://biketoworkvictoria.ca/bike-skills/workshops/>

Connect U:  
<https://www.uvic.ca/connectu/about/faqs/index.php>

Indigenous Cultural Acumen Training:  
<https://www.uvic.ca/services/indigenous/facultystaff/icat/index.php>

# Public Engagement

**Points Claimed** 17.18

**Points Available** 20.00

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, nonprofit 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.

<b>Credit</b>	<b>Points</b>
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	5.00 / 5.00
Community Service	3.18 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	1.00 / 2.00

## Community Partnerships

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Score	Responsible Party
3.00 / 3.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

Community-based research and engaged scholarship around sustainability challenges 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 partnerships and contribute toward sustainability, they are covered in the Community Service credit and should not be included in this credit.

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

### **Name of the institution's formal community partnership to advance sustainability :**

The Living Lab Project

### **Does the institution provide financial or material support for the partnership? :**

Yes

### **Which of the following best describes the partnership timeframe?:**

Multi-year or ongoing

### **Which of the following best describes the partnership?:**

Sustainability-focused

### **Are underrepresented groups and/or vulnerable populations engaged as equal partners? :**

Yes

### **A brief description of the institution's formal community partnership to advance sustainability:**

The Living Lab Project is a collaborative initiative involving partnerships between the Songhees, Esquimalt and WSANEC First Nations, UVic faculty and staff, local schools, NGO's and government. The goal of the project is to connect eco-cultural restoration, science education and indigenous knowledge when combating various environmental issues. The project team organizes experiential learning, community, schools and capacity building programs designed to provide knowledge, skills, tools and curriculum for environmental education, water quality monitoring and eco-cultural restoration. UVic is involved in various aspects of the project, but largely in providing lab

space and equipment for research to be conducted, as well as teaching students some of the background science necessary to conduct testing for water quality monitoring.

**Name of the institution's formal community partnership to advance sustainability (2nd partnership):**

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**Does the institution provide financial or material support for the partnership? (2nd partnership):**

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**Which of the following best describes the partnership timeframe? (2nd partnership):**

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**Which of the following best describes the partnership's sustainability focus? (2nd partnership):**

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**Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):**

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**A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):**

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**Name of the institution's formal community partnership to advance sustainability (3rd partnership):**

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**Does the institution provide financial or material support for the partnership? (3rd partnership):**

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**Which of the following best describes the partnership timeframe? (3rd partnership):**

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**Which of the following best describes the partnership? (3rd partnership):**

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**Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):**

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**A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):**

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**A brief description of the institution's other community partnerships to advance sustainability:**

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**Website URL where information about the institution's community partnerships to advance sustainability is available:**

<https://livinglabproject.ca/>

**Additional documentation to support the submission:**

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## Inter-Campus Collaboration

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Score	Responsible Party
3.00 / 3.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.
  - Actively participates in a regional, state/provincial, or local higher education sustainability network.
  - Has presented at a higher education sustainability conference during the previous year.
  - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
  - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
  - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
  - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
- 

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

### Is the institution currently a member of a national or international higher education sustainability network?:

Yes

### The name of the national or international sustainability network(s):

The Association for the Advancement of Sustainability in Higher Education (AASHE)

Canadian Alliance of College and University Sustainability Professionals (CUSP)

### Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

### The name of the regional, state/provincial or local sustainability network(s):

Pacific Institute for Climate Solutions (PICS )

PICS is hosted and led by the University of Victoria in collaboration with the University of British Columbia, Simon Fraser University, and the University of Northern British Columbia. It is a user engaged institute that convenes solution seekers and research partners to co-design, co-develop and co-deliver impactful climate solutions for British Columbia, Canada, and potentially the world.

Higher Education Carbon Neutral Committee

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.

**Has the institution presented at a higher education sustainability conference during the previous year?:**

Yes

**A list or brief description of the conference(s) and presentation(s):**

Conferences attended and presentations include but are not limited to:

- Livable Cities Forum: Building Better Communities through Resilience 2019: where Professor Robert Gifford of UVic acted as a panelist in a session that allowed participants to learn more about Canada's National Climate Change Assessment process. His topic was on "Impacts and Adaptation: Key messages for British Columbia".
- EnVision 2019: Institute for Integrated Energy Systems Energy Vision Conference 2019: Where UVic's Energy Manager David Adams spoke on a panel for "Innovation in the Built Environment – Decarbonizing the existing building stock".
- Moving Trans History Forward 2018 Conference: Where UVic History MA candidate Alexi Glover gave a presentation that highlights the intricacies of cross-dressing and gender diversity in an era of American Conservatism, with particular focus on the deployment of narratives of exclusivity and respectability. UVic PhD candidate Robyn Hlatkey also gave a presentation which aimed to expand the inclusivity of gender variant folks in movement theory and practice. There were several other presenters representing UVic including but not limited to: Astri Jack, Margot Wilson, and Audrey Wolfe. The conference occurs every two years.

**Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:**

Yes

**A list or brief description of the sustainability resource center or awards program and submission(s):**

In 2019 UVic submitted two case studies for resources to the AASHE Campus Sustainability Hub. These submissions were:

- Going Carbon Neutral- Giving Everyone a Voice, With Students Leading the Charge: This was a conference presentation that covered the multi-step processes Gustavson School of Business employed to achieve carbon neutrality. The main focus was on a competition put out to the students of the school in which they analyzed carbon offset projects and each made a portfolio recommendation to the school.
- Campus Sustainability Fund: This submission discusses how this fund empowers members of the university community to create stakeholder-driven projects that further UVic's Sustainability Action Plan and advance leadership in sustainability. It also discusses how the fund functions and what the criteria are for applicants to receive money from the fund.

**Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?:**

Yes

**A list or brief description of the board or committee appointment(s):**

UVic has a representative from the Office of Campus Planning and Sustainability that sits on the steering committee of the Bowker Creek Initiative (BCI). BCI is a collaboration between schools, local governments, community groups, institutions and private citizens to improve the health of Bowker Creek and its watershed. The committee assists with coordinating the efforts in implementing the management plan associated with the watershed.

**Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:**

Yes

**A brief description of the mentoring relationship and activities:**

Each year UVic attends the Public Sector Climate Action Leadership Symposium which focuses on the Greenhouse Gas Emission Reporting Regulation Act and how various sectors of the public, including Universities, can best work towards reducing its carbon footprint.

Specifically, there are several sessions on "Greening our School" in which universities share ways they have been able to improve operations on their campus so that other universities in attendance may learn from them. These sessions are often followed by working groups in which representatives from Universities can collaborate together and mentor each other on topics of sustainability on campus. Regular universities that attend (aside from UVic) include but are not limited to: University of British Columbia, Simon Fraser University, University of Northern British Columbia, Royal Roads University, Capilano University, Vancouver Island University, Langara College, and British Columbia Institute of Technology.

**Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:**

Yes

**A brief description of the peer review activities:**

UVic shares and reviews energy consumption data with UBC and SFU at several research centres (Bamfield Marine Centre; TRIUMF Research Centre). This peer-reviewed data is then used towards our annual greenhouse gas emissions reporting.

**A brief description of other inter-campus collaborative efforts around sustainability during the previous year :**

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.

**Website URL where information about the institution's inter-campus collaborations is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Public Sector Climate Leadership Symposium:

<https://www2.gov.bc.ca/gov/content/environment/climate-change/public-sector/resources>

Information on UVic contributions to AASHE Campus Sustainability Hub

[https://hub.aashe.org/browse/?search=University+of+Victoria&gallery\\_view=list&country=&published=2020&published=2019&published=2018&published=2017&order=](https://hub.aashe.org/browse/?search=University+of+Victoria&gallery_view=list&country=&published=2020&published=2019&published=2018&published=2017&order=)

Information on Bowker Creek Initiative:

<https://www.crd.bc.ca/bowker-creek-initiative>

Pacific Institute for Climate Solutions (PICS):

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

## Continuing Education

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**Score**

5.00 / 5.00

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

## **Part 1. Continuing education courses in sustainability**

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

## **Required documentation**

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. 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.

## Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

**Total number of continuing education courses offered:**

282

**Number of continuing education courses that are sustainability course offerings:**

76

**Percentage of continuing education courses that are sustainability course offerings:**

26.95

**A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:**

[UVic-Continuing-Studies-Sustainability-Course-Inventory.xlsx](#)

**Institution's inventory of its continuing education sustainability course offerings and descriptions:**

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**Do the figures reported above cover one, two, or three academic years?:**

One

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

Yes

**A brief description of the certificate program(s):**

UVic offers three sustainability-focused certificate programs through the Continuing Studies department:

- Ecological Restoration: This program offers specialized training in high-level ecosystem functioning and is designed for practitioners working in restoration and related environmental fields that see problems with current practices and want to investigate alternative and innovative solutions. Students develop critical thinking skills and deal with uncertainty that is present with problems in ecological restoration.

- Restoration of Natural Systems – Diploma: This dynamic, interdisciplinary credit diploma program provides comprehensive knowledge and skills to those interested in the rapidly emerging field of ecological restoration. Students learn about the most current restoration practices from experienced and knowledgeable instructors, surrounded by peers who share their passion for the natural world.

- Restoration of Natural Systems – Certificate: This dynamic, interdisciplinary non-credit certificate program provides comprehensive knowledge and skills to those interested in the field of ecological restoration. Students learn current restoration practices from experienced and knowledgeable instructors. Similar to the RNS Diploma, this certificate program emphasises a holistic approach, providing training that combines the research and theory of the biophysical sciences with skills for effective collaboration with communities in restoration work.

**Website URL where information about the institution's continuing education courses and programs in sustainability is available:**

<https://continuingstudies.uvic.ca/programs>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

2019 Continuing Studies course calendar January - August:

<http://online.pubhtml5.com/ggaa/fxwb/>

2019 Continuing Studies course calendar September – December:

<http://online.pubhtml5.com/ggaa/ivwy/>

## Community Service

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**Score**

3.18 / 5.00

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

## **Part 1. Percentage of students participating in community service**

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

## **Part 2. Community service hours per student**

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

## Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

**Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:**

Yes

**Total number of students:**

22,020

**Number of students engaged in community service:**

4,184

**Percentage of students engaged in community service:**

19.00

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

Yes

**Total number of student community service hours contributed annually:**

497,896

**Number of annual community service hours contributed per student :**

22.61

**Does the institution have a formal program to support employee volunteering during regular work hours?:**

Yes

**A brief description of the institution's program to support employee volunteering:**

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

<https://www.uvic.ca/hr/learning-development/campus-training/leadershipvictoria/index.php>

**Does the institution track the number of employee community service hours contributed through programs it sponsors?:**

No

**Total number of employee community service hours contributed annually through programs sponsored by the institution:**

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**Website URL where information about the institution's community service programs is available:**

<https://www.uvic.ca/coopandcareer/hands-on-learning/volunteering/index.php>

## Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

The number of students involved in community service, as well as the number of hours contributed, were calculated using a survey conducted by the Canadian University Survey Consortium. The Consortium surveys run on a three-year cycle, targeting a different group of undergraduate baccalaureate students each year. The three different groups targeted are first-year students, middle-year students, and graduating students. The 2017 Middle-Years Student Survey had the largest representation of the undergraduate student body at UVic, and when compared to the 2018 Graduating Student Survey, contained the most average numbers. Therefore, the numbers calculated above utilised the information provided by the Middle-Years Student Survey. It should be noted that both surveys gave extremely similar results, and therefore provided an accurate snapshot of the level of community service students are involved in at UVic.

Both surveys can be found at:

<https://www.uvic.ca/institutionalplanning/reports/surveys/index.php>

The University of Victoria provides many opportunities to its students to engage in volunteering both on and off campus. These include:

- Project Serve Day – This is a one-day community service-learning opportunity that matches UVic students and alumni with local community organizations to spend the day working on a service project.
- Orientation – Students can volunteer to help welcome new students to the university and introduce them to UVic's culture and values through various programs and activities.
- Community Service Learning (CSL) Courses – Students can connect with the community by taking a CSL course in which they gain a full credit by simultaneously learning in the classroom and completing seven weeks of volunteer community work in an area they are passionate about.
- Co-op and Career – students have access to the Co-op and Career Services “learning in motion” website on which there is a page dedicated to current volunteer opportunities locally and globally.

## Participation in Public Policy

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### Score

2.00 / 2.00

### Responsible Party

**Susan Kerr**  
Sustainability Coordinator  
Office of Campus Planning and Sustainability

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### Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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.

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

### **Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:**

Yes

### **A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:**

As a representative of the University of Victoria, the Office of Campus Planning and Sustainability participated in the shaping and development of the District of Saanich's Active Transportation Plan policy by standing on its Active Transportation Planning Committee (ATPC). The purpose of the committee (and UVic's role) was to advocate for and provide expertise in design in safe, efficient and valued sustainable modes of transportation in District of Saanich and to other municipality connections. The ATPC was active 2017-18, until the plan was adopted by the District of Saanich Council . In 2019-20, the Office of Campus Planning and Sustainability now sits on a monthly Active Transportation Advisory Committee (ATAC), developing motions placed before the Saanich District Council to recommend and implement Plan projects and programs, including advocating the provincial government on changes to the current BC Provincial Motor Vehicle Act . Action Transportation Plan process and the Plan.

As a representative of the University of Victoria, the Director of Campus Planning and Sustainability advocated (via written letter) for the District of Saanich Council to address the acute need for student rental housing in the District of Saanich community. UVic's letter was put forth to the District Count with the request to amend Zoning Bylaw 9608 to increase the number of housing occupancy limit of unrelated residents from 4 to 6. The university stated it supports the development of new housing policies, bylaws and initiatives to improve access to housing for UVic students, faculty and staff across the housing spectrum, including co-living, non-market housing, affordable rental

housing, market rental housing, and affordable or entry-level ownership. UVic's letter of support is attached . The District of Saanich Council passed the motion to amend the bylaw.

BC Provincial Motor Vehicle Act:

[http://www.bclaws.ca/civix/document/id/complete/statreg/26\\_58\\_00](http://www.bclaws.ca/civix/document/id/complete/statreg/26_58_00)

Action Transportation Plan process:

<https://www.saanich.ca/EN/main/community/getting-around/active-transportation-plan.html>

Saanich Active Transportation Plan:

[https://www.saanich.ca/assets/Local~Government/Documents/Engineering/Active%20Transportation%20Plan%20FINAL%20\(Web\).pdf](https://www.saanich.ca/assets/Local~Government/Documents/Engineering/Active%20Transportation%20Plan%20FINAL%20(Web).pdf)

Notice of public hearing:

<https://www.saanich.ca/assets/News~and~Events/Documents/2020/2020-06-20-ph-notice-unrelated-occupants-mailout.pdf>

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:**

In 2019, Calvin Sandborn, the legal director of the Environmental Law Centre at the University of Victoria and a representative of UVic, advocated for the B.C. provincial government to change provincial mining laws. In 2019, the UVic Environmental Law Centre published a plan that outlines mining law reform recommendations titled "B.C. Mining Law Reform: A Plan of Action for Change". The Plan targets nine subject areas including water protection, First Nations governance, mining tenure and the imperative to protect taxpayers from billions in mine clean-up costs.

Full story:

<https://thenarwhal.ca/b-c-s-archaic-mining-laws-urgently-need-update-30-groups/>

B.C. Mining Law Reform: A Plan of Action for Change:

<http://www.elc.uvic.ca/publications/bc-mining-law-reform/>

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the national level:**

In late May of 2017, Miles Richardson, Director of UVic's National Consortium for Indigenous Economic Development (NCIED), and a citizen of the Haida Nation, spoke at the Senate of Canada's Standing Committee on Aboriginal Peoples. His presentation advocated for the need to implement the Federal Government's then recent

policy commitment to a renewed Nation-to-Nation relationship between Indigenous Nations and Canada.

Full story:

<https://www.uvic.ca/ncied/home/news/current/miles-richardson-speaks-at-the-senate-of-canadas-standing-committee-on-aboriginal-peoples.php>

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the international level:**

In 2018, The University of Victoria's POLIS Project on Ecological Governance and UVic's Centre for Global Studies in partnership with the Canadian Water Resources Association (CWRA) hosted the Columbia River Treaty Symposium. The purpose of the Symposium was to discuss the future of the Columbia River Treaty – an international water agreement between the United States and Canada . Indigenous roles and responsibilities as part of modern governance of the Columbia River Treaty and the broader basin were a deliberate and primary focus of the UVic symposium. The Symposium was held one day before formal negotiations began between the two countries and was attended by participants from both sides of the border, including policy makers from all levels of government.

Full story:

<https://www.uvic.ca/news/topics/2018+international-water-agreement+news>

**A brief description of other political positions the institution has taken during the previous three years (if applicable):**

None – Universities are non-partisan and are unable to take political stances. 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 – Universities are non-partisan and are unable to take political stances. It is not permitted by a public institution.

**Website URL where information about the institution's sustainability advocacy efforts is available:**

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**Additional documentation to support the submission:**

[Saanich\\_Mayor\\_and\\_Council\\_Zoning\\_Bylaw\\_Amendment\\_9608.pdf](#)

## Trademark Licensing

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Score	Responsible Party
1.00 / 2.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

**Is the institution a member of the Worker Rights Consortium (WRC)?:**

No

**Is the institution currently a member of the Fair Labor Association (FLA)? :**

No

**Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:**

No

**A brief description of the independent monitoring and verification organization:**

N/A

**Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:**

Yes

**A copy of the labor rights code of conduct for licensees:**

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**The labor rights code of conduct for licensees:**

The University of Victoria Supplier Code Of Conduct (SCoC) was released in 2019. The Code aligns with the International Labour Organization's Declarations on Fundamental Principles and Rights of Work, the United Nation's Sustainable Development Goals, and the United Nations Convention on the Rights of the Child. It is applied to all Suppliers who provide goods or services to the University of Victoria, as well as their Subcontractors. It establishes the minimum ethical, social, and environmental standards expected of UVic Suppliers (see page 1).

The Code of Conduct outlines strict standards to be met by Suppliers in the following areas:

1. Law
2. Child Labour
3. Forced Labour
4. Disciplinary Practices
5. Freedom of Association
6. Wages and Benefits
7. Hours of Work
8. Discrimination
9. Health and Safety
10. Environmental Commitment
11. Animal Welfare
12. Intellectual Property, Confidentiality, and Privacy
13. Conflict of Interest
14. Gifts and Hospitality
15. Representation

In order to ensure a Supplier is in compliance with the standards outlined in the Code of Conduct, UVic reserves the right to (see page 5):

1. Investigate any Supplier who, to UVic's knowledge or belief, based on information deemed reliable by UVic, has breached any of the terms of this Supplier Code of Conduct. The Supplier will cooperate fully with such an investigation;
2. Request proof of compliance with the SCoC;
3. Use independent third parties to verify compliance where appropriate; and
4. Terminate a contract with any Supplier found by UVic to be non-compliant with this Code of Conduct.

For more information, read the full Code of Conduct at

<https://www.uvic.ca/purchasing/vendors/supplier-code-of-conduct/index.php>

**Website URL where information about the institution's trademark licensing initiatives is available:**

<https://www.uvic.ca/purchasing/vendors/supplier-code-of-conduct/index.php>

**Additional documentation to support the submission:**

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# Operations

## Air & Climate

**Points Claimed** 10.15

**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.

<b>Credit</b>	<b>Points</b>
Emissions Inventory and Disclosure	2.15 / 3.00
Greenhouse Gas Emissions	8.00 / 8.00

## Emissions Inventory and Disclosure

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Score	Responsible Party
2.15 / 3.00	<b>Gary Bridgens</b> Director, Maintenance & Operations Facilities Management

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Criteria

# Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
  - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
  - Commuting (regular commuting to and from the institution by students and employees)
  - Purchased goods and services (e.g., food and paper)
  - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
  - Fuel- and energy-related activities not included in Scope 1 or 2
  - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
  - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

## Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

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

**Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :**

Yes

**A copy of the most recent GHG emissions inventory:**

[University\\_of\\_Victoria\\_Greenhouse\\_Gas\\_Inventory\\_Report\\_2018.pdf](#)

**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

[http://www.bclaws.ca/Recon/document/ID/freeside/392\\_2008](http://www.bclaws.ca/Recon/document/ID/freeside/392_2008)

**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 GHG inventory verification process:**

Each year the Climate Action Secretariat (CAS) of the Provincial Government of British Columbia assesses the inventory data and report to ensure that the emissions report meets the legislated requirement of the law. Open communication with and support from CAS is always available to its public service organizations, such as UVic.

In addition, in August 2013, UVic's 2012 Greenhouse Gas Inventory was audited by an independent auditing firm, Deloitte Canada, 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.

**Documentation to support the GHG inventory verification process:**

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**Gross Scope 1 GHG emissions, performance year:**

	Weight in MTCO <sub>2</sub> e
Stationary combustion	10,408.85 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>
Other sources (mobile combustion, process emissions, fugitive emissions)	318.92 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>

**Total gross Scope 1 GHG emissions, performance year:**

10,727.77 *Metric Tons of CO<sub>2</sub> Equivalent*

**Gross Scope 2 GHG emissions, performance year (market-based):**

	Weight in MTCO <sub>2</sub> e
Imported electricity	683.15 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>
Imported thermal energy	0 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>

**Total gross Scope 2 GHG emissions, performance year:**

683.15 *Metric Tons of CO<sub>2</sub> Equivalent*

**Gross GHG emissions from biogenic sources, performance year:**

16.52 *Metric Tons of CO<sub>2</sub> Equivalent*

**Does the GHG emissions inventory include Scope 3 emissions from the following sources?:**

	Yes or No	Weight in MTCO <sub>2</sub> e
Business travel	No	0 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>
Commuting	No	0 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>
Purchased goods and services	Yes	159.56 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>
Capital goods	No	0 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No	0 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>
Waste generated in operations	No	0 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>
Other sources	No	0 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>

**Total Scope 3 GHG emissions, performance year:**

159.56 *Metric Tons of CO<sub>2</sub> Equivalent*

**A brief description of how the institution accounted for its Scope 3 emissions:**

The University of Victoria utilizes the the B.C. provincial government's online SMARTTool program to track and report on greenhouse gas emissions that stem from paper supplies purchasing, under the "purchased goods and services" category.

**Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:**

Yes

**Annual weight of emissions for::**

	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 (O3)	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

**Do the air pollutant emissions figures provided include the following sources?:**

	Yes or No
Major stationary sources	Yes
Area sources	No
Mobile sources	No
Commuting	No
Off-site electricity production	No

**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 stack testing, and recent actual natural gas usage amounts for about three years of operation. The stack testing was performed for a variety of load conditions and measured efficiency, 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 (PM2.5)

NOTE: These pollutants are the most critical ones emitted by the natural gas 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.

UVic's three primary old boilers and exhaust stacks were decommissioned in Nov-Dec 2019, and have been replaced with a more energy efficient and cleaner quality three-boiler system that is now connected to the university's District Energy System (DES). The DES has been fully on-line since Dec 2019; therefore, air quality results for this STARS reporting period refer to the old boiler system.

**Gross Scope 2 GHG emissions from purchased electricity (location-based):**

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**Gross Scope 2 GHG emissions from imported thermal energy (location-based) :**

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**Website URL where information about the institution's emissions inventories is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

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.

## Greenhouse Gas Emissions

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**Score**  
8.00 / 8.00

**Responsible Party**  
**Gary Bridgens**  
Director of Operations  
Facilities Management Department

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Criteria

## Part 1. GHG emissions per person

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

## Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO<sub>2</sub>e) per gross square metre (0.02 MTCO<sub>2</sub>e per gross square foot) of floor area.

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 (see Standards and Terms).

# Carbon sinks

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

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

“---” indicates that no data was submitted for this field

## Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	10,408.85 <i>Metric Tons of CO2 Equivalent</i>	13,139.21 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	318.92 <i>Metric Tons of CO2 Equivalent</i>	274.29 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported electricity	683.15 <i>Metric Tons of CO2 Equivalent</i>	1,719.36 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported thermal energy	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Total</b>	<b>11,410.92 <i>Metric Tons of CO2 Equivalent</i></b>	<b>15,132.86 <i>Metric Tons of CO2 Equivalent</i></b>

## Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	11,587 <i>Metric Tons of CO2 Equivalent</i>	15,334.06 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	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>
Carbon storage from non-additional sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	---
Carbon sold or transferred	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Net carbon sinks</b>	<b>11,587 <i>Metric Tons of CO2 Equivalent</i></b>	<b>15,334.06 <i>Metric Tons of CO2 Equivalent</i></b>

**A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):**

Offset projects are procured through the Provincial Government of British Columbia's Climate Action Secretariat (CAS). In fact, the entire BC Public Sector purchases offsets in the same way, with CAS sourcing verified emission reduction (VER) units and retiring them on the public sectors behalf. For the 2018 year the VERs for 12 offset projects were purchased and retired. The projects fit into 3 categories, Fuel Switching, Energy Efficiency, and Sequestration. Approximately 644,633 tonnes of CO<sub>2</sub>e was retired in association with these projects.

More Info for the projects can be found here (Table 4, p. 6):

[https://www2.gov.bc.ca/assets/gov/environment/climate-change/cnar/2018/347953\\_attachment\\_cng\\_annual\\_report\\_summary\\_2018.pdf](https://www2.gov.bc.ca/assets/gov/environment/climate-change/cnar/2018/347953_attachment_cng_annual_report_summary_2018.pdf)

**Adjusted net Scope 1 and Scope 2 GHG emissions:**

	Performance year	Baseline year
Adjusted net GHG emissions	0 Metric Tons of CO <sub>2</sub> Equivalent	0 Metric Tons of CO <sub>2</sub> Equivalent

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

	Performance year	Baseline year
Start date	Jan. 1, 2018	Jan. 1, 2010
End date	Dec. 31, 2018	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 Provincial Government of British Columbia for all public sector organizations. It is also the first year the university purchased third-party verified offsets.

**Figures needed to determine “Weighted Campus Users”:**

	Performance year	Baseline year
Number of students resident on-site	2,472	2,240
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	19,334	16,975
Full-time equivalent of employees	3,553.84	4,982
Full-time equivalent of students enrolled exclusively in distance education	800	1,800
Weighted Campus Users	17,183.88	15,677.75

**Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:**

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

**Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:**

0

**Gross floor area of building space, performance year:**

4,289,115.70 Gross Square Feet

**Floor area of energy intensive building space, performance year:**

	Floor area
Laboratory space	39,889.28 Square Feet
Healthcare space	0 Square Feet
Other energy intensive space	13,121.86 Square Feet

**EUI-adjusted floor area, performance year:**

4,382,016.12 Gross Square Feet

**Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**

0 MtCO2e / GSF

**A brief description of the institution's GHG emissions reduction initiatives:**

In 2017/2018 fifteen building energy efficiency projects were completed which included :

- The retrofit of UVic exterior walkway lighting to LED
- Building heating and lighting control upgrades to the Visual Arts Building and the Fine Arts Building
- A variable speed drive installation in the University Centre ventilation system
- A lighting upgrade in McPherson Library

Furthermore, energy saving opportunity studies were conducted in nine buildings on campus and in combination with all other GHG emission reduction efforts, were estimated to prevent 80 tonnes of emissions from being emitted annually.

In the 2018/2019 year UVic undertook optimization work and/or lighting upgrades in eight different buildings which achieved an estimated 900,000 kWh savings. The UVic exterior walkway lighting continued to be retrofit to LED lighting, and in total ten associate projects were estimated to prevent over 100 tonnes of emissions annually.

UVic will continue its efforts to reduce GHG emissions through activities such as optimization work and/or lighting upgrades in seven buildings across campus. Additionally, projects aimed at increasing sustainability and reducing GHG emissions will continue to be implemented through the UVic Revolving Sustainability Loan Fund. In the future, the option to reduce temperature in the district energy loop of the newly commissioned District Energy Plant will be explored, as well as the identification of new energy saving projects that enable the university to reduce emissions beyond our goal of a 30 percent reduction of GHGs by 2021.

**Website URL where information about the institution's GHG emissions is available:**

<https://www.uvic.ca/sustainability/resources/reports/index.php>

**Additional documentation to support the submission:**

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Data source(s) and notes about the submission:
2019 Final Report Sustainability Actin Plan: Campus operations 2014-2019 <a href="https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29_sap-close-out-report-final.pdf">https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29_sap-close-out-report-final.pdf</a> f

2017 Carbon Neutral Action Report:

<https://www.uvic.ca/sustainability/assets/docs/reports/cnar17.pdf>

2018 Carbon Neutral Action Report:

[https://www.uvic.ca/sustainability/assets/docs/reports/budg\\_05823\\_carbonneutralreportoutweb1.pdf](https://www.uvic.ca/sustainability/assets/docs/reports/budg_05823_carbonneutralreportoutweb1.pdf)

# Buildings

**Points Claimed** 3.44

**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.

<b>Credit</b>	<b>Points</b>
Building Design and Construction	2.50 / 3.00
Building Operations and Maintenance	0.94 / 5.00

## Building Design and Construction

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Score	Responsible Party
2.50 / 3.00	<b>Lorne Mack</b> Director, Project Management Services Project Management Services

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### Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

### Total floor area of newly constructed or renovated building space:

7,106.10 Square Feet

### Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	7,106.10 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square Feet
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 Square Feet
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Feet
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square Feet
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Feet

	Floor area
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Feet
Total	7,106.10 Square Feet

**Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:**

100

**A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:**

UVic has eight certified LEED Gold rated buildings. The year associated with each building represents the year they were certified and should not be confused with the year they were constructed/opened, although in some cases certification was received in the same year. LEED Gold rated buildings are:

- Medical Sciences (2004)
- David Turpin (formerly Social Sciences and Math) (2008)
- Engineering and Computer Science (2006)
- Michael Williams Building (formerly Administrative Services Building) (2008)
- First Peoples House (2009)
- South Tower Residence (2011)
- Centre for Athletics Recreation and Special Abilities (CARSA) (2017)
- Facilities Management Service Building (2019)

There is one more building targeting LEED Gold with the certification status pending:

- District Energy Plant (construction completed in 2019)

**An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:**

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**Website URL where information about the institution’s green building design and construction program is available:**

<https://www.uvic.ca/sustainability/topics/buildings-grounds/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Since the District Energy Plant (operational as of 2019) is LEED Gold certification pending, the gross floor area of the building (7616.6 square feet) was not included in the “newly constructed or renovated building space”. This is in line with the STARS technical manual, and the building floor area will be included for this credit within the next STARS submission once the LEED Gold certification is no longer pending and received.

## Building Operations and Maintenance

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<b>Score</b>	<b>Responsible Party</b>
0.94 / 5.00	<b>Gary Bridgens</b> Director of Operations Facilities Management Department

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### Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

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

### Total floor area of existing building space:

4,289,115.70 Square Feet

### Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	0 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 Square Feet
Certified at a step above minimum level under a 4 -or 5–tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 Square Feet

	Existing floor area
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 Square Feet
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	0 Square Feet
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 Square Feet
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	4,044,153.02 Square Feet
<b>Total</b>	<b>4,044,153.02 Square Feet</b>

**Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:**

0

**A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:**

The UVic Green Cleaning Policy and Program is based on the Green seal CS-42 Environmental Standard for Cleaning Services and LEED Canada for Existing Buildings: Operations and Maintenance Rating System 2009. It is implemented in all areas serviced by UVic Facilities Management, Janitorial Services on the Gordon Head Campus. The program includes sections on several aspects of sustainability in cleaning such as:

- 3.3.1 Sustainable Cleaning Materials: in which criteria to be adhered to are available for using low environmental impact cleaning materials wherever possible, including janitorial paper products and trash bags.
- 3.3.2 Sustainable Cleaning Products: in which there is a list of standards and certifications that all cleaning products are to conform to at least one of.
- 3.3.3. Sustainable Cleaning Equipment: in which there is a list of requirements cleaning equipment must meet including certifications and operational standards.
- 4.0 Additional Green Cleaning Activities: in which there are subsections on topics of Custodial Effectiveness Assessment, Indoor Chemical Pollutant Source and Control, and Indoor Integrated Pest Management, all with associated guidelines for environmental responsibility and sustainability.

Additionally, UVic Janitorial Services state explicitly in this policy their commitment to using low environmental impact cleaning systems in all buildings (see page 6, section 3.3). They aim to meet this commitment by using Green Seal, Ecologo or Forestry Stewardship Council certified products for at least 80% of its cleaning products and materials by cost (see page 6, section 3.3).

**Website URL where information about the institution's sustainable operations and maintenance program is available:**

<https://www.uvic.ca/facilities/assets/docs/Green%20Cleaning%20Policy%20and%20Program.pdf>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Although UVic does not use a third party certification system, however, it applies strong various sustainability operations and maintenance guidelines relative to the requirements for this credit, which have been integrated into the University's structure. These guidelines can be found within the Green Cleaning Policy and Program, the university's Sustainability Action Plan, the campus Integrated Energy Master Plan and operational procedures within the Facilities Management Department.

Floor areas excluded from the UVic Green Cleaning Policy and Program are Food Services areas, as well as underground parking garages.

# Energy

**Points Claimed** 4.08

**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.

<b>Credit</b>	<b>Points</b>
Building Energy Efficiency	4.08 / 6.00
Clean and Renewable Energy	0.00 / 4.00

## Building Energy Efficiency

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Score	Responsible Party
4.08 / 6.00	<b>David Adams</b> Energy Manager Facilities Management

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### Criteria

## **Part 1. Reduction in source energy use per unit of floor area**

Institution has reduced its total source energy consumption per gross square metre or foot of floor area compared to a baseline.

## Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit 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.

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

### Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	49,611,157 <i>Kilowatt-hours</i>	169,273.27 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>

### Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	186,444.60 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	0 <i>MMBtu</i>

### Total site energy consumption, performance year:

355,717.87 *MMBtu*

### Gross floor area of building space, performance year:

4,289,115.70 *Gross Square Feet*

### 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	13,121.86 <i>Square Feet</i>

### EUI-adjusted floor area, performance year:

4,382,016.12 *Gross Square Feet*

### Degree days, performance year:

	Degree days
Heating degree days	5,406 <i>Degree-Days (°F)</i>
Cooling degree days	164 <i>Degree-Days (°F)</i>

### Total degree days, performance year:

5,570 *Degree-Days (°F)*

### Start and end dates of the performance year (or 3-year period):

	Start date	End date
Performance period	Jan. 1, 2019	Dec. 31, 2019

**Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:**  
 14.57 Btu / GSF / Degree-Day (°F)

**Electricity use, baseline year (report kWh):**

	kWh	MMBtu
Imported electricity	55,071,864.01 Kilowatt-hours	187,905.20 MMBtu
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 Kilowatt-hours	0 MMBtu

**Stationary fuels and thermal energy, baseline year (report MMBtu):**

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	227,302 MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

**Total site energy consumption, baseline year:**  
 415,207.20 MMBtu

**Gross floor area of building space, baseline year:**  
 3,700,741.85 Gross Square Feet

**Start and end dates of the baseline year (or 3-year period):**

	Start date	End date
Baseline period	Jan. 1, 2010	Dec. 31, 2010

**A brief description of when and why the energy consumption baseline was adopted:**

N/A

**Source-site ratio for imported electricity:**  
 2

**Total energy consumption per unit of floor area:**

	Site energy	Source energy
Performance year	0.08 MMBtu / GSF	0.12 MMBtu / GSF
Baseline year	0.11 MMBtu / GSF	0.16 MMBtu / GSF

**Percentage reduction in total source energy consumption per unit of floor area from baseline:**  
 24.89

**Documentation to support the performance year energy consumption figures reported above:**  
 ---

**A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:**

UVic conducts many sustainability campaigns throughout the year targeted at shifting attitudes of and practices by the campus community towards a more sustainable way of living. The most recent example of such an initiative aimed at improving energy efficiency was the Holiday Shutdown Campaign at the end of 2019. Sponsored by the BC Hydro Energy Wise Network, the campaign was carried out by the Office of Campus Planning and Sustainability (OCPS) in collaboration with the Staff Sustainability Network. The goal of the campaign was to reduce electrical energy consumption in offices over the holiday break by turning off and/or unplugging personal office electronics. The campaign was successful as an additional calculated estimate of 4,055 kWh of electrical energy was saved. An evaluation of the pilot program was conducted and a report provided to the project sponsor (BC Hydro).

**A brief description of energy use standards and controls 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 Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:**

In the recent past, many buildings on campus have had old indoor fluorescent tube lights replaced with 25 watt T8 fluorescent lamps, which are much more energy efficient. LED retrofits are rapidly become the standard at UVic. LED lighting is being used in the underground parkade, Campus Bike Centre in the University Centre Building, and the new Centre for Athletics, Recreation and Special Abilities. In 2018, UVic continued this trend by retrofitting the UVic exterior walkway to LED lighting.

**A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:**

Centre for Athletic, Recreation, and Special Abilities (CARSA) opened in May 2015. The facility was built to the LEED Gold Standard and includes a geo-thermal heat exchange system. The geo-thermal technology is able to use the ground as a thermal battery, dumping heat from the building in the summer and extracting heat from the ground in the winter months. The geothermal system helped reduce the carbon footprint by offsetting the need for natural gas to heat the facility.

**A brief description of co-generation employed by the institution:**

None.

**A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:**

In the past, UVic has worked with its electricity provider (BC Hydro) and consultants to conduct a comprehensive review of energy efficiency in 19 of the university's largest campus buildings (those over 50,000 sqft). The focus was 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 9 buildings, was completed by early 2013, with phase 2 completed in 2015, and phases 3-5 completed from 2017-2019. UVic is currently working through phase 6 of this plan, and is scheduled to complete phases 6-10 by 2024.

**Website URL where information about the institution's energy conservation and efficiency program is available:**

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

UVic continues to improve energy efficiency across campus through a number of important factors including:

- The hiring of a full time Energy Manager and Energy Specialist to focus on energy efficiency and water conservation
- 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 our largest buildings
- Sustainability Action Team programs
- Creation of Campus Integrated Energy Master Plan; presently planning a Carbon Reduction Plan (new EMP)
- The hiring of a building automation specialist

## Clean and Renewable Energy

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Score	Responsible Party
0.00 / 4.00	<b>David Adams</b> Energy Manager Facilities Management

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### Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options:

## **Clean and renewable electricity**

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

## **Clean and renewable thermal energy**

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

## Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, 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 (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution the right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

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

### Total energy consumption, performance year:

355,717.87 MMBtu

### Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0 Kilowatt-hours	0 MMBtu
Electricity from on-site, clean and renewable sources (rights retained/retired)	0 Kilowatt-hours	0 MMBtu

### A brief description of the certified/verified sources of clean and renewable electricity:

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### A brief description of the on-site renewable electricity generating facilities/devices:

None

### Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0 MMBtu
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 MMBtu

### A brief description of the clean and renewable stationary fuels:

None

### A brief description of the certified/verified sources of clean and renewable thermal energy:

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### Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0 Kilowatt-hours	0 MMBtu

**A brief description of the unbundled renewable energy products:**

None

**Total clean and renewable energy generated or purchased:**

0 MMBtu

**Percentage of total energy consumption from clean and renewable sources:**

0

**Website URL where information about the institution's support for clean and renewable energy is available:**

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**Electricity use, by source (percentage of total, 0-100):**

	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:**

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**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:**

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**Additional documentation to support the submission:**

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# Food & Dining

**Points Claimed** 2.64

**Points Available** 8.00

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.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	0.64 / 6.00
Sustainable Dining	2.00 / 2.00

## Food and Beverage Purchasing

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**Score**

0.64 / 6.00

**Responsible Party**

**Megan Chan**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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### Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

## Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

### **Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:**

4.87

### **Percentage of total annual food and beverage expenditures on plant-based foods:**

11.53

### **An inventory of food and beverage purchases that qualify as sustainably/ethically produced:**

[UVic\\_2020\\_STARS\\_Food\\_and\\_Beverage\\_Purchasing\\_Inventory\\_OP-7.xlsx](#)

### **A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):**

The University of Victoria University Food Services (UFS) conducted an inventory of food items bought in the period of September – December 2019 that were “plant based” and/or “sustainably or ethically sourced” using the STARS provided definitions. The inventory was conducted by analyzing the UFS database of purchases known as Food Traks, as well as analyzing various vendors' velocity reports. Items that were recognized within these analyses as plant based or sustainably/ethically sourced were noted and reported on.

UFS is the largest food and beverage provider on the UVic campus, which signifies the quality of a representative sample derived from their inventory. UFS is responsible for purchasing the majority of food and beverages for outlets on campus, including:

- Commons Kitchen
- Cap's Bistro
- Village Greens
- Village Market
- Mystic Market
- BiblioCafe
- Mac's
- Halftime
- Arts Place
- Nibbles and Bytes Café
- Court Café
- SciCafe

In order to get a compile a representative sample of the types of food and beverage purchases made throughout the year, the inventory spanned over the course of the busiest academic Fall term (September to December 2019). Because seasonality does not significantly impact the type of food purchases at UVic, the provided inventory is consistent with other inventories that would have been conducted at alternative times of the year. Note that academic term May-August quantity of purchase (type remains consistent) is 60 percent than the Fall and Winter/ Spring academic terms.

Expenditures:

\$2,618,100.82 (Sep-Dec 2019) + \$2,618,100.82 (Jan-Apr 2019) + \$1,047,240.33 (May-Aug 2019) = \$6,283,441.97 (total 2019 food and beverage expenditures)

**Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:**

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**Which of the following food service providers are present on campus and included in the inventory/assessment?:**

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Student-run food/catering services	Yes	No
Franchises (e.g., regional or global brands)	Yes	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	No	No

**Total annual dining services budget for food and beverage products:**

\$5 million - \$9.9 million

**A brief description of the institution's sustainable food and beverage purchasing program:**

The University of Victoria is a Fair Trade Certified campus that serves 100% Fair Trade coffee and tea as well as other items such as a selection of organic and Fair Trade chocolates. In addition, UVic is the first institution in Canada to serve "Beyond Fair Trade" Doi Chaang Coffee from Thailand.

At UVic, University Food Services is committed to additional complementary sustainable practices that include choosing local suppliers and ingredients wherever possible. Local suppliers include:

- 6 Mile Bakery
- Anar Foods
- Bento Sushi
- Booster Juice
- B & C Foods
- Cakes Etc.
- Canterbury Coffee
- Eugene's
- Gordon Food Service
- Hot House Pizza
- Islands West Produce
- Kan's Gourmet
- M & J Frozen Foods Inc.
- Portofino Bakery
- PSC Natural Foods
- Romeo's Pizza
- Saputo
- Sysco

**Website URL where information about the food and beverage purchasing program is available:**

<https://www.uvic.ca/sustainability/topics/dining/index.php>

**Additional documentation to support the submission:**

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## Sustainable Dining

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**Score**

2.00 / 2.00

**Responsible Party**

**Megan Chan**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

## Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

## Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

**Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:**

Yes

**A brief description of the farmers market, CSA or urban agriculture project:**

The UVic Campus Community Garden hosts a free pop-up farmers' market, on a semi-regular monthly basis. Campus community members are invited to stop by the booth to chat and fill their paper or reusable bags with fresh, free produce. The aim of the free farmer's market is to address food insecurity through sustainable gardening while promoting food literacy and awareness. The market is more consistent during warmer times of the year when food is more abundant, as all of the food given away has been grown in the Community Garden.

<https://www.vicnews.com/community/fresh-veggies-for-students-at-free-farmers-market-at-uvic/>

**Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:**

Yes

**A brief description of the sustainability-themed food outlet:**

All UVic Food Services outlets are sustainability-themed and stocked with ethically sourced products such as teas, coffee, chocolate (e.g. Fairtrade), Oceanwise certified seafood, vegetarian and vegan options, and locally made pizzas and baked goods. In particular, Mystic Market's facility aims to be zero waste and has no trash bins, as cafeteria waste is all separated by staff into the appropriate recycling or composting streams

**Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:**

Yes

**A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:**

UVic supports several businesses in various ways. In the world of retail, UVic supports SME businesses by selling their products in locations on campus. Companies that have products featured on campus include:

- Deebee's: This is a local SME that makes organic, natural freezies and fruit pops which can be found in retail locations across the UVic campus. Deebee's is a woman-owned certified B-Corp, and is committed to authentic, family-friendly and natural ingredients. A portion of proceeds from Deebee's Organics support a variety of causes related to children's health, as well as advocacy work with the LGBTQ community.
- Rumble SuperShake: This company is a local SME that produces nourishing drinks for retail. Their product is non-GMO, organic, all natural and Fair Trade certified, and can be found for sale on the UVic campus.
- Zimt Chocolates: Zimt is a local SME company that is proudly woman-owned and is dedicated to making and selling chocolates that are certified organic and vegan, sold in biodegradable packaging. One percent of their sales go towards charities that help those in need from animals to people. Their products are available for sale on the UVic campus.
- Denman Island Chocolate: This company is a local SME whose chocolate is made available for sale on the UVic campus. All of their products are certified organic and Fair Trade, and they aim to take the environment into account for every business decision they make. This includes energy saving tactics such as wrapping their chocolate melter in a cocoa cozy, as well as using recycled and recyclable packaging. Additionally, one percent of their gross sales each year is donated to local groups that support environmental conservation.

Degrees Catering, the official catering unit of UVic Food Services, utilises several local small company's products when providing food and drinks to UVic functions. This includes goods provided by:

- Salt Spring Coffee: This specialty coffee company is a local SME that provides UVic with organic, Fair Trade coffee for many functions. Their business is a Certified B Corp since 2010 and is committed to sustainable growth through a "quadruple bottom line; people, planet, profit and purpose". They have made the Certified B Corporation "Best for the World" Honoree list for three consecutive years and donate a portion of their proceeds to sustainable and inclusive projects that directly support coffee farmers and their communities.
- Salt Spring Island Cheese: This local family-owned SME provides cheese for many functions on the UVic campus and is always delicious. All Salt Spring Island Cheese is made by hand using only traditional methods and natural ingredients.
- Natural Pastures Cheese: This local SME's cheese is featured by Degrees Catering at campus functions. Based out of the Courtenay, BC on their heritage family farm, Natural Pastures Cheese has grown into an award-winning producer of fine cheeses made from cow and water buffalo milk.
- Paradise Island Foods: This local company is a family owned and operated SME that serves UVic delicious cheese products at many functions on campus. This enterprise prides themselves on making cheese from natural and organic Canadian milk with no modified milk ingredients, antibiotics, growth hormones, artificial preservative fillers, or gluten or animal rennet. They have also replaced their trucks with a low emissions fleet to deliver their cheese as sustainably as they can.

In the kitchens across campus, many goods made on site utilise ingredient that come from:

- Portofino Bakery: This local SME provides delicious bread made from natural ingredients across the UVic campus. Their bakery has been designed to reflect the need for improved efficiencies, environmentally friendly production

processes, and improved working conditions. They have also recently added two new loaves of bread to their line of products that sources the wheat used in the bread from farms on Vancouver Island.

- Six Mile Bakery: This locally owned and operated Saanich-based company provides fresh bread to multiple UVic campus kitchens.

- Eugene's: This Victoria-based SME produces authentic traditional Greek food and provides UVic kitchens with their highly sought-after homous that is incorporated into meals or served as a stand-alone dip! To this day Eugene's is still proudly a family owned and operated enterprise.

- Cakes etc.: Cakes etc. is a local SME that continues to provide UVic with delicious desserts made from dairy sourced from Vancouver Island farms along with fresh fruit grown in neighboring fields.

More information on the SMEs UVic supports can be found on their home websites:

- Deebee's:

<https://www.deebeesorganics.com/>

- Rumble SuperShake:

<https://www.drinkrumble.com/>

- Zimt Chocolates:

<https://shopca.zimtchocolates.com/?redirected>

- Denman Island Chocolate:

<https://www.denmanislandchocolate.com/>

- Salt Spring Island Coffee:

<https://www.saltspringcoffee.com/>

- Salt Spring Island Cheese:

<https://saltspringcheese.com/>

- Natural Pastures Cheese:

<http://www.naturalpastures.com/>

- Paradise Island Foods:

<https://paradise-foods.com/>

- Portofino Bakery:

<https://www.portofinobakery.ca/>

- Six Mile Bakery:

<http://www.6milebakery.com/>

- Eugene's:

<http://www.eugenes.ca/>

- Cakes etc.:

<http://www.cakesetc.ca/>

**Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:**

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**Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:**

Yes

**A brief description of the low impact dining events and/or plant-forward options:**

UVic University Food services (UFS), including Degrees Catering, have significantly reduced the amount of waste that is generated during dining events in an effort to lower their negative impact on the environment. They do this by:

- Providing reusable cups, mugs, dishes, cutlery, etc. at nearly all catering events
- Sourcing several food options from small local businesses
- Promoting the use of only recyclable or compostable to-go food containers

The University of Victoria additionally promotes low-impact dining in the following ways:

- Implementation of a reusable “Mug Library” pilot program by the UVic Student Society (UVSS) in the Student Union Building to reduce waste associated with single-use coffee cups
- Providing vegetarian and vegan options at all food outlets across campus as well as listing them first on menus to encourage purchase.
- Providing loyalty cards for the salad bars, located in Village Greens and at Treks, which offer plant-based protein options to promote consumption of vegetarian and vegan foods

**Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:**

Yes

**A brief description of the vegan dining program:**

Village Greens is UVic’s dedicated vegan and vegetarian residence dining location that is open to the campus community and provides several different complete-protein meal options. Vegetarian options with complete protein are additionally available at food outlets across campus, with vegan options available at some locations.

**Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:**

Yes

**A brief description of the sustainability labelling and signage in dining halls:**

All UVic food outlets and cafeterias contain signage and labelling designed to draw consumers’ attention to Fairtrade, organic, and Oceanwise certified products. Label types range from stickers on the food packages themselves to mural-sized decals strategically placed on walls that fall naturally in customer’s line of sight. During catered events, Fairtrade labelling is displayed on all coffee urns and teabag holders. Sustainable food choices for catered events are labelled both on the physical menu as well as the online menu. At multiple coffee vendor

locations across campus there are signs promoting the use of reusable mugs by providing discounts to customers who bring their own.

**Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:**

Yes

**A brief description of the food recovery competition or commitment program or food waste prevention system:**

UVic has participated in the "RecycleMania: Campus Race to Zero Waste" competition in which colleges and universities in North America track and report on the amount of recycling and trash collected each week over an 8 week period. This competition includes the tracking of food waste, and schools that generate the least amount of waste are ranked accordingly.

UVic also uses a waste sheet log to monitor the food waste. University Food Services use this log to ensure that they are continuously keeping food waste to a minimum and undergo efforts, such as creating food from leftovers to be served the next day as a new dish while adhering stringently to food safe regulations.

**Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:**

Yes

**A brief description of the trayless dining or modified menu/portion program:**

At UVic, all portion sizes for meals are set by the campus Registered Dietitian and controlled by the food services staff in order to reduce post-consumer food waste and healthy portion sizes. To ensure that any post-consumer waste is properly disposed of, customers place all dishes, utensils, garbage, recycling, food waste, etc. on a portable shelving rack that is periodically removed by food services staff and sorted out into the appropriate waste bins. There are no available trash, recycling or composting bins for customer use on dining hall floors, requiring all waste to go through this system of staff-sorting. This has resulted in a high landfill diversion rate in our dining outlets. Trays are available for customer use if necessary, however they are not commonly used.

**Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:**

Yes

**A brief description of the food donation program:**

UVic Food Services donates leftover food to the student run food bank located in the Student Union Building. They donate untouched food items which often consist of sandwiches, salads and soups.

**Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:**

No

**A brief description of the food materials diversion program:**

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**Does the institution or its primary dining services contractor have a pre-consumer composting program?:**

Yes

### **A brief description of the pre-consumer composting program:**

UVic Food Services staff compost all organic waste associated with food preparation as well as any prepped food that they are unable to sell or donate. These efforts are largely responsible for much of UVic's already high and continuously growing waste diversion rate.

UVic is a leader in food waste composting with an estimated 80% of all food waste (including both pre- and post-consumer) on campus being composted, based on the 2018 waste audit. This high diversion rate is largely due to the efforts of food services staff who are mainly in charge of post-consumer waste sorting in food outlets. Additionally, "Sort-it-Out" stations have replaced traditional garbage bins on campus since 2016, making composting and recycling more accessible to campus community members. Use of these stations by campus community members have also been an important contribution to post-consumer food waste diversion rate.

### **Does the institution or its primary dining services contractor have a post-consumer composting program?:**

Yes

### **A brief description of the post-consumer composting program:**

UVic Food Services staff are responsible for sorting post-consumer waste in campus food outlets, which has been a major contributor to the 80% food waste diversion rate calculated from the 2018 waste audit. There are no available recycling, composting, or garbage bins available for customer use at Food Services outlets and the in the main dining hall in order to ensure as much of the waste as possible is properly sorted by trained Food Services staff.

For any member of the campus community that has chosen to take their food to go, there are also many "Sort-it-Out" stations across campus where customers themselves are able to sort their post consumer waste properly. Each station is equipped with example pictures of specific waste items to guide users and ensure a higher rate of correct waste stream sorting.

### **Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:**

Yes

### **A brief description of the reusable service ware program:**

All dine-in meals are served with reusable service ware (plates, bowls, cups, mugs, cutlery) at all UVic food outlets. In addition, the UVSS Student Union Building (SUB) as well as Boardwalk Café in Mystic Market have implemented mug-share programs to reduce the use of single use cups for hot beverages.

### **Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:**

Yes

### **A brief description of the compostable containers and service ware:**

Almost all containers and service ware provided for "to-go" meals (consisting mainly of soup cups and paper-based clam shells) are certified compostable by a third party, and can be composted in our campus composting program. The remaining to-go containers (consisting mainly of sushi, sandwich, and vegetable snack boxes) are recyclable. In conjunction to the implementation of more sustainable to-go containers, there have also been efforts to change consumer habits to reduce the amount of waste, compost and recycling produced by consumers. These efforts include initiatives such as the "Love-a-Mug" campaign (promoting the use of reusable cups for hot beverages), the "Break Up With Your Paper Cup" campaign (halting the sale of to-go coffee cups for 4 hour periods at the campus' busiest café), and banning the sale of plastic straws.

**Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in “to-go” food service operations?:**

Yes

**A brief description of the reusable container discount or incentives program:**

All UVic 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. Additionally, two coffee outlets on campus offer a standard price of \$1.75 or \$2.00 to fill any size reusable mug with drip coffee or tea.

**A brief description of other sustainability-related initiatives not covered above:**

UVic promotes diverse food options by providing meal choices that come from a range of cultures across the world. For example, East Asian, Indian, Latin American, Middle Eastern, European, and Halal foods are available at select food outlets across campus. This variety of options reflects the culturally diverse student body and employees present on campus.

**Website URL where information about the sustainable dining programs is available:**

<https://www.uvic.ca/sustainability/topics/dining/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

<https://www.uvic.ca/services/food/about/vision/index.php>

<https://www.uvic.ca/services/food/about/suppliers/index.php>

2019 Final Report Sustainability Action Plan: Campus Operations 2014-2019

[https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29\\_sap-close-out-report-final.pdf](https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29_sap-close-out-report-final.pdf)

2018 Waste Audit file://netdrive.uvic.ca/budg/Shared/5.%20CAMPUS%20PLANNING/Sustainability/SAP/Waste%20Reduction/Waste%20audit%202018/University%20of%20Victoria%20-%20Waste%20Assessment%20Summary%202018%20(FINAL).pdf

# Grounds

**Points Claimed** 2.95

**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 resources.

Credit	Points
Landscape Management	1.95 / 2.00
	1.00 / 2.00
	This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:
	<ul style="list-style-type: none"><li>• Legally protected areas (e.g., IUCN Category I-VI)</li><li>• Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)</li><li>• Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)</li><li>• Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li></ul>
Biodiversity	2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.
	Close

## Landscape Management

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**Score**  
1.95 / 2.00

**Responsible Party**  
**Gary Bridgens**  
Director of Operations  
Facilities Management Department

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### Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

### Total campus area:

402 Acres

### Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	305 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	17 Acres
Area managed using conventional, chemical-based landscape management practices	0 Acres
Total area of managed grounds	322 Acres

### A brief description of any land excluded from the area of managed grounds:

Building footprints and impervious surfaces have been excluded.

### Percentage of grounds managed organically:

94.72

### A brief description of the organic landscape management program:

UVic maintains several large woodland and forested areas, which largely grow wild and are naturalized. Maintenance practices are limited to removing dangerous trees from path systems, invasive species pulls, and native species plantings. No chemical fertilizers or pesticides are used in the maintenance of these areas.

### Percentage of grounds managed in accordance with an IPM program:

**A copy of the IPM plan or program:**

[UVic-IPM\\_Interim\\_Dec\\_2017.pdf](#)

**A brief description of the IPM program:**

Facilities Management Grounds department is presently applying the use of an interim Integrated Pest Management plan (2017) that has been approved an auditor. A new IPM specific to the university's unique ecosystems and surroundings is undergoing development and is in its planning phase.

**A brief description of the institution's approach to plant stewardship:**

Native plants are used in landscaping around all new buildings (LEED Gold standard) and are integrated into gardens in all other areas of campus where appropriate. Invasive plant species such as English Ivy is pulled manually on a regular basis as required, by Grounds staff and by student and community volunteers.

**A brief description of the institution's approach to hydrology and water use:**

The university follows a Storm Water Management plan. The SWM plan includes: - Storm water detention practices in new building design and construction

- Use of rain garden technology in landscape design and construction
- Use of green roof technology in building design and construction where practical

The university's irrigation system includes a computerized weather station which monitors and records precipitation. This live data is processed to regulate water consumption.

**A brief description of the institution's approach to landscape materials management and waste minimization:**

All campus garden waste including grass and tree clippings, are sent to be composted at local facility, Mitchel Brothers Farm. Trees and branches are mulched onsite and are spread on gardens and trails across campus.

**A brief description of the institution's approach to energy-efficient landscape design:**

Landscapes around the eight (soon to be nine) LEED buildings on campus are designed to promote energy efficiency of the buildings by providing shade in the summer.

**A brief description of other sustainable landscape management practices employed by the institution:**

UVic Grounds and Parking & Transportation units use only rock salt when required for snow and ice removal in very limited amounts due to our mild west coast climate.

**Website URL where information about the institution's sustainable landscape management program is available:**

<https://www.uvic.ca/sustainability/topics/buildings-grounds/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

UVic has been operating according to our IPM document since 2017. Pesticides are only used when all other options have been considered and confirmed to not be effective under the circumstance. Where application is determined to be necessary, only the least toxic material specific for the target pest is selected at the lowest recommended rate and applied by certified applicator technicians. . During the summer months, watering and grass cuttings are eliminated in parts of campus that are classified as "naturalized areas".

For more information see:

The Stormwater Management Plan:

<https://www.uvic.ca/campusplanning/assets/docs/2004.Integrated.Stormwater.Management.Plan..pdf>

The Campus Plan:

<https://www.uvic.ca/campusplanning/assets/docs/Campus-Plan-Update-2015/UVicCampusPlan.01.26.2016reduced.pdf>

## Biodiversity

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### Score

1.00 / 2.00

### Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- 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)

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning  
and Sustainability

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

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### Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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*"---" 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, or regions of conservation importance?:**

Yes

**A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:**

As indicated in the UVic Campus Plan, there are several areas protected by environmental covenants and other agreements where development will not be considered except for pathways, service lines, and underground services. Any of these permitted developments must be informed by special studies on ecological impacts, remediation plans, and stakeholder input. The protected areas on campus include:

- Bowker Creek
- Cunningham Woods
- Garry Oak Meadow
- South Woods
- Mystic Vale
- Hobbs Creek
- Haro Woods

To read the full campus plan, see:

<https://www.uvic.ca/campusplanning/assets/docs/Campus-Plan-Update-2015/UVicCampusPlan.01.26.2016reduced.pdf>

6reduced.pdf

**Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:**

No

**A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:**

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**Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:**

Yes

**A brief description of areas of biodiversity importance on land owned or managed by the institution:**

In the 2017 University of Victoria Sensitive Ecosystems Inventory conducted by Jenny Hebb and Dr. Valentin Schaefer, several areas are outlined as ecosystems that are sensitive to disturbance and support a wide array of plant and animal species. These include riparian areas, swamps, woodlands and older second growth forest.

Riparian areas contain vegetation that help stabilize stream banks so less stream erosion occurs and therefore less habitat is degraded, providing more opportunity for a high level of species to establish themselves in this environment. Riparian areas are present in:

- Bowker Creek
- Hobbs Creek
- Mystic Vale

Wetlands that support forests are known as swamps and provide rich habitats for a variety of bird, mammal and insect species. Swamps are present in:

- Bowker Creek
- Cunningham Woods

Woodlands are areas of transition between two ecosystem types, in UVic's grounds these are meadow and Douglas-fir forests. Woodland ecosystems on campus are sensitive due to populations of Garry oaks that support these woodland environments. According to the Garry Oak Ecosystems Recovery Team (GOERT), Garry oak and associated ecosystems combined are home to more plant species than any other ecosystem in coastal British Columbia. Patches of woodland are present in:

- Bowker Creek
- Garry Oak Meadow
- Cunningham Woods
- South Woods
- Hobbs Creek
- Mystic Vale

Older second growth forest or maturing climax ecosystems are known to characteristically have high levels of biodiversity which continue to generally increase as the forest ages and becomes more established. This ecosystem type is found in each of the natural areas on campus, but the largest areas are found in:

- South Woods
- Hobbs Creek
- Mystic Vale

**The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:**

The 2017 Sensitive Ecosystems Inventory is structured around detailed maps of the UVic campus. The data for these maps came primarily from the GIS data collected by Harrop-Archibald during her field work for the Natural Features Studies (2007 & 2008).

The Natural Features Study entailed inventory data collection and mapping of the natural areas of the Gordon Head campus. This inventory and assessment was required to supply important information to guide future planning on campus as part of the Campus Plan Implementation program.

The provincial Sensitive Ecosystem Inventory classification scheme was adapted to provide a framework for describing the natural ecosystems on campus, and an indicator plant analysis was carried out to determine site series classification. Data was collected using the Thales mobile mappers and ArcPad software from March to April for phase one and from September to December for phase two. Differential GPS was used when mapping most polygons. Areas of interest were traversed along visual transects of various widths depending on visibility. Transects were marked with flagging tape to keep the observer on course and prevent double counting. Most vegetation was identified with field guide books. Vegetation that the observers were unsure of was photographed, put in a plant press, and brought to the University's herbarium for further study and accurate identification by herbarium staff. Additionally, some fresh samples were brought to botanists in the School of Environmental Studies and identified by them.

The majority of the data that was collected for these earlier Natural Features Studies was not described or mapped in these earlier reports. Raw data was processed, analyzed and mapped to create the backbone of the 2017 Inventory. The software used to create the maps in this report was a free and open source professional geographic information systems program called QGIS. Data is presented in both polygon data maps and line data maps. The polygon data maps provide a visual display of ecosystem types and dominant tree cover. The point and line data maps show creeks and culverts, special features, Arbutus trees, Garry oak trees and wildlife trees.

### **A brief description of the scope of the assessment(s):**

This assessment identified sensitive ecosystems on and immediately surrounding the UVic Gordon Head campus.

### **A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:**

There are various plans in place to protect and positively affect these identified sensitive ecosystems as outlined by both the 2017 University of Victoria Sensitive Ecosystems Inventory, as well as the 2018 University of Victoria Campus Ecological Restoration Guide. These plans are tailored to specific sites and are as follows:

- **Bowker Creek:** Some large areas surrounding Bowker Creek is overgrown with various invasive species, but most prominently English Ivy. The top priority has been to remove Ivy from tree trunks as well as other invasive species such as yellow flag iris, thistle, Daphne, Robert's geranium, grasses and English holly. There have been various sessions carried out by staff, students and community members to specifically to pull English Ivy from the area, while Facilities Management has continued to carry out removal of other invasive species. Additionally, interpretive signs for educational purposes have been installed, as well as riparian buffers widened to promote the strength of the stream banks, and riparian vegetation planted with the intention to stabilize surrounding sediments. In the future, it is recommended that an inventory for bird and bats be made to better assess any special requirements for management, as the high concentration of wildlife trees probably supports a high level of biodiversity and there are likely unique or rare species of interest.
- **Cunningham Woods:** To address the concern of English Ivy invasion in Cunningham Woods, undergraduate classes, UVic Residence Green Team, The Land Conservancy of B.C., and the Ecological Restoration Volunteer Network (ERVN) have continuously organized Ivy pulls in the area, some of which are followed by the planting of native species. These program activities will improve the ecological health of Cunningham Woods.
- **Garry Oak Meadow:** Intensive invasive species removal have left this ecosystem relatively free of the Scotch Broom, however new seedlings pose a continued threat. Intensive efforts to remove invasive species continues, and removal of Scotch Broom seedlings is to occur every three years, along with other invasive species, such as Daphne Laurel and Himalayan Blackberry.
- **South Woods:** Concerns associated with South Woods are primarily invasive English Ivy as well as heavy fuel loading (large amounts of leaves and organic debris) on the forest floor due to storm damage to trees. As with

various other sites on campus, this area has been targeted for invasive species removal by ERVN, the Greater Victoria Green Team (GVGT) and various other student groups. The heavy fuel loading poses a serious fire hazard and a risk assessment followed by possible removal of the fuel load has been recommended.

- Mystic Vale: As with other forests and wooded areas on campus, again the primary concern is invasive species, with English Ivy being the most prominent. Similar to areas on campus that share this characteristic, various groups have made efforts to remove these invasive species and continue to do so on a regular basis.
- Hobbs Creek: Stream bank erosion and siltation are a constant threat to Hobbs Creek. Facilities management as well as other student groups have planted riparian vegetation along the banks in an effort to try and stabilize the sediments. These planting activities continue to be encouraged. Additionally, volunteers have constructed wattles (essentially small fences) along the stream banks made out of red-osier dogwood and black cottonwood cuttings in an effort to further stabilize the surrounding soil. Because major erosion events of Hobbs Creek are due to the large amount of storm water runoff from impervious surface in the surrounding District of Oak Bay watershed, the university is unable to implement a long-term solution by only working with the watercourse in Mystic Vale itself. The university is working with the District of Oak Bay to reduce the area of impervious surface to support the health of Hobbs Creek. Trails adjacent to watercourses have been assessed for potential damage to creeks and re-designed if necessary. This area has also been sign posted as an area for walking dogs on-leash only and no allowance for mountain biking.
- Haro Woods: Haro Woods faces the same issues as other wooded areas on campus in terms of large quantities of invasive species. Efforts by the ERVN and other volunteer students, as well as UVic Childcare Service have been relatively successful in removing these invasive species, most notably Daphne. These efforts continue on a regular basis.

**Estimated percentage of areas of biodiversity importance that are also protected areas :**

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**Website URL where information about the institution's biodiversity initiatives is available:**

<https://www.uvic.ca/campusplanning/studies-reports/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Links for various phases of Natural Features Study as well as the Campus Plan can be found at:

<https://www.uvic.ca/campusplanning/studies-reports/index.php>

UVic Campus Ecological Restoration Guide:

<http://urbanecology.ca/documents/Reports%20Authored%20or%20Edited/UVicCampusRestorationGuide.pdf>

University of Victoria Sensitive Ecosystems Inventory:

<https://www.uvic.ca/sustainability/assets/docs/fund/CSF005-sensitive-ecosystem.pdf>

# Purchasing

**Points Claimed** 5.31

**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.

<b>Credit</b>	<b>Points</b>
Sustainable Procurement	3.00 / 3.00
Electronics Purchasing	0.83 / 1.00
Cleaning and Janitorial Purchasing	0.98 / 1.00
Office Paper Purchasing	0.50 / 1.00

## Sustainable Procurement

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Score	Responsible Party
3.00 / 3.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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## Criteria

# Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

## Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

## Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	<ul style="list-style-type: none"><li>• Published measures to minimize the use of chemicals.</li><li>• A stated preference for green cleaning services and third party certified products.</li><li>• Including sustainability objectives in contracts with service providers.</li></ul>
B. Consumable office products Batteries, lamps, paper, toner cartridges	<ul style="list-style-type: none"><li>• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., <a href="#">FSC</a>) content.</li><li>• A stated preference for extended use, rechargeable, or remanufactured products.</li><li>• A stated preference for low mercury lamps.</li></ul>
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	<ul style="list-style-type: none"><li>• A stated preference for third party certified materials and products (e.g., <a href="#">FSC</a> or <a href="#">LEVEL</a> certified)</li><li>• A stated preference for furnishings that are low-VOC or free of flame retardants</li></ul>
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	<ul style="list-style-type: none"><li>• Published measures to reduce the demand for equipment.</li><li>• A stated preference for <a href="#">ENERGY STAR</a>, <a href="#">TCO Certified</a>, <a href="#">Blue Angel</a>, or <a href="#">EPEAT</a> registered products.</li><li>• A stated preference for <a href="#">ACT-labeled</a> laboratory products</li></ul>
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	<ul style="list-style-type: none"><li>• Including sustainability objectives in contracts with on-site food service providers.</li><li>• Requiring that dining service contractors pay a living wage to employees.</li></ul>
F. Garments and linens Clothing, bedding, laundry services.	<ul style="list-style-type: none"><li>• Published labor and human rights standards that clothing suppliers must meet.</li><li>• A stated preference for organic, bio-based, or recycled content textiles.</li></ul>

## G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

## H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

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.

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

### **Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:**

Yes

#### **A copy of the policies, guidelines or directives:**

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#### **The policies, guidelines or directives:**

Sustainability policy (GV0800, Jan 2017):

Sustainable procurement practices are mandated and required by UVic's purchasing services to follow the directive set by the university-wide UVic Sustainability Policy. This policy states that "Sustainability Activities will require the balanced use of resources within budgetary parameters and will utilize life cycle assessments and purchasing practices based on Social, Environmental and Financial considerations" (Section 10.00). The purpose of this policy is to further the goals as set out in the University's Strategic Plan in which one of six priorities is to "Promote Sustainable Futures" through a variety of sub-strategies.

Purchasing Policy (FM5105, Aug 2017)

The purpose of the UVic Purchasing Policy is to "set out the responsibilities and accountability associated with the purchase of goods and services at the University of Victoria" (see page 1 under "Purpose"). One of the Guiding Principles is to "Provide responsible optimization of resources by obtaining best value, using sustainable stewardship practices in concordance with life cycle assessments and triple bottom line considerations that recognize financial, social and environmental impacts of purchases" (see page 2, section 8, subsection c). In addition, under the General Guidelines for Purchasing Procedures, it is outlined that "Purchasing officers will abide by the Supply Chain Management Association of Canada's Code of Ethics" (see page 6, section 9, subsection e). The Supply Chain Code of Ethics explicitly states on page 2 the Environmental and Social Responsibilities as follows:

•"Members shall exercise their responsibilities in a manner that promotes and provides opportunities for the protection and preservation of the natural environment. Members shall favour the use and distribution of resources in an efficient, effective, and ethical manner. Members will be cognizant of the social rights extended to all people, including the conventions of the International Labour Organization with respect to labour standards, and will encourage and support supplier diversity. These attributes of sustainability should guide members in their decisions, and in implementing the policies and values of the organizations they represent."

Sustainability Action Plan: Campus Operations 2020-2021

The purpose of the Sustainability Action Plan (SAC) is to "identify a set of short-term strategies, actions and associated metrics for the interim period between the close-out of the 2019 plan and the development of the next five year plan anticipated in 2021" (see page 1 under "Purpose"). Specifically, in the Purchasing section of this plan, the mission statement is "To provide purchasing and supply management services to the campus community that achieve best value and apply triple bottom line principles to procurement initiatives, incorporating financial, social and environmental consideration into supply management decision" (see page 12).

## Procurement Guidebook

The purpose of the UVic Procurement Guidebook is to help interpret UVic procurement policies and procedures and to give guidance on procurement decision-making. The primary focus is on sourcing related decision-making as this has the broadest applicability across UVic. In particular on page 8 of the guidebook, it is recognized that “Procurement must hold itself to a high ethical standard in sourcing the materials and services the business requires and must comply with UVic’s Code of Conduct.”

## Supplier Code of Conduct

The University Of Victoria Supplier Code Of Conduct is intended to support the vision of UVic becoming “a global leader in environmental, social and institutional sustainability through our research, academic programs, campus operations, and the impact and influence of our students, faculty, staff and alumni.”(see page 1 under “Purpose”). It aligns with the triple-bottom-line procurement goals identified in UVic’s Sustainability Action Plan, as well as the International Labour Organization’s Declarations on Fundamental Principles and Rights of Work, the United Nation’s Sustainable Development Goals, and the United Nations Convention on the Rights of the Child. It applies to all Suppliers who provide goods or services to the University of Victoria, as well as their subcontractors. It establishes the minimum ethical, social, and environmental standards expected of the UVic Suppliers. Failure of the Supplier to adhere to the provisions of the Supplier Code of Conduct could be a breach of contract and could result in termination of the contract (see page 1 under “Scope”)

## **Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:**

Yes

## **Which of the following best describes the institution’s use of LCCA?:**

Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

## **A brief description of the LCCA policy and/or practices:**

LCCA is used exclusively in our Capital Development division in Facilities Management, in particular with the construction of new buildings, structures or systems (e.g. energy or water). The Capital Development division manages each step of the capital project process, from initial concept planning and preparation of the functional program of requirements to the successful award of the construction contract. The division also handles the construction, and commissioning and occupancy phases for projects. As a result, the soliciting of suppliers, contractors and services providers in the evaluation of proposals is a matter of statutory practice. Proposals are required to disclose their environmental waste reduction practices in their operations and/or product creation, as well as directly tied to the delivery of the product(s) being sourced. Total cost ownership of the structure over its lifetime is factored into the construction of the building or system (e.g. energy or water systems).

For example, UVic’s new Student Housing and Dining facility (set to be fully open in 2022/2023) has incorporated LCCA in order to recognize its true worth to and impact on the university and its surrounding environment and community. It is utilising high performance Passive House design principles that aim at reductions in energy consumption, GHG emissions, maintenance costs, and replacement costs over the long term.

## **Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:**

Yes

## **A brief description of the published sustainability criteria for chemically intensive products and services:**

The University of Victoria’s Green Cleaning Policy formalizes Facilities Management, Janitorial Services’ commitment to Green Cleaning in order to reduce the exposure of building occupants and maintenance personnel to potentially hazardous chemical biological, and particulate contaminants, which adversely affect air quality, human health, building finishes, building systems and the environment (see page 1 under “Purpose”).

UVic Janitorial Services state explicitly in this policy their commitment to using low environmental impact cleaning system in all buildings (see page 6, section 3.3). These systems include:

- Chemical dilution systems
- Cleaning materials

- Janitorial paper products
- Trash bags
- Cleaning products

They aim to meet this commitment by using Green Seal, Ecologo or Forestry Stewardship Council certified products for at least 80% of its cleaning products and materials by cost (see page 6, section 3.3).

**Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:**

Yes

**A brief description of the published sustainability criteria for consumable office products:**

While UVic does not have a stand-alone document outlining criteria aimed specifically at consumable office products, the University of Victoria Purchasing Policy does outline responsibilities and accountability associated with the purchase of goods and services at the university, which is extended to responsible parties in charge of purchasing office supplies. Within the “Guiding Principles”, it is stated that procurement activities will

- “Provide responsible optimization of resources by obtaining the best value, using sustainable stewardship practices in concordance with life cycle assessments and triple bottom line considerations that recognize financial, social and environmental impacts of purchases” (see page 2, section 8, subsection c).

It is also stated that:

- “Purchasing Officers will abide by the Supply Chain Management Association of Canada’s Code of Ethics” (see page 6, section 9, subsection e), which entails:

o Environmental and social responsibilities: “Members shall exercise their responsibilities in a manner that promotes and provides opportunities for the protection and preservation of the natural environment. Members shall favour the use and distribution of resources in an efficient, effective, and ethical manner. Members will be cognizant of the social rights extended to all people, including the conventions of the International Labour Organization with respect to labour standards, and will encourage and support supplier diversity. These attributes of sustainability should guide members in their decisions, and in implementing the policies and values of the organizations they represent.” (see page 2)

As an example of office supplies adhering to the UVic purchasing policy, the paper standard at UVic has been 100% post-consumer recycled content waste for all bond paper supplies used in printers and photocopiers since 2008. In addition, all copier toner is recycled, a requirement for each department which is written into agreements with Ricoh and Kyocera.

In addition, the UVic Supplier Code of Conduct section 10, page 4 outlines the Environmental Commitment all Suppliers are required to adhere to. Specifically, Suppliers will:

- a. ensure all waste materials, as a by-product of production, are treated and disposed of properly in an environmentally responsible manner
- b. seek out leading industry practices aimed at conserving natural biodiversity, resources, and spaces; reducing carbon emissions and habitat loss; and increasing recycled content; and
- c. obey land use agreements, including without limitation those preserving wild spaces and indigenous use

**Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:**

Yes

**A brief description of the published sustainability criteria for furniture and furnishings:**

The University of Victoria Furnishings, Fittings, Finishes and Artwork Policy (BP3130, April 2015) aims to ensure all furnishings, fittings and finishes conform to standards, codes and regulatory requirements. This includes the standard to “Support the University’s Sustainability Policy, and adhere to high performance green building initiatives” (see page 2, section 10.05). As mandated by section 6.00 on page 2, “Facilities Management is responsible for developing and maintaining standards for commercial grade furnishings, fittings and finishes that ensure a high level of quality, manufactured with sustainable practices and materials, and that perform their function safely”. As a result,

every effort is made to ensure furniture is as green as possible while still meeting UVic's quality and functional design requirements.

For example, UVic's office standard furniture comes from Calstone's line of environmentally friendly furniture with a zero waste manufacturing process. UVic also has strategic alliance contacts with approved furniture suppliers that offer furniture made from renewable resources, such as wood certified by the Sustainable Forestry Initiative, or with recycled materials. All manufacturers UVic deals with are committed to the health and wellness of their clients and the environment by producing products that are Green Guard Certified and/or manufactured in factories that are ISO 14001 certified.

**Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:**

Yes

**A brief description of the published sustainability criteria for Information Technology (IT) and equipment:**

The responsible party for most IT procurement on campus is University Systems. On the UVic University Systems website under the "Green Computing" page, it states that University Systems strives to help the university realize maximum benefits of being a "greener" organization through:

- Purchasing hardware configurations that consume less power
- Implementing an organization-wide power management policy that utilizes industry-best practices and enforcing their use throughout
- Modifying these policies as necessary based on individual business needs, measuring the savings, and reporting the results back to management

As a result of this, UVic's standardized laptops, workstations and monitors from Dell, Lenovo and Apple are all EPEAT Gold certified when available.

**Does the institution have published sustainability criteria to be applied when evaluating food service providers?:**

Yes

**A brief description of the published sustainability criteria for food service providers:**

UVic Food Services is the primary food service provider on campus. It is stated explicitly on their website that they work on maintaining and continually improving the sustainability of their operations. The purchasing of more local and sustainable food options are among their top priorities by:

- Increasing the percentage of sustainable Ocean Wise seafood options they offer
- Choosing local suppliers and ingredients whenever possible

As a result, there are currently 18 food suppliers of UVic that are from Vancouver Island or mainland British Columbia.

They additionally work to be more sustainable by continuing reduce waste while enhancing diversion in campus food outlets, as outlined in the Sustainability Action Plan: Campus Operations 2020-2021. Their current diversion rate is 84% (see page 11), and they aim to grow this number through specific actions such as:

- Implement a hot beverage single-use cup that displays "how-to-dispose" instructions
- Introduce a user fee for single-use hot beverage cups
- Discontinue the sale of plastic bottled beverages
- Investigate using the new "Food Traks" inventory management tool to reduce food waste in UFS operations
- Develop a collaborative education and awareness campaign that focuses on waste reduction in UFS operations.

**Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:**

No

**A brief description of the published sustainability criteria for garments and linens:**

Although UVic does not have published sustainability criteria to be applied when evaluating garments and linens specifically, UVic does purchase such products that are of "No Sweatshop" origin or are of known ethical origins to the best of UVic's ability in determining this factor. Presently, the Supplier Code of Conduct is used for purchasing guidelines which addresses the social, environmental, and ethical considerations in purchasing practices.

**Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:**

Yes

**A brief description of the published sustainability criteria for professional service providers:**

The UVic Facilities Management Consultation Information Package is provided as an initial guide for consultants working with UVic Capital Development which covers areas such as heating, electrical, water distribution, storm and sanitary systems as well as roadways and parking lots. Within the Information Package, adherence to the campus Sustainability Action Plan is highlighted as well as a list of "green building principles" to be applied when designing projects (see page 5). These include:

- Design and construct green building projects that meet the highest environmental standards as project budget allows
- Select environmentally preferable products whenever feasible
- Design to minimize waste (water, material and energy waste) using integrated design of systems to reduce life cycle costs
- Optimize and manage water use

In addition, the Supplier Code of Conduct ensures that all suppliers who provide services to the University of Victoria, as well as their sub-contractors will comply with specific criteria outlined in the document. This includes provisions related to the following areas (see full Supplier Code of Conduct for detail)

- Wages and Benefits (see page 3, section 6)
- Hours of Work (see page 3, section 7)
- Discrimination (see page 3, section 8)
- Health and Safety (see page 4, section 9)
- Environmental Commitment (see page 4, section 10)

**Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:**

Yes

**A brief description of the published sustainability criteria for transportation and fuels:**

The UVic Motor Vehicle Policy (AD2315, April 2016) is intended to provide for the economic acquisition, maintenance, replacement and operation of motor vehicles used for University business. Within this policy, it is stated that "where operationally feasible, low emission vehicles such as Hybrids and Neighbourhood Electric Vehicles (NEV's) will be purchased to support the goals of the university's Strategic Plan and its Sustainability Policy" (see page 2, section 14.00).

In addition, the Sustainability Action Plan: Campus Operations 2020-2021 Transportation section outlines in particular two goals related to transportation and fuels. They are:

- "Continue to increase the use of transit, cycling, walking and carpooling to 70% of the transportation modal split"
- "Harmonize fleet management with the Clean BC Plan goal of a 40% reduction in fleet emissions by 2030"

To see actions associated with these goals, see pages 12 and 13 of the Sustainability Action Plan.

**Website URL where information about the institution's sustainable procurement program or initiatives is available:**

<https://www.uvic.ca/purchasing/assets/docs/uvicsuppliercodeofconduct.pdf>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Sustainability Policy:

[https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0800\\_1794\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0800_1794_.pdf)

Sustainability Action Plan:

<https://www.uvic.ca/sustainability/assets/docs/uvic-sustainability-action-plan-2020-2021.pdf>

Procurement Guidebook:

<https://www.uvic.ca/purchasing/assets/docs/guideline-procurement.pdf>

Supplier Code of Conduct:

<https://www.uvic.ca/purchasing/assets/docs/uvicsuppliercodeofconduct.pdf>

Purchasing Policy:

[https://www.uvic.ca/universitysecretary/assets/docs/policies/FM5105\\_1750\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/FM5105_1750_.pdf)

Capital Development:

<https://www.uvic.ca/facilities/service/projects/guidelines/index.php>

New Housing and Dining Facility:

<https://www.uvic.ca/campusplanning/current-projects/new-student-housing/index.php>

Green Cleaning Policy:

<https://www.uvic.ca/facilities/assets/docs/Green%20Cleaning%20Policy%20and%20Program.pdf>

Information on Sustainable Purchasing (including paper, furniture, and sweat-shop free garments):

<https://www.uvic.ca/sustainability/topics/purchasing/index.php>

Furnishings, Fittings, Finishes and Artwork:

[https://www.uvic.ca/universitysecretary/assets/docs/policies/BP3130\\_6415\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/BP3130_6415_.pdf)

Green Computing web page:

<https://www.uvic.ca/systems/services/computerssoftware/greencomputing/index.php>

Food services website:

<https://www.uvic.ca/services/food/about/vision/index.php>

Facilities Management Consultation Information Package:

[https://www.uvic.ca/facilities/assets/docs/consultant-info-package%20/Consultant\\_Information\\_Package\\_Mar2017.pdf](https://www.uvic.ca/facilities/assets/docs/consultant-info-package%20/Consultant_Information_Package_Mar2017.pdf)

Motor Vehicle Policy:

[https://www.uvic.ca/universitysecretary/assets/docs/policies/AD2315\\_6810\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/AD2315_6810_.pdf)

## Electronics Purchasing

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**Score**  
0.83 / 1.00

**Responsible Party**  
**Xavier Serrano**  
Director, Purchasing Services  
Purchasing Services

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### Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

### Total annual expenditures on electronics:

3,131,721.17 US/Canadian \$

### Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	1,928,548.13 US/ Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	309,820.32 US/ Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	883,260.72 US/ Canadian \$
Labeled under a single-attribute standard	0 US/Canadian \$

### Do the figures reported above include leased equipment?:

No

### A brief description of the time period from which the figures reported above are drawn:

The figures reported above are drawn roughly from a one-year period. The Apple product purchases included in the figures above were drawn from January to December 2019, while the products purchased from UVic's Microserve accounts were drawn from November 2018 – January 2020 (one year and two months). The Microserve figures were calculated using quarterly reports which is why there are an extra two months included in the reporting period.

### Website URL where information about the institution's electronics purchasing is available:

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

UVic participates in a joint procurement exercise alongside the other post-secondary institutions in BC to source a Value Added Reseller to procure computers. Sustainable business practices are one criteria of the rating process.

Recommended, standard computers are available through the Technology Solutions website:

<http://www.uvic.ca/systems/support/computerssoftware/technologysolutions/index.php>

The chosen distributor is also favoured because it is a locally owned and operated company and well known in our community.

The discrepancy between the "Total annual expenditures on electronics" and the added totals of each EPEAT expenditure level is due to a small handful of products purchased were not EPEAT registered.

## Cleaning and Janitorial Purchasing

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**Score**

0.98 / 1.00

**Responsible Party**

**Lawrence Lu**  
Manager, Janitorial Services  
FMGT Janitorial Services

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### Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

### **Total annual expenditures on cleaning products:**

76,171.72 US/Canadian \$

### **Annual expenditures on certified green cleaning products:**

70,743.29 US/Canadian \$

### **Total annual expenditures on janitorial paper products:**

164,063.90 US/Canadian \$

### **Annual expenditures on certified green janitorial paper products:**

164,063.90 US/Canadian \$

### **A brief description of the time period on which the figures reported above are based :**

Cleaning products and janitorial supplies expenditure totals are from Jan-Dec 2019 (purchased and used by Facilities Management Department). This is a large representative sample. University Food Services and Residence

Services (auxiliary services) are responsible for purchasing their own supplies, and are similar to the purchases made by Facilities Management.

**Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:**

97.74

**Website URL where information about the institution's cleaning and janitorial purchasing is available:**

<https://www.uvic.ca/facilities/assets/docs/Green%20Cleaning%20Policy%20and%20Program.pdf>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

UVic's Green Cleaning Policy and Program outlines UVic Janitorial Services commitment to using Green Seal, Ecologo or Forestry Stewardship Council certified products for at least 80% of its cleaning products and material by cost. However, UVic Janitorial Services has consistently gone above and beyond this requirement, as reflected in the figures reported above. They are additionally dedicated to using low environmental impact cleaning materials wherever possible, including janitorial paper products and trash bags. The Policy and Program further outlines the requirements and standards for powered cleaning equipment to adhere to.

## Office Paper Purchasing

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<b>Score</b>	<b>Responsible Party</b>
0.50 / 1.00	<b>Xavier Serrano</b> Director, Purchasing Services Purchasing Services

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### Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

### Total annual expenditures on office paper:

243,229.69 US/Canadian \$

### 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	67,527.21 US/Canadian \$
30-49 percent	44,331.67 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled/100% label)	90,845.77 US/Canadian \$

### A brief description of the time period from which the figures reported above are drawn:

The data represents estimates of costs for the 2018 calendar year. The data was derived from the UVic greenhouse gas emission inventory for public sector organizations legislated by the BC Provincial Government. Estimates are based on the observed weighted average prices of paper varying on size and recycled content.

### Website URL where information about the institution's paper purchasing is available:

[https://www.uvic.ca/sustainability/assets/docs/reports/budg\\_05823\\_carbonneutralreportoutweb1.pdf](https://www.uvic.ca/sustainability/assets/docs/reports/budg_05823_carbonneutralreportoutweb1.pdf)

### Additional documentation to support the submission:

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#### Data source(s) and notes about the submission:

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.

Paper use increased in 2018 for the first time since 2011. A 7 percent increase in paper consumption was observed along with a 20 percent increase in associated emissions. UVic purchased a large amount of virgin paper content, which has a higher emission factor than recycled content, as compared to 2017.

Virgin paper content fluctuates year to year but the university shifted office supply purchasing contracts in 2018. The cost of recycled paper increased substantially under the new contract. The cost of virgin paper became approximately half that 100 percent post-consumer paper. As a result only 17 percent of the paper purchased under the new contract was 100 percent.

Note that UVic's total office paper use for 2019 was still being compiled for the BC Provincial greenhouse gas emissions inventory at the time of completing this assessment iteration of STARS.

# Transportation

**Points Claimed** 5.58

**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.

<b>Credit</b>	<b>Points</b>
Campus Fleet	0.52 / 1.00
Commute Modal Split	4.26 / 5.00
Support for Sustainable Transportation	0.80 / 1.00

## Campus Fleet

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**Score**  
0.52 / 1.00

**Responsible Party**  
**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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### Criteria

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. 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)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

### Total number of vehicles in the institution's fleet:

132

### Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	64
Diesel-only	0
Gasoline-electric hybrid	2
Diesel-electric hybrid	0
Plug-in hybrid	2
100 percent electric	55
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0
Fueled with locally produced, low-level biofuel	9

### Do the figures reported above include leased vehicles?:

No

**A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:**

UVic has used a fleet of 100% electric powered gators (John Deer TRSTR) on campus for many years and when required, gators continue to be replaced with new electric versions. Three fully electric golf carts are also utilized by Campus Security for daily transport around campus. UVic has continued efforts to further electrify the campus fleet, and now has 14 Nissan Leafs utilized by Facilities Management for tool and trade transport. The UVic Sustainability Action Plan: Campus Operations 2020-2021 outlines further actions to be taken towards harmonizing fleet management with the Clean BC Plan goal of a 40% reduction in fleet emissions by 2030 (see page 13). Actions include:

- Investigating improved EV fleet electric charging infrastructure opportunities;
- Conduct an "E3 Fleet" energy savings and emissions reduction audit for fleet vehicles
- Establish a fleet purchasing policy or set of guidelines for low emission vehicles
- Conduct two pilot projects that address fleet functionality needs including:
  - o Electrify one fleet van
  - o Purchase and modify an equipment trailer for Nissan Leaf fleet vehicles

UVic Sustainability Action Plan: Campus Operations 2020-2021:

[https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29\\_sap-close-out-report-final.pdf](https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29_sap-close-out-report-final.pdf)

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**Website URL where information about the institution's motorized fleet is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Nine of our fleet of trucks use B5 biodiesel fuel.

## Commute Modal Split

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**Score**

4.26 / 5.00

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

## Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, 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.

## Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, 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 worksites.

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

### **Total full-time equivalent student enrollment:**

19,334

### **Full-time equivalent of employees:**

3,553.84

### **Has the institution gathered data about student commuting behavior?:**

Yes

### **Total percentage of students that use more sustainable commuting options as their primary mode of transportation:**

87.18

### **A brief description of the method(s) used to gather data about student commuting:**

A behavioural transportation Commuter Survey titled "How do you get to campus?" was available to the entire campus community to take from October 2019 to February 2020. The purpose of the short survey was to determine what each primary mode of transportation each demographic (student, staff, faculty, visitor) uses to commute to campus on a regular basis.

UVic community engagement and outreach for the survey included classroom visits by work study students, piggy-back outreach on other UVic special events, implementing a social media campaign, placing posters and digicaster screen signs across campus, posting in the employee newsletter and on the campus planning and sustainability websites.

Of the number of 1,074 participants, many indicated that they use an alternative travel choice to the single-occupant vehicle. Results of the survey may have been impacted by:

- Completion of the survey was optional; therefore, participants who use sustainable transportation may have been more apt to complete the survey than those who drive alone.
- Closing of the survey early (by over 60 days) because of the stay-home measures put in place by the university due to the COVID-19 pandemic. This affected the sample size.

### **Has the institution gathered data about employee commuting behavior?:**

Yes

### **Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:**

74

### **A brief description of the method(s) used to gather data about employee commuting:**

Same as the student method noted above.

### **Percentage of students and employees that use the following as their primary mode of transportation:**

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	12.82	26.10
Zero-emissions vehicle	0	0
Walk, cycle, or other non-motorized mode	26.20	33.74
Vanpool or carpool	3.32	3.61
Public transport or campus shuttle	57.04	36.15
Motorcycle, motorized scooter/bike, or moped	0.56	0.40
Distance education / telecommute	0	0

**Website URL where information about student or employee commuting is available:**

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

**Additional documentation to support the submission:**

[Commuter\\_Survey\\_2019-20.pdf](#)

**Data source(s) and notes about the submission:**

**2018 Campus Traffic Survey:**

UVic has conducted a detailed Transportation Surveys every two years since 1996, with our most recent being in the October 2018. Physical traffic counts by mode are performed at all entrances to campus (automatic and manual); no commuter is stopped and interviewed. These physical transportation mode counts and are combined with data from our public transit authority in order to determine the transportation modal split of all persons entering/leaving campus. Note that users counted in this survey also include commuters cutting through the property since there is no way to isolate this type of traveller. The counts also do not include demographics (student, staff, faculty, visitor). These limitations affect the transportation modal split calculated. For more information:

<https://www.uvic.ca/sustainability/commitments/reports/index.php>

**Travel Choices Survey 2019:**

A parking permit "Travel Choices" survey was open from July 12 to September 13, 2019. The purpose of the survey was to understand travel behaviours and choices of UVic parking permit holders, with the intention to improving the university's current TDM program and parking management practices. A key finding from the Travel Choices Survey is that 62% of respondents drive to campus five days a week with very few "secondary" transportation modes being utilized. Survey analyses also identified two major themes that affect the respondents' travel choices: flexibility and cost impacts.

## Support for Sustainable Transportation

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Score	Responsible Party
0.80 / 1.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

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:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
  - 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.
  - Offers preferential parking or other incentives for fuel efficient vehicles.
  - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
  - Has incentives or programs to encourage employees to live close to campus.
  - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
- 

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

### **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 University of Victoria's SPOKES bike rental and loan program is a unique bicycle upcycling program in which volunteers restore donated old bikes that are then available for loan to students, staff and faculty for as long as they are affiliated with UVic. Bicycles are also available for rent to campus guests as well as the UVic campus community on a first come, first serve basis. This program has been diverting waste in the form of old bicycles from landfills since 2003 and continues to promote a more sustainable and healthy form of transportation.

UVic has additionally participated in a pilot-project partnership with U-Bicycle North America, a smart transportation platform that promotes connectivity and supports smart city and campus programs. In this pilot project, users could access the one of the 30 U-bicycles available over six drop zones across the campus and ride them at their convenience.

### **Does the institution participate in a car sharing program?:**

Yes

#### **A brief description of the car sharing program:**

UVic participates in two different carsharing programs. The first program, Modo, is a local, member-owned carshare co-operative whose goal is to connect people with places in a way that is affordable, convenient, inclusive and sustainable. UVic makes this particular program available to continuing full time employees and students living in Family Student Housing (FSH) who do not have a parking permit, as well as graduate students. UVic purchases the

membership shares, a value of \$500, for qualifying employees and FSH students. Users are then responsible for regular usage fees.

The second carshare program at UVic is Zipcar. This program is geared more towards the general student population as students receive a lower rate than other users, however the cars are available to staff and faculty as well. Users can borrow a car by hour or day and pay only for the time they reserve. Zipcar covers gas, insurance, parking and maintenance, as well as accepts driver's licenses from other countries for international students.

**Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:**

No

**A brief description of the incentives for fuel efficient vehicles:**

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**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 currently has nine Level 2 electric vehicle charging stations located across campus. All of these stations are accessible to the entire campus community and guests to top up their electric car batteries in metered parking spaces.

**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:**

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**Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:**

Yes

**A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:**

UVic is a bike-friendly campus and encourages commuters to cycle to campus by offering a multitude of amenities. These include:

- Over 4,000 bike parking spots made up of secure indoor bike parking, covered and sheltered bike parking, and uncovered bike parking.
- Nearly 150 bicycle lockers available to students, faculty and staff living off-campus.
- Showers and change rooms for end-of-trip convenience located in ten different buildings across campus.
- 4 free designated electric bike charging stations located across campus

All undergraduate and graduate UVic students are provided with the mandatory Universal Bus Pass (U-Pass). This gives them unlimited access to the regional transit system for each semester they attend UVic at a significantly reduced price included in their student fees. This program covers approximately 20,000 students, and since its introduction transit ridership has increased over 55%. In addition, UVic offers an Employee Bus Pass (E-Pass) to campus staff and faculty at a discounted price of 55% off of a regular monthly transit pass.

UVic provides a variety of different levels of parking passes available to staff and faculty members that encourage them to commute, at least part-time, using more sustainable modes of transportation. These include

- The annual flexible parking permit which allows a driver to park up to 12 days per calendar month on campus at greatly reduced rates to encourage integration of other modes of transportation
- A four-month parking pass for winter months (November to February) to encourage alternative methods of travel during warmer months.

Finally, UVic offers free video-conferencing services for staff, faculty and students to encourage the use of virtual meetings and interviews to reduce the amount of travel and associated greenhouse gases.

UVic continues to work with community transportation groups, such as participating on the regional transit authority committee to improve transit service to campus and surrounding neighbourhoods. UVic also works with the surrounding municipalities to improve cycling and pedestrian access routes to campus including dedicated bike lanes, sidewalks/crosswalks and transit stops.

Engagement and outreach activities include the involvement in and collaboration with committees and groups like the UVic Cycling Advisory Committee, Staff Sustainability Network, the Sustainability Advisory Committee, the Greater Victoria Cycling Coalition, the District of Saanich Active Transportation Advisory Committee, and BC Transit, which offer support and integration of sustainable transportation options to and from campus.

**Website URL where information about the institution's support for sustainable transportation is available:**

<https://www.uvic.ca/sustainability/topics/transportation/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Information about driving alternatives can be found at:

<https://www.uvic.ca/sustainability/topics/transportation/drivingalternatives/index.php>

Information on cycling amenities can be found at

<https://www.uvic.ca/sustainability/topics/transportation/cycling/index.php>

Information on transit at UVic:

<https://www.uvic.ca/sustainability/topics/transportation/transit/index.php>

Information on SPOKES program at UVic:

<https://www.uvic.ca/sustainability/involved/spokes/index.php>

Information on U-Bicycle pilot project:

<https://u-bicycle.ca/uvic>

# Waste

**Points Claimed** 6.65

**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.

<b>Credit</b>	<b>Points</b>
Waste Minimization and Diversion	4.67 / 8.00
Construction and Demolition Waste Diversion	0.98 / 1.00
Hazardous Waste Management	1.00 / 1.00

## Waste Minimization and Diversion

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Score	Responsible Party
4.67 / 8.00	<b>Leigh Andersen</b> Director of Customer Service and Program Integration Facilities Management

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### Criteria

## Part 1. Reduction in total waste per person

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. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

## Part 3. Waste diverted from the landfill or incinerator

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste Diversion and Hazardous Waste Management credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

### Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	473.79 Tons	563.70 Tons
Materials composted	1,083.10 Tons	609.40 Tons
Materials donated or re-sold	0 Tons	44 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	483.22 Tons	748 Tons
Total waste generated	2,040.11 Tons	1,965.10 Tons

### A brief description of the residual conversion facility:

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

	Start Date	End Date
Performance Period	Sept. 1, 2018	Aug. 31, 2019
Baseline Period	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.

### Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	2,472	2,240
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	19,334	16,975
Full-time equivalent of employees	3,553.84	4,982
Full-time equivalent of students enrolled exclusively in distance education	800	1,800
Weighted campus users	17,183.88	15,677.75

**Total waste generated per weighted campus user:**

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.12 <i>Tons</i>	0.13 <i>Tons</i>

**Percentage reduction in total waste generated per weighted campus user from baseline:**

5.28

**Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:**

76.31

**Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):**

76.31

**In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	No

**A brief description of other materials the institution has recycled, composted, donated and/or re-sold:**

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**Materials intended for disposal but subsequently recovered and reused on campus, performance year:**

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**Does the institution use single stream recycling to collect standard recyclables in common areas?:**

No

**Does the institution use dual stream recycling to collect standard recyclables in common areas?:**

No

**Does the institution use multi-stream recycling to collect standard recyclables in common areas?:**

Yes

**Average contamination rate for the institution's recycling program:**

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**A brief description of any recycling quality control mechanisms employed:**

Spot checks of the recycling stream on conducted regularly across campus. When recycling and composting bins are emptied, obvious and easier materials that have been incorrectly disposed are removed and are placed into the correct stream. If an area (location within a building) has a large amount of cross-contamination on a regular basis, the waste reduction team investigates to see why this may be happening. Corrective measures are put in place, such as emptying bins at greater frequency, increases or replaces signage, talks to users to identify barriers to clean stream disposal, and/or carries out a mini-education/awareness campaign in the area.

**A brief description of the institution's waste-related behavior change initiatives:**

UVic established a Waste Reduction Unit in 2009 which has helped the university increase its waste diversion rate. Rates continued to improve substantially between 2016 and 2019, and currently the university has achieved a waste diversion rate of 76% relative to the baseline rate established in 2010. This is largely the result of the implementation of more than 300 UVic standard three-bin waste sorting stations across campus in 2016. Each bin provides signage to help the user identify how to appropriately sort their waste materials. The program was further improved in August of 2017 when hundreds of compost bins were added to the original stations. Signage, social media, videos and posters were placed around campus to create awareness and education to shift waste-related behaviours to increase waste diversion and reduction. UVic also launched its own Recyclepedia search catalogue so users can find out the best ways to dispose of generated campus waste.

<https://www.uvic.ca/sustainability/topics/waste/index.php>

**A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:**

Every three to four years, Facilities Management Waste Reduction unit hires a third party waste auditing organization to conduct an external "Waste to Resource" assessment for UVic. The most recent assessment took place in 2018. During this assessment, landfill waste bin samples were collected from 40 unique source areas. The materials were sorted and divided into waste categories and weights of each material sub-category were recorded. The recorded data is then available to be used to identify new ways to reduce waste, maximize collection of recycling materials and optimize waste management efficiencies.

Every few years, UVic also conducts its own internal audit. The last one took place in 2019, in which 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. 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 the institution's 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 soft plastic (e.g. baked goods and meat). UVic's office supply vendor offer reusable/returnable packing boxes and trays. Administrative and academic units are encouraged to order supplies in bulk. The vending machine supplier has a computerized system that informs them when a machine needs refilling, reducing trips to campus.

### **A brief description of the institution's 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.

<http://www.uvic.ca/purchasing/surplus/index.php>

### **A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:**

The UVic Free Store is run by a team of dedicated staff and volunteers and offers all UVic students access to food essentials and free household items. Students can come and take anything they need and miscellaneous items are donated regularly to replenish available stock.

Additionally, the University of Victoria Students' Society (UVSS) runs Subtext, a not-for-profit consignment bookstore staffed by students. They accept consigned textbooks and novels with an emphasis on bringing in editions that are current to the courses being offered on campus. Pricing is set by the seller, making Subtext a competitor for alternative used-book retailers.

### **A brief description of the institution's limits on paper and ink consumption:**

UVic uses Papercut and 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).

### **A brief description of the institution's initiatives to make materials available online by default rather than printing them:**

Many administrative documents are now available online. These include income tax forms, memos regarding changes in administrative procedures, and 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.

Additionally, most professors at the university now provide course syllabuses and other traditionally paper hand-outs online via "Coursespaces", saving the university on unnecessary paper-waste.

**A brief description of the institution's program 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.

<https://www.uvic.ca/sustainability/assets/docs/waste/student-moveout.pdf>

Additionally, in the spring of 2019 UVic piloted its first move out Dump-and-Run. This was a collaborative effort between the Staff Sustainability Network, Residence Services, the UVSS free store, and the UVic Sustainability Project. The goal of the campaign was to divert waste associated with residence move out by providing drop-off tables in a common area in each residence building. Brochures were made available to students in residence and provided information on how to properly recycle or donate their unwanted items when moving out, as well as a map that indicated where recycling compounds, move out bins, and clothing drop-boxes were located throughout the residence areas on campus. The UVSS Free Store and Beacon Community Services charity organization redistributed the useable items that had been donated by students. This was a successful campaign that ended up diverting an estimated two tonnes of material from the landfill.

<https://www.uvic.ca/sustainability/involved/sustainability-fund/projects/csf019dump-and-run/ind>

[ex.php](#)

**A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:**

Special waste collection bins for hard-to-recycle items including Styrofoam, soft plastics, batteries and cell phones are established in key areas around campus.

**Website URL where information about the institution's waste minimization and diversion efforts is available:**

<https://www.uvic.ca/sustainability/topics/waste/index.php>

**Additional documentation to support the submission:**

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## Construction and Demolition Waste Diversion

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Score	Responsible Party
0.98 / 1.00	<b>Lorne Mack</b> Director, Project Management Services Project Management Services

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### 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.

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

### Construction and demolition materials recycled, donated, or otherwise recovered:

279.80 Tons

### Construction and demolition materials landfilled or incinerated:

7.15 Tons

### Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

97.51

### 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:

UVic requires all contractors working on new building construction to achieve a waste diversion rate of at least 75%. Most projects to date have gone far beyond that, typically achieving a waste diversion rate greater than 90%.

In the past, construction waste from renovations, demolitions or building additions were not formally tracked. As of 2019 however, a new program has been created and is currently being piloted within the MacLaurin Building Seismic Upgrade renovation project. In this program, all projects that do not have a LEED waste management requirement and are valued greater than \$200,000 must adhere to the following tracking and reporting requirements:

- i. Keep copies of all weigh bills associated with the disposal of construction waste, including approximations of recycled content provided by transfer stations
- ii. Compile information from weigh bills in the waste tracking spreadsheet provided to them which includes: type of material, receiving facility, total landfilled (kg), total recycled (kg), and total reused (kg).
- iii. Submit the completed waste tracking spreadsheet and all project weigh bills at the end of the project.

This program will help UVic to gain a more comprehensive and accurate understanding of construction and demolition waste diversion rates. The project reports created using data from this program will furthermore help to assess and improve upon waste diversion rates at UVic.

### Website URL where information about the institution's C&D waste diversion efforts is available:

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### Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

It is important to note that because the MacLaurin Seismic Upgrade is still ongoing, the waste-tracking data from the pilot program is not yet readily available, and are therefore not included in the totals reported above.

## Hazardous Waste Management

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Score	Responsible Party
1.00 / 1.00	<b>Amanda Muench</b> OHSE Consultant Occ Health, Safety & Envir

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### Criteria

## **Part 1. Hazardous waste minimization and disposal**

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. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards<sup>®</sup> and/or Responsible Recycling (R2) standards.

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"---" 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:**

The OHSE dept have a comprehensive hazardous waste management system in place to deal with regulated and non-regulated hazardous waste from all areas on campus; undergrad/teaching labs, research labs, facilities, and on campus medical centre. UVic has implemented strategies to reduce the amount of chemical, biological and radioactive waste via a chemical inventory system, weekly removal of above wastes via a third party contractor and encouragement of shared chemical use for other lab and or research users.

UVic has implemented a number of initiatives over the years to reduce hazardous chemical and biological waste:

1) A Waste Optimization project was undertaken which:

a. Reduced the amount of disposal of non-hazardous wastewater (buffers, saline solutions) from having to go through to the hazardous waste system. This helped reduce the environmental footprint for those chemicals that could be safely disposed into the receiving municipal system. Rigorous external stakeholder engagement was undertaken in conjunction with the local municipal regulatory authority (Capital Regional District- CRD), as well as lab verification tests to ensure any disposal to through the receiving environmental meet and or surpass environmental compliance limits. See:

<https://www.uvic.ca/ohse/environment/waste/wastewater/index.php>

. Certain non-hazardous lab wastewaters such as salt and buffer solutions can be safely disposed of in the sink while maintaining compliance with environmental regulations. Reducing the amount of non-hazardous waste entering the hazardous waste stream makes both economic and environmental sense.

b. Liquid Biological Waste optimization:

<https://www.uvic.ca/ohse/environment/waste/liquid-waste/index.php>

. As part of a multi-phase hazardous waste optimization project, level I and Level II liquid biological waste (i.e. cultures, supernatants, media) all liquid waste can be disposed of using safe sink disposal following one either a bleach or autoclave treatment as outlined by OHSE.

2) A mercury thermometer exchange program successfully removed over 325 mercury thermometers out of the UVic system. The Hg thermometers were 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. An educational initiative was also set up and communicated regarding the safe use and precision to the Hg alternatives and embedded on the Green Labs web page for reference if Researchers want to compare precision data.

3) Also, UVic promotes hazardous waste reducing initiatives in labs through our Green Labs website. One example is the use of EPA Green Chemistry guidelines where faculty, staff and students can look up chemicals used in their labs and identify less hazardous alternatives. This is promoted via Lab Safety for Lab User training, and also during annual lab inspections.

4) Safe Chemical Substitution Initiative that was promoted is the use of SYBR<sup>®</sup> 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.

5) Non-anatomical efficient pail Disposal: Initiative to optimize yellow non-anatomical biological pail use to ensure that regular garbage is not part of this hazardous waste stream. See:

<https://www.uvic.ca/ohse/assets/docs/haz-waste/yellowpail.pdf>

6) Lab Glassware recycling protocol:

[https://www.uvic.ca/ohse/assets/docs/haz-waste/LabGlasswareProtocol\\_Mar2017.pdf](https://www.uvic.ca/ohse/assets/docs/haz-waste/LabGlasswareProtocol_Mar2017.pdf)

7) Lab Freezer Chill Up Initiative: We are also continually seeking initiatives in conjunction with other departments and as such a Lab Freezer Initiative is currently underway which would optimize the use of -80 Celsius lab freezers. To date, internal stakeholder consultation has been conducted and then the University will move onto Phase 2 of this project which would see interested lab users increase their freezer temperatures to -70 Celsius and also continue with a freezer sample inventory cleanout.

### **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. The third party contractors are also audited to ensure the University is meeting its environmental compliance responsibilities cradle to grave. This program ensures compliance with the Capital Regional District's Source Control & Sewer Use by-law and associated 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 is responsible to maintain an inventory of their chemicals in a central university database by WorkSafe BC regulations. Through the use of this online inventory, labs are able to search the database and share chemicals with other labs if requested. Also, when a Researcher exits the University there is an opportunity to reuse that individual's lab chemicals for other lab users who are still engaged in research and or teaching activities so this resource can be mitigated from unnecessarily entering the hazardous waste stream.

### **Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish 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), including information about how electronic waste generated by the institution and/or students is recycled:**

All electronic waste generated from staff, students, and faculty at UVic is collected by the surplus assets coordinator and either re-purposed, or sent to local recycling facilities through Encorp's Return-It Electronics Recycling Program. Nothing is sent to the landfill or shipped overseas.

E-waste disposal is strictly regulated in British Columbia by the Environmental Management Act's Recycling Regulation. This act allows the provincial authorities to award sole responsibility for e-waste recycling to a single organization, in this case the BC Electronic Product Recycling Association (EPRA), under their publicly available Stewardship Plan. Pacific LTD agents on Vancouver Island provide electronic waste recycling for the University of Victoria. Encorp agents are full service ERPA drop-off locations. Encorp uses R2 certified organizations as primary vendors to provide recycling services for the designated end-of-life electronics collected under Encorp's Return-It Electronics program in British Columbia. After rigorous environmental audit and assessment process, the designated primary vendors to provide recycling services for end-of-life electronics collected under the Return-It Electronics Program in British Columbia are currently E-Cycle Solutions, FCM Recycling, and GEEP.

Read more about the process here:

<https://www.return-it.ca/electronics/recycling/productrecycling/>

**Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:**

Yes

**Website URL where information about the institution's hazardous waste program is available:**

<https://www.uvic.ca/ohse/environment/green-labs/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The hazardous waste management system is designed to deal with hazardous wastes on campus in an environmentally responsible manner; maintaining compliance with local regulations and demonstrating a best practices approach to environmental safety.

Electronic Recycling at UVic:

<https://www.uvic.ca/sustainability/topics/waste/recycle/electronics/index.php>

Surplus Asset Manger:

<https://www.uvic.ca/purchasing/staff-faculty/surplus-asset-management/index.php>

British Columbia Electronic Recycling Process:

<https://www.return-it.ca/electronics/recycling/productrecycling/>

UVic Hazardous Waste:

<https://www.uvic.ca/ohse/environment/waste/index.php>

# Water

**Points Claimed** 2.83

**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
	0.83 / 4.00			
	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 each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:			
	<b>Physical Risk QUANTITY</b>	<b>Points available for each part</b>	<b>Total available points for this credit</b>	
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
	Medium to High Risk	1 $\frac{2}{3}$	5	
	High and Extremely High Risk	2	6	
	Close			
Rainwater Management	2.00 / 2.00			

## Water Use

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### Score

0.83 / 4.00

### Responsible Party

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 each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	David Adams
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	Energy Manager Facilities Management
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

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## Criteria

## **Part 1. Reduction in potable water use per person**

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

## **Part 2. Reduction in potable water use per unit of floor area**

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

## Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

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

### Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

Low to Medium

#### Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	176,065,389 Gallons	175,893,648.32 Gallons

#### Potable water use:

	Performance Year	Baseline Year
Potable water use	176,065,389 Gallons	175,893,648.32 Gallons

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

	Start Date	End Date
Performance Period	Feb. 1, 2019	Jan. 31, 2020
Baseline Period	Jan. 1, 2010	Dec. 31, 2010

#### A brief description of when and why the water use baseline was adopted:

N/A

#### Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	2,472	2,240
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	19,334	16,975
Full-time equivalent of employees	3,553.84	4,982
Full-time equivalent of students enrolled exclusively in distance education	800	1,800
Weighted campus users	17,183.88	15,677.75

#### Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	10,245.96 <i>Gallons</i>	11,219.32 <i>Gallons</i>

**Percentage reduction in potable water use per weighted campus user from baseline:**  
8.68

**Gross floor area of building space:**

	Performance Year	Baseline Year
Gross floor area	4,289,115.70 <i>Gross Square Feet</i>	3,854,939 <i>Gross Square Feet</i>

**Potable water use per unit of floor area:**

	Performance Year	Baseline Year
Potable water use per unit of floor area	41.05 <i>Gallons / GSF</i>	45.63 <i>Gallons / GSF</i>

**Percentage reduction in potable water use per unit of floor area from baseline:**  
10.04

**Area of vegetated grounds:**

	Performance Year	Baseline Year
Vegetated grounds	124.50 <i>Acres</i>	124.50 <i>Acres</i>

**Total water withdrawal per unit of vegetated grounds:**

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	1,414,179.83 <i>Gallons / Acre</i>	1,412,800.39 <i>Gallons / Acre</i>

**Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:**  
0

**A brief description of the institution's water-related behavior change initiatives:**

Recent water use reduction activities include:

- Sensor faucets and low-flow toilets in many buildings
- Computer controlled state-of-the-art irrigation system and reduced use of irrigation in summer months
- Treated waste water systems that recycles water from the Outdoor Aquatic Facility through toilets and urinals in eight campus buildings (saving over 4.5M litres of potable water each year)
- Implementing an Integrated Stormwater Management plan on campus
- Portable electric vacuum pumps replaced old water aspirators in the chemistry labs
- Condensing were installed to run the walk-in freezers and coolers in the Student Union Building replacing the old once-through cooling units (saving the equivalent of 9 Olympic swimming pools of water each year)

**A brief description of the institution's water recovery and reuse initiatives:**

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 eight 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 the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:**

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. Grey water from the Outdoor Aquatics Research Facility is recycled into the toilets in six buildings. UVic also has an ongoing program to retrofit once through cooling units on campus with less water intensive models. Finally, UVic has recently replaced all student residence showerheads and sinks with updated low-flow fixtures.

**Website URL where information about the institution's water conservation and efficiency efforts is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The increase in consumption in 2018 and 2019 was, in part, a result of a significant water leak that was not detected for several months. This has since been repaired; however, water consumption remains higher than anticipated. Reducing water consumption remains a continuing goal for UVic. As a result of unexpected and significant increases in water usage in 2018 and 2019, the university's goal in the short-term will be to determine the cause of these increases. Committee Actions from the Sustainability Action Plan 2020-21 are:

- Develop and install a campus-wide water monitoring system in order to identify increased water usage and infrastructure failure within a short period of time.
- Repair or replace water infrastructure as required.

## Rainwater Management

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**Score**  
2.00 / 2.00

**Responsible Party**  
**Gary Bridgens**  
Director of Operations  
Facilities Management Department

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### Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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.

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

### **Which of the following best describes the institution's approach to rainwater management?:**

Comprehensive policies, plans or guidelines that require LID practices for all new projects

### **A brief description of the institution's green infrastructure and LID practices:**

UVic utilizes low impact development (LID) practices on all campus projects for new buildings and existing areas. As outlined in the UVic Sustainability Action Plan: Campus Operations 2020-2021 (SAP), UVic is committed to progressive green building technologies and design. Standard layouts and rainwater management practices on campus include the use of raingardens, green roofs, stormwater retention ponds, protected zones (from compaction) around tree trunks, native species planting, and porous pavers in new building and landscape design processes where appropriate. The SAP has 5 associated goals that address LID and are as follows (see page 8):

- All new buildings will achieve the standard of LEED V4 Gold certification or equivalent certification. Major additions to existing buildings will also strive to achieve LEED V4 Gold or equivalent certification.
- All new building projects and major building additions will provide for a high-performance building envelope and passive design strategies to promote energy efficiency, climate resilience and greenhouse gas emissions reductions.
- Evaluate the suitability of capital projects at the project planning and project management phases for opportunities to integrate measures that improve energy efficiency and reduce greenhouse gas emissions
- Utilize sustainable operational and building maintenance practices in all campus buildings and facilities
- Promote an extraordinary academic environment by evaluating all new buildings and major additions for opportunities for research, education, innovation and continuous improvement

In addition to the goals for campus development outlined in the SAP and the LEED Gold certification requirements, the UVic Consultation Information Package provides further requirements for developments on campus and are as follows (See page 5):

- Design and construct green building projects that meet the highest environmental standards as project budget allows
- Select environmentally preferable products whenever feasible
- Design to minimize waste (water, material and energy waste) using integrated design of systems to reduce life cycle costs
- Optimize and manage water use

**A copy of the institution's rainwater management policy, plan, and/or guidelines:**

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**A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:**

The university has a comprehensive stormwater management plan that is used to guide new building and landscape maintenance. The UVic Integrated Stormwater Management Plan provides recommendations for best management practices including (see page vi)

- Modification of landscape areas to swales instead of raised areas
- Modification of parking areas to permeable surfaces
- Modifications to vegetated infiltration zones
- Water detention facilities below surface parking lots
- Innovative building design techniques to reduce and treat stormwater
- Construction of surface vegetated swales and infiltration areas
- Deep soil amendment for infiltration, treatment, vegetation, evapotranspiration and detention
- Conversion of pathways and recreation areas to permeable surfaces that can treat and detain stormwater for use as irrigation and other natural water uses

For the entire Integrated Stormwater Management Plan, see:

<https://www.uvic.ca/sustainability/assets/docs/policy/integrated-stormwater-management-plan.pdf>

**Website URL where information about the institution's green infrastructure and LID practices is available:**

<https://www.uvic.ca/sustainability/topics/water/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The LEED green building process followed in all new building design and construction on campus also includes points for sustainable landscape design.

Sustainability Action Plan: Campus Operations 2020-2021

<https://www.uvic.ca/sustainability/assets/docs/uvic-sustainability-action-plan-2020-2021.pdf>

Integrated Stormwater Management Plan:

<https://www.uvic.ca/campusplanning/assets/docs/2004.Integrated.Stormwater.Management.Plan..pdf>

Consultation Information Package:

[https://www.uvic.ca/facilities/assets/docs/consultant-info-package%20/Consultant\\_Information\\_Package\\_Mar2017.pdf](https://www.uvic.ca/facilities/assets/docs/consultant-info-package%20/Consultant_Information_Package_Mar2017.pdf)

# Planning & Administration

## Coordination & Planning

**Points Claimed** 9.00

**Points Available** 9.00

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.

<b>Credit</b>	<b>Points</b>
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Inclusive and Participatory Governance	3.00 / 3.00
Reporting Assurance	1.00 / 1.00

## Sustainability Coordination

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Score	Responsible Party
1.00 / 1.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers 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 one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

### 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:

The purpose of the Sustainability Advisory Committee is to assist the Office of Campus Planning and Sustainability by advising on policies, projects, engagement processes, and strategy brought forward by the Office of Campus Planning and Sustainability. Tasks include but are not limited to:

- Communicating with the University Community on campus sustainability issues, programs, information and opportunities
- Conducting research and assisting with the development of sustainability indicators for sustainability reporting
- Assessing evolving conditions and opportunities related to campus sustainability
- Gathering information and research on sustainability best practices and innovations from other post secondary institutions and organizations
- Reviewing existing operational programs and practices and making suggestions for new approaches that are aligned with the action plan goals and the various decision making, planning and budgetary parameters set out by the university.

### Members of each committee, including affiliations and role:

The basis of the membership committee membership is multi-stakeholder and interdisciplinary. Membership is comprised of:

- Director, Office of Campus Planning and Sustainability (OCPS) – Chair
- 5 Faculty representatives, selected by the OCPS from a list of interested faculty requested from the Deans' Council
- 6 Staff representatives, selected by the OCPS in consultation with the departments:
  - o Facilities Management (2)
  - o Purchasing Services (1)
  - o Housing, Food and Conference Services (1)
  - o Campus Security Services (1)

o Occupational Health, Safety and Environment (1)

•5 student representatives selected by the UVSS and GSS Board of Directors (with a minimum of 2 representatives from each group).

•The OCPS is the Secretariat for the Committee and the Sustainability Coordinator is the resource person to the committee

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:**

Yes

**A brief description of each sustainability office:**

The Office of Campus Planning and Sustainability (OCPS) acts as a coordinator and resource for students, staff, faculty and administration working towards shared goals of environmental sustainability at the University of Victoria. The OCPS works with departments like Food Services, Purchasing, Facilities Management, Parking and Transportation and more to meet the goals and actions set out in the UVic Sustainability Action Plan. They strive to achieve sustainability in all areas of campus operations, from grounds and buildings to waste disposal. In addition, physical changes at UVic are guided by the long-term vision and framework for development set out in the Campus Plan. Plan goals provide for a land use and building pattern that respects the unique physical environment and encourages social interaction, allows for safe pedestrian-friendly links throughout the campus, promotes compact sustainable development and operations, and the use of public transit, cycling and walking. The university is committed in its planning processes to developing and maintaining active communication and collaboration with all those affected by its physical changes.

**Full-time equivalent of people employed in the sustainability office(s):**

4

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Mike Wilson, Director of Campus Planning and Sustainability. Susan Kerr, Sustainability Manager. Eleri Davies, Sustainability Coordinator. Kay-Lynn Yacoboski, Sustainability Intern.

**Does the institution have a mechanism for broad sustainability coordination for the entire institution?:**

Yes

**A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:**

Within the last three years the Office of Campus Planning and Sustainability in collaboration with various departments across campus have reached several significant milestones in the ongoing process of helping the university to become a global leader in environmental, social and institutional sustainability. Some substantive accomplishments include but are not limited to:

- Enhancing waste reduction and diversion practices in campus food outlets: UVic food services has continued to maintain and improve on waste diversion practices and programs over the course of several years. As of now, diversion rates for Food Services are at 84% equating to approximately 260 tonnes of waste diverted from landfills annually.
- Increasing the waste diversion rate across campus: Waste diversion rates across the university have continued to improve, particularly from 2016 to 2019, and have increased to 76%. In February of 2016, more than 300 UVic standard three-bin stations were installed across campus to make recycling more accessible. The program was further improved in August of 2017 when hundreds of compost bins were added to the already implemented stations. By 2018/2019, 51% of all waste diverted from the landfill was composted. Since August of 2019, all outdoor waste bins were removed and replaced with 8 Sort-It-Out stations. The diversion rate of 76% excludes the new Sort-It-Out stations.
- Reducing campus electricity consumption intensity: Relative to the 2010 baseline, the university has achieved a 13% reduction in overall campus electricity consumption through various energy saving programs, initiatives, and

campaigns. The process of energy reduction began in 2014, however the continued trend of energy reduction ran through until 2019 when these numbers were reported. The energy reduction campaigns continued throughout this period of time as well, with the most recent campaign being the Holiday Shutdown of December, 2019.

- Reducing campus natural gas consumption: Relative to the 2010 baseline, campus natural gas consumption has been reduced by 22%. Although reduction efforts began in the year of 2014, various energy reduction programs, campaigns and initiatives have continued to reduce natural gas consumption through until these numbers were reported in 2019. The New District Energy Plant on campus was completed in 2019, and it is expected that natural gas consumption will continue to decrease as new more efficient gas boilers are brought online.

**Job title of the sustainability officer position:**

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**Job description for the sustainability officer position:**

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**Job description for the sustainability officer position:**

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**Job title of the sustainability officer position (2nd position):**

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**Job description for the sustainability officer position (2nd position):**

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**Job description for the sustainability officer position (2nd position):**

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**Job title of the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Website URL where information about the institution's sustainability coordination is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data source: 2019 Final Report Sustainability Action Plan: Campus Operations 2014-2019

Additional URLs:

Sustainability Staff:

<https://www.uvic.ca/sustainability/about/staff/index.php>

2019 Sustainability Action Plan Close out Report:

[https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29\\_sap-close-out-report-final.pdf](https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29_sap-close-out-report-final.pdf)

Sustainability Action Plan 2020-2021:

<https://www.uvic.ca/sustainability/assets/docs/uvic-sustainability-action-plan-2020-2021.pdf>

Sustainability Action Plan 2014 – 2019:

<https://www.uvic.ca/sustainability/assets/docs/uvic-sustainability-action-plan-2020-2021.pdf>

Sustainability Advisory Committee on Campus Operations Terms of Reference:

<https://www.uvic.ca/campusplanning/about/committees/sustainabilityadvisorycommittee/sac-terms-of-reference-18.pdf>

## Sustainability Planning

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**Score**

4.00 / 4.00

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

# Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

## Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

### **Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:**

Yes

### **A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:**

Over the past two decades, a broad range of academic programs with an Indigenous focus have been developed and delivered. Many programs focus on the education and training of professionals who will work with Indigenous peoples and communities are committed to ensuring that students are made aware of the history of Indigenous people in Canada and how past and current laws, policies and practices have systematically disadvantaged Indigenous peoples. This commitment is consistent with, and responds to, the recommendations of the Truth and Reconciliation Commission.

The UVic Indigenous Plan 2017-2022 "Strand 3 – Education" outlines 2 explicit goals each with sub-strategies for implementation and tracking. They are as follows (see pages 22-23):

-Goal 1: "Ensure the quality, sustainability and relevance of the university's Indigenous academic programs."

- o a. Ensure that students in professional programs who will serve, and interact with, Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities
- o b. Continue to work with Indigenous students and communities to identify areas of educational programming that would be of interest and value to them, such as an Indigenous-focused Foundation year through the Faculty of Continuing Studies
- o c. Review existing programs to ensure they are of high quality and they are meeting indigenous student and community needs
- o d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programing and essential resources needed for program sustainability
- o e. Develop an Indigenous Studies major to complement the existing Indigenous Studies Minor

-Goal 2: "Develop opportunities for UVic students to gain a better understanding of Indigenous peoples, histories and cultures, and the impact of colonization."

- o a. Develop opportunities for UVic students to gain a better understanding of Indigenous peoples, histories and cultures, and the impact of colonization
- o b. Work with the Division of Learning and Teaching Support and Innovation and academic units to support a framework to indigenize curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories
- o c. Offer faculty professional development opportunities about how to indigenize and decolonize pedagogy and curricula
- o d. Highlight in campus publications and promotional materials opportunities for students to learn about Indigenous histories and issues
- o e. Continue to develop, identify and promote opportunities for cultural learning through land-and water-based and community learning in a range of programs and courses at the undergraduate and graduate levels.

The University of Victoria Gustavson School of Business' (GSB) Center for Social and Sustainable Innovation (CSSI) have incorporated specific priorities with correlating initiatives in their CSSI Strategy related to the integration of sustainability in both education and research, of which are as follows:

- Research: "Strengthen Gustavson's capacity to contribute to transformative sustainability research"
  - o "Strengthen and expand Gustavson's research capacity around sustainability and social responsibility"
  - o "Provide support for sustainability research, financially and through mentoring"
  - o "Support, host, organize and/or participate in research supportive sustainability events"
- Education: "Deepen integration of sustainability concepts, cases and tools throughout GSB's educational programs"
  - o "Monitor and assess integration of sustainability and social responsibility in course content in all programs"
  - o "Support faculty and programs with sustainability teaching materials, content and methods"
  - o "Support programs and student initiatives in their efforts to integrate sustainability"

The University of Victoria's International Plan 2017-2022 provides a section on "Intercultural Curricula," outlining that UVic curriculum must prepare students to be global-ready graduates and enable faculty, staff and students to be open to, and effective in, diverse settings. The university recognizes that to support development of intercultural competency, academic units need to include global perspectives within existing and new course content. The objective in this section is to

- "Assist faculty, staff and students to be effective in culturally diverse settings and experiences by strengthening, developing and making available curricular resources, tools and content" (see page 17). A key strategy associated with this objective is:
  - o Develop an interdisciplinary "Global Citizenship" minor or related courses with content that includes Indigenous, intercultural, and sustainability topics that undergraduates can access at an early stage in their studies.

In terms of research, the UVic Strategic Research Plan 2016-2021 outlines five "Strategic Priorities" that are meant to renew and extend capacity for vital impact through research excellence and knowledge mobilization. Within these Priorities are objectives related to sustainability that are as follows:

- Objective: "Recognize and reward high-quality fundamental and problem-focused research, nationally and internationally" (see page 28)

Topics of research that are focused on environmental sustainability, climate, and social justice are largely fundamental and problem-focused. UVic has a longstanding reputation of excellence in research within these areas and is committed to continuing that trend.

**Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:**

Yes

**A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:**

The current UVic "Sustainability Action Plan: Campus Operations 2020-2021" provides an engagement section in which the goal is to:

- "Continue to develop and implement programs and activities that assist the campus community in contributing to the achievement of sustainability goals" (see page 6).

This builds on the 2014-2019 Sustainability Action Plan in which goals associated with engagement (see page 8) were to:

- "Develop and implement programs and activities that assist the campus community in contributing to the achievement of sustainability goals."
- "Work with campus partners to increase the awareness of local and global sustainability issues within the campus population and the surrounding community."
- "Create new programming for the Sustainability Action Team program with offices, labs, and residences."
- "Engage the local community in the university's sustainability initiatives and develop programs to work collaboratively on issues of mutual interest and benefit"

A list of associated actions with each of these goals can be found on the same page as the goals in their respective documents. The measured success of each goal from the 2014-2019 Sustainability Action Plan can be found in the "2019 Final Report Sustainability Action Plan: Campus Operations 2014-2019" pages 5-7.

Additionally, one of the five priorities outlined in the UVic Strategic Research Plan 2016-2021 sets a focus on increased engagement and spread of knowledge beyond the UVic borders and is as follows:

•"Expand UVic's focus on partnerships as mechanisms to enhance innovation; generate new research opportunities; engage with community partners; mobilize knowledge in society, policy and professional practice; and support entrepreneurship on campus." (see page 32)

**Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:**

Yes

**A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:**

The UVic Sustainability Action Plan: Campus Operations 2020-2021 provides a section on Operations, Facilities and Services that includes sustainability goals associated with buildings, energy, computing, dining services, grounds, purchasing, transportation, waste, and water. Examples of measurable goals in each of these categories include:

- Buildings – "All new buildings will achieve the standard of LEED V4 Gold certification or equivalent certification. Major additions to existing buildings will also strive to achieve LEED V4 Gold or equivalent certification."
- Energy – "Achieve a total institutional greenhouse gas emissions reduction of 30% by Dec. 31, 2021, relative to 2010 as the baseline year"
- Computing – "Ensure that green manufacturing standards and energy-saving criteria are applied to all computing services purchasing decisions."
- Dining Services – "Prioritize waste reduction practices, while enhancing diversion in campus food outlets"
- Grounds – "Protect and manage the ecological diversity of the natural areas on campus and enhance the use of native species in campus landscape management"
- Purchasing – "Harmonize fleet purchasing with the Clean BC goal of 40% reduction in fleet emissions by 2030"
- Transportation – "Continue to increase the use of transit, cycling, walking and carpooling to 70% of the transportation modal split"
- Waste – "Increase the waste diversion rate to 82% by Dec. 31, 2021"
- Water – "Determine the causes of increased water usage in 2018 and 2019"

For a more comprehensive list of goals and associated actions, see pages 8-14 of the 2020-2021 Sustainability Action Plan.

The measured success of each goal from the 2014-2019 Sustainability Action Plan can be found in the "2019 Final Report Sustainability Action Plan: Campus Operations 2014-2019".

**Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:**

Yes

**A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:**

The UVic Employment Equity Plan 2015-2020 affirms that equity underlies and is a pre-condition for excellence and that excellence is furthered by a diversity of people, perspectives and experiences. It is designed to meet three broad equity goals that are (see page 4):

- "To promote and implement employment practices which advance equity and access for all."
- "To ensure the principles of fairness and equity are incorporated into all aspects of employment, including recruitment and hiring, training and promotion, and retention and accommodation in the workforce."

•“To improve the participation of members of designated groups in all jobs and at all levels where they are under-represented, and achieve and retain a workforce representative of the appropriate community”

Within the Employment Equity Plan there are more in-depth numerical goals associated with staffing and hiring of people in underrepresented groups calculated in accordance with the Federal Contractors Program. Further actions associated with these goals can be found in the Employment Equity Plan.

The UVic International Plan also provides an objective and associated strategies in the Intercultural Curricula section to:

•“Assist faculty, staff and students to be effective in culturally diverse settings and experiences by strengthening, developing and making available curricular resources, tools and content” (see page 17). Key strategies to meet this objective include:

o “Promote the development of intercultural competence among faculty and staff by facilitating and encouraging participation in workshops, certification and other experiences that build intercultural skills and awareness”

The UVic Indigenous Plan has several goals and associated actions aimed at helping to foster an environment that supports diversity, equity and inclusion. They are:

•“Create a warm, welcoming and respectful learning environment and sense of place” (see page 14)

o a. Support development of a community that is accepting of diversity, and inclusive of Indigenous ways of knowing and being

o b. Provide opportunities for students to learn about the history of Indigenous peoples and the enduring impacts of colonization on individuals, families, and communities

o c. Further develop and enhance processes to deal with racism and discrimination at the university to support Indigenous students to safely address such concerns

•“Increase recruitment, retention and success of Indigenous students across academic programs of study and programming that supports transition and pathways to university” (see page 14 for associated actions)

•“Increase recruitment, retention and success of Indigenous staff” (see page 17 for associated actions)

•“Provide professional development opportunities and recognition to non-Indigenous staff to foster understanding of indigenous history and culture” (see page 17-18 for associated actions)

•“Increase the recruitment, retention and success of Indigenous faculty across the university.” (see page 18 for associated actions)

**Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :**

Yes

**The institution’s highest guiding document (upload):**

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**Website URL where the institution’s highest guiding document is publicly available:**

<https://www.uvic.ca/strategicframework/index.php>

**Which of the following best describes the inclusion of sustainability in the highest guiding document?:**

Major theme

**The institution's sustainability plan (upload):**

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**Website URL where the institution's sustainability plan is publicly available:**

<https://www.uvic.ca/sustainability/assets/docs/uvic-sustainability-action-plan-2020-2021.pdf>

**Does the institution have a formal statement in support of sustainability endorsed by its governing body?:**

Yes

**The formal statement in support of sustainability:**

The University of Victoria Sustainability Policy (GV0800) provides an overarching framework for existing and future initiatives that serve to assist the University Community in incorporating Sustainability into decision making, and to provide a common understanding of what Sustainability means at the University of Victoria. Within this document, it is stated that

“The University of Victoria has a responsibility and desire to educate members of the University Community to engage effectively as global citizens, steward our natural resources in a responsible manner, foster a university culture that supports and promotes the values and principles of sustainability, and work towards a sustainable and just future in cooperation with organizations at the local, provincial, national and global level.” (see page 1, section 1).

**The institution’s definition of sustainability:**

Within the UVic Sustainability Policy (GV0800) the definition of sustainability is provided on page 1 section 2 and is as follows:

“Sustainability is the state of achieving the ecological balance that allows social development and economic prosperity to be achieved across generations.”

**Is the institution an endorser or signatory of the following? :**

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	---
SDG Accord	---
Second Nature’s Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	Yes
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	Yes

**A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:**

UVic is one of the creators and original signatories of the University and college Presidents' Climate Change Statement of Action for Canada.

**Website URL where information about the institution’s sustainability planning efforts is available:**

<https://www.uvic.ca/strategicframework/about/plans/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

University Plans web page:

<https://www.uvic.ca/strategicframework/about/plans/index.php>

2019 Final Report Sustainability Action Plan: Campus Operations 2014-2019:

[https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29\\_sap-close-out-report-final.pdf](https://www.uvic.ca/sustainability/assets/docs/reports/2019.11.29_sap-close-out-report-final.pdf)

Sustainability Action Plan: Campus Operations 2014-2019

<https://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

Sustainability Action Plan: Campus Operations 2020-2021

<https://www.uvic.ca/sustainability/assets/docs/uvic-sustainability-action-plan-2020-2021.pdf>

UVic International Plan 2017- 2022

<https://cms.uvic.ca/renderfile/9f981ba18e68c448773ba8d6ca9ddad5/assets2012/docs/international-plan.pdf>

UVic Strategic Research Plan 2016-2021

<https://www.uvic.ca/research/assets/docs/researchplan/VPRE05233StrategicResearchPlanwebOUT.pdf>

UVic Employment Equity Plan 2015-2020

<https://www.uvic.ca/equity/assets/docs/eep2015.pdf>

UVic Indigenous Plan

<https://www.uvic.ca/assets2012/docs/indigenous-plan.pdf>

CSSI Strategy 2016-2018

<https://www.uvic.ca/gustavson/cssi/assets/docs/strategy/cssi-strategic-plan-2016-for-web.pdf>

## Inclusive and Participatory Governance

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Score	Responsible Party
3.00 / 3.00	Kay-Lynn Yacoboski Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

## Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

## Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

## Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

## Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, “town and gown” committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution’s decision-making processes. The institution’s contributions to and participation in community decision-making processes do not count.

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“---” indicates that no data was submitted for this field

### Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

### A brief description of the institution’s formal participatory or shared governance bodies:

The University of Victoria has two high-level governing bodies: the Board of Governors and the Senate. The Board of Governors (BOG) is responsible for the management, administration and control of the property, revenue, business and affairs of the university. The BOG meets on campus six times a year. Of the fifteen members serving on the BOG, there is an undergraduate student representative elected from the University of Victoria Student Society (UVSS), a graduate student representative elected from the Graduate Student Society (GSS), two elected faculty member representatives, and an elected staff representative. The Senate is responsible for the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, awards, exhibitions, admissions, student appeals, and the granting of degrees (including honorary degrees, diplomas and certificates). While both of these governing bodies have equal standing and include stakeholder participants from across the university, the numbers reported below reflect only the Board of Governors for the purpose of reporting simplicity.

The Board of Directors for the University of Victoria Student Society (UVSS) is UVic’s undergraduate student governing body, and is made up by a total of 20 student directors. Each student is elected to serve on the UVSS Board of Directors by their student peers. The UVSS exists to provide advocacy, representation, services, and events for all undergraduate students at UVic. They work on issues affecting students such as post-secondary funding, public transit, anti-sexualized violence, campus sustainability, student employment, and affordable housing. The undergraduate student representative on UVic’s BOG will have often served previously on the UVSS Board of Directors, and provides a point of contact for the UVSS Board and the BOG.

The Executive Board of the UVic Graduate Students Society (GSS) is UVic’s graduate student governing body. Graduate students are able to serve on the Executive Board through student peer-election. The Board is responsible for developing the society’s annual plan, advocating on behalf of graduate students, representing the GSS to the university and other bodies, coordinating graduate student representation on committees and negotiating contracts for the society. The graduate student representative on UVic’s BOG will often have served previously within GSS governance, providing a point of contact for the GSS Executive Board and the BOG.

The UVic Faculty Association (FA) is the exclusive bargaining agent for Faculty and Librarians at UVic and is the governing body for Faculty. It is governed by an elected Executive Committee, nine standing committees, and a representative Council. The main purpose of the FA is to provide membership services to all UVic Faculty and Librarians for work-related concerns, inform FA members on University policy updates, advocate with the University in areas important to FA Members including support for research activities and academic freedom, and carry out the collective bargaining for Faculty and Librarians at UVic. The FA interacts with University senior governance (BOG and Senate) through formal correspondence, which is also supported by its union collective agreement.

The Canadian Union of Public Employees (CUPE) 917, CUPE 951, CUPE 4163, and the Professional Employees Association (PEA) represent the interests of approximately 3,700 non-academic employees at UVic. Employees have the opportunity to participate in governance of their union through electing union board representatives and attending regularly scheduled general meetings. At union meetings, relevant university news or policy changes that may effect employees are discussed and employees are given the opportunity to share any concerns they may have. Each union has the ability to express their concerns regarding news and policy changes with the Board of Governors through written correspondence. In addition, each union completes the collective bargaining process with the university every few years. The 2020 round of collective bargaining was negotiated under the provincial 2019 “Sustainable Services Negotiating Mandate.”

**Total number of individuals on the institution’s highest governing body:**

15

**Number of students representing their peers as official members of the institution’s highest governing body:**

2

**Number of academic staff representing their peers as official members of the institution’s highest governing body:**

2

**Number of non-academic staff representing their peers as official members of the institution’s highest governing body:**

1

**Number of women serving as official members of the institution’s highest governing body:**

9

**Percentage of official members of the highest governing body that are women:**

60

**Website URL where information about the institution’s highest governing body may be found:**

<https://www.uvic.ca/president/about/governance/index.php>

**Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:**

Yes

**A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:**

The UVic Community Liaison Committee (CALC) is in place to develop mutually supportive relationships between the university and surrounding communities, as represented by incorporated Resident and Community Association organizations, particularly those which border or are near to the Gordon Head campus of the university.

The goals of the committee are to:

1. Exchange information, discuss initiatives, and seek advice on matters of mutual interest.
2. Fulfill the roles noted for the committee in the “Engaging with Our Neighbours: A Community Engagement Framework for Campus Land Use Planning and Development Projects.” In particular, the committee will provide advice to ensure that Engagement Plans benefit from broad input and support.

The role of the committee members is to bring forward the views of their organization based upon their knowledge and experience, without being required to bring a formal position or vote on discussion items. Committee members also serve as a conduit to their organizations with the general expectation that they will keep their representative organization up-to-date on the workings of the committee.

The Committee holds four regular meetings per year, with the options to call additional meetings through agreement of the Co-chairs as required.

See Terms of Reference at:

**Number of people from underrepresented groups serving as official members of the institution's highest governing body.:**

11

**Website URL where information about the institution's governance structure is available:**

<https://www.uvic.ca/universitysecretary/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

There are many additional opportunities for UVic staff, faculty and students to be involved in the governance of the university aside from directly sitting on the Board of Governors. The Senate, UVic's other primary governing body includes both students (16) and faculty members (32) in its composition. The Senate also has several standing committees that meet to consider matters within their Terms of Reference, and subsequently bring them to the attention of the Senate. Most of these committees require student and faculty member representatives in their composition as well.

Additionally, the Campus Planning Committee acts as an advisory body to the President and provides recommendations on the physical development of the campus. This includes amendments to the approved Campus Plan as well as general matters relating to campus planning and sustainability. Membership of this committee includes three faculty members, two staff members, one undergraduate student and one graduate student.

Students, staff and faculty can also participate in the Sustainability Advisory Committee which assists the Office of Campus Planning and Sustainability by advising on policies, projects, engagement processes, and strategy brought forward by the Office of Campus Planning and Sustainability.

These are just some of the ways that staff, students and faculty can participate in governance of the university. There is an extensive number of additional committees and councils that exist within various departments and at varying levels, all of which contribute to shaping the way in which the university runs. Participation of staff, students and faculty within these various governing bodies, committees and councils exemplify UVic's commitment to inclusive and participatory governance throughout the institution as a whole.

Campus Planning Committee:

<https://www.uvic.ca/vpfo/committees/campusplanningcommittee/index.php>

Sustainability Advisory Committee:

<https://www.uvic.ca/campusplanning/about/committees/sustainabilityadvisorycommittee/index.php>

University of Victoria Students' Society:

<https://uvss.ca/about/your-society/>

UVic Graduate Students' Society:

<https://gss.uvic.ca/about-gss/governance/structure/>

UVic Faculty Association:

<https://www.uvicfa.ca/about/>

## Reporting Assurance

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**Score**

1.00 / 1.00

**Responsible Party**

**Susan Kerr**  
Sustainability Coordinator  
Office of Campus Planning and Sustainability

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### Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

### AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

## Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
  - All required reporting fields, attachments, inventories, and URLs are included;
  - Reported information meets credit criteria and is consistent with required timeframes; AND
  - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
  - A statement of affirmation from each reviewer, AND
  - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

**Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:**

Yes

**Did the assurance process include internal review, an external audit, or both?:**

Internal review

**The name, title, and organizational affiliation of each reviewer:**

Susan Kerr, Sustainability Manager, Office of Campus Planning and Sustainability, University of Victoria.

**A brief description of the institution's assurance process:**

After the completion of each credit within the STARS report, Susan Kerr reviewed all data sources, reported numbers, and descriptions to ensure accuracy and consistency in information across the entire report. During this review, she also ensured the report's compliance with the STARS Technical Manual and "common issues" identified in the provided STARS Review Template. Any issues that were identified were recorded and brought to the attention of Kay-Lynn Yacoboski to be addressed. After identified issues were addressed, the changes made were recorded, and sent back to Susan for a follow-up review. This process went on until all identified issues were resolved.

**Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:**

[Affirmation\\_letter-UVic\\_20200424.pdf](#)

**Completed STARS Review Template:**

**Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):**

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**Completed STARS Review Template (2nd review):**

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**Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):**

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**Copy of completed STARS Review Template (3rd review):**

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**Website URL where information about the institution's reporting assurance is available:**

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**Additional documentation to support the submission:**

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# Diversity & Affordability

**Points Claimed** 7.77

**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.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Coordination	1.89 / 2.00
Assessing Diversity and Equity	0.75 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	2.13 / 4.00

## Diversity and Equity Coordination

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**Score**

1.89 / 2.00

**Responsible Party**

**Cassbreea Dewis**  
Executive Director  
Equity and Human Rights

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**Criteria**

## Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

## Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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"---" 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, equity, inclusion and human rights?:**

Yes

### **Does the committee, office and/or officer focus on students, employees, or both?:**

Both students and employees

### **A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The Equity and Human Rights (EQHR) office leads UVic in developing and coordinating plans, policies and procedures to promote equity, diversity and inclusion in employment and education. This includes education on equity, diversity, human rights and sexualized violence; assisting with dispute resolution; investigating human rights complaints; providing information and support in cases of sexualized violence; consulting on equity plans; and advising the university on reaching its strategic goals in these areas. There are currently seven positions within the EQHR office, each working on specific areas to continue strengthening equity and diversity at UVic. The positions and their related areas of work are as follows:

- Executive Director of Equity and Human Rights: Provides overall strategic direction for equity and inclusion initiatives at UVic. Advises senior leaders on equity and diversity matters affecting the university. Provides support and advice to team members on complex issues, ensuring alignment with relevant policies.
- Administrative Assistant, Equity and Human Rights: Provides administrative and reception support for general operations of the EQHR assistant.
- Manager, Case Resolution, Equity and Human Rights: Oversees, coordinates and implements EQHR's responsibilities under Discrimination and Harassment (GV0205) and Sexualized Violence (GV0245) policies. Responsible for case resolution under these policies.
- Case Management Officer, Equity and Human Rights: First point of contact for university community members who are seeking information and support from Equity and Human Rights. Provides information, referrals, guidance, and support to all those that find their way to EQHR, with specific emphasis on the sexualized violence prevention and response policy and the discrimination and harassment policy.
- Human Rights Education Advisor: Researches, designs and facilitates educational programs on human rights discrimination and harassment. Builds networks and partnerships with diverse groups on campus to facilitate information sharing about human rights, social justice issues and UVic policies. Provides some case resolution.
- Manager, Equity and Diversity: Supports implementation of the Employment Equity Plan. Supports other equity and diversity initiatives on campus. Provides education and advice for hiring and search committees. Provides some case resolution.
- Sexualized Violence Education and Prevention Coordinator: Collaborates with key university units and stakeholders to coordinate sexualized violence education, prevention and response on campus. Develops tailored information and education about UVic's expectations, support options, and trauma informed responses to disclosures or reports of sexualized violence for diverse groups on campus. Provides advice on matters related to sexualized violence, prevention and response.

To ensure that the EQHR office's work reflects the perspectives and expertise of the campus, Equity and Human Rights engages with a range of task forces and committees in the course of their activities.

The Academic Advisory Committee on Equity and Diversity (AACED) helps to vision and shape the implementation of equity, diversity and inclusion at UVic by serving as a key consultation point for all major equity, diversity, and human rights initiatives and programs that relate to Faculty, Librarians and the academic environment. Members represent departments and faculties from across the campus. For the 2018/2019 period, the AACED took major steps towards drafting terms of reference for other departmental equity committees, thereby integrating a cohesive frame and providing a common resource for both existing and future committees.

EQHR also leads project and initiative-specific committees and advisory groups. These include two advisory committees on sexualized violence prevention and response. The role of the Sexualized Violence Education & Awareness Advisory Committee (SVEAAC) is to help vision and shape the direction of sexualized violence prevention and response at UVic by serving as a key consultation point for all major sexualized violence initiatives and programs that relate to students, staff, and faculty. The committee is a venue for information sharing between units with the goal of implementing a coordinated and consistent approach to sexualized violence prevention. Committee members are key conduits to their units and are responsible for sharing information about initiatives discussed at the SVEAAC and is made up of key stakeholders from across campus including: EQHR, Office of Student Life (OSL), Campus Security (CSEC), Residence Services (RESS), Human Resources (HR), University Christian Ministry (UCM), FR, University of Victoria Students' Society (UVSS), and Graduate Students' Society (GSS).

The Sexualized Violence Special Events Committee (SVSEC) is to work collaboratively to prevent sexualized violence at the University of Victoria. The committee actively works to raise awareness among the student population specifically. It provides them with information and tools to support them in preventing the occurrence of sexualized violence, and to know what to do, and where to go, when it does occur. The primary event that the committee holds each year is Sexualized Violence Awareness Week. The committee is made up of core members, including: EQHR, OSL, UVSS, and AVP. The committee also has Collaborative members which include: Residence Services (RESS), International Student Services (ISS), Vikes Athletics and Recreation (ATRS), Health and Counselling Services, and others as needed.

Project based committees are formed around such initiatives as the anti-racism education plan, inclusive washroom initiatives and religious inclusion project.

**Estimated proportion of students that has participated in that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

Most

**Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

All

**Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

All

**A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

At the University of Victoria, there are many opportunities in which students, staff, faculty and members of the general public can part-take in anti-racism, anti-oppression, anti-discrimination and social inclusion trainings and activities. Some examples of these opportunities include but are not limited to:

- Employee mandatory online "Awareness and Prevention of Workplace Bullying, Harassment and Discrimination Training": Any new UVic employee is sent an onboarding email upon acceptance of their employment offer. Within this email is an Employee Onboarding Checklist that is required to be completed in order to be issued an employee number and set up any new UVic payroll account. Included in this checklist is the online course "Awareness and Prevention of Workplace Bullying, Harassment and Discrimination Training".
- Mandatory online bystander training for all new students living in residence: All new students coming to UVic are provided information on the New Student Checklist via email, most of which should be completed before arriving at UVic. As part of this checklist, all new students living in residence are required to complete the "Step-in, Speak up"

45-minute online training program that introduces students to the concepts of pro-social bystander intervention and community expectations. While residence students are required to complete this program, the course is furthermore encouraged to be completed by all students attending UVic. This program focuses mostly on educating students on topics surrounding sexualized violence, and how to appropriately go about identifying potentially hazardous situations and subsequently intervening.

- Workshops, courses and training offered by the EQHR office: There are many workshops, courses and other forms of training offered by EQHR at UVic. Targeted workshops are offered to meet particular UVic department's needs. Courses are available for managers and supervisors, and are offered through UVic's Human Resources Learning and Development page. Public workshops and presentations are available for the UVic community about human rights, equity, power, privilege, anti-oppression practices, social justice, diversity and inclusion, and many more. Workshop topics include but are not limited to:

- o Ways to address discrimination, harassment and bullying
- o Creating diverse, inclusive work and learning spaces
- o Interpersonal and intercultural communication and conflict resolution
- o Challenging privilege, power and oppression
- o Equitable recruitment practices
- o Human rights volunteering, capacity building and creating partnerships

- Anti-Racism Education: EQHR has developed a collaborative anti-racism education initiative to combat racism and create educational events and programs that directly address the societal and systemic attitudes and behaviors that perpetuate racial discrimination and other intersecting social inequities. This initiative is designed around three intersectional modules: Awareness, Intervener, and Change-Maker. The key objectives are to support UVic staff, faculty and students: to understand anti-racism as a UVic value where as university members, we should embed practices of equity, diversity, dialogue and inclusion in ways that make other members of the community feel welcomed, valued, and supported to achieve their highest potential.

- Events for equity advocacy: In addition to formal training opportunities, UVic also holds events that raise awareness of issues of oppression, racism and discrimination while advocating for equality. Such events include but are not limited to:

- o The Walk of Silence to Address Gender-Based Violence which includes guest speakers; provides topics for thoughts during the walk; and ends in the SUB Upper Lounge with art activities, refreshments and thoughts sharing for participants
- o 5 Days of Action which provides five calls to action, one for each day of the school week. Each "call" includes curated ideas on what you can read, watch, and do to address discrimination, harassment, and sexualized violence on campus. The purpose of the week is to encourage every member of the UVic community to take concrete steps toward ending discrimination, harassment, and sexualized violence on campus.

**Website URL where information about the institution's diversity and equity office or trainings is available:**

<http://www.uvic.ca/vpacademic/administrators/diversity/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

In 2020, UVic was named one of Canada's Top Diversity Employers for the ninth year in a row in a national competition. It was recognized for its workforce representation, diversity programs, employee resource groups, formal commitment, unique diversity initiatives, and notably the creation of the world's first Indigenous law program.

New Employee Onboarding:

<https://www.uvic.ca/hr/assets/docs/onboarding/employee-handbook.pdf>

Workplace Bullying and Harassment Prevention:

<https://www.uvic.ca/ohse/health/harassment/index.php>

EQHR Workshops, Courses and Training:

<https://www.uvic.ca/equity/education/workshops/index.php>

New Student Checklist:

<https://www.uvic.ca/orientation/new-student-handbook/new-student-checklist/index.php>

5 Days of Action:

<https://www.uvic.ca/equity/education/5-days-action/calls-to-action/index.php>

## Assessing Diversity and Equity

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Score	Responsible Party
0.75 / 1.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

### **Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:**

Yes

### **A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:**

#### Employee Equity Survey:

In order to further equity and diversity at UVic, the university conducted an Employment Systems Review (ESR) involving extensive consultation with university employees. The ESR examined formal and informal employment policies, identified potential barriers to the full participation of all employees paying particular attention to designated groups and made a number of strategic and procedural recommendations to eliminate those barriers. As a result, the Equity and Human Rights Office (EQHR) lead consultation with a wide range of campus groups stakeholders on the recommendations provided in the ESR.

After the ESR was completed, EQHR made the decision to continue monitoring employment equity. This is done through regularly conducting the Employment Equity Survey. The results of this survey are used both internally and externally for reporting purposes. Internally, UVic has identified equity, diversity and inclusion as core values in its current Strategic Framework 2018-2023. To address the core values identified in the Strategic Framework, UVic maintains an Employment Equity Plan (2015-2020).

#### Student Surveys:

UVic participates in several student surveys conducted by the Canadian University Survey Consortium (CUSC), as well as the Canadian Graduate and Professional Survey (CGPSS) and the BC Student Outcomes survey of Baccalaureate Graduates (BGS). Recent surveys UVic students and graduates have participated in include:

- 2019 Canadian University Survey Consortium Survey of First-Year Students
- 2019 Canadian Graduate and Professional Survey
- 2018 BC Student Outcomes Survey of Baccalaureate Graduates
- 2018 Canadian University Survey Consortium Survey of Graduating Students
- 2017 Canadian University Survey Consortium Survey of Middle-Years Students

Each of these surveys is a comprehensive assessment of student satisfaction with their education and the institution as a whole, providing insight into students' experiences and success rates. In particular, the BC Student Outcomes survey of Baccalaureate Graduates assesses students that have been graduated for two years, providing insight into how well they believe the institution has prepared them for a career beyond university. It also asks questions around the alumni's job status and financial situations post-graduation. In each of these surveys, students are asked whether they self-identify as being within various underrepresented groups. This way, responses of students in underrepresented groups can be compared to the responses of students who do not identify as being within an underrepresented group. Discrepancies can then be identified and further addressed through the implementation of various initiatives and programs.

**Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:**

No

**Does the assessment process address student outcomes related to diversity, equity and success?:**

Yes

**Does the assessment process address employee outcomes related to diversity and equity?:**

Yes

**A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:**

Employment Equity Survey:

Results from the survey data are used to identify and dismantle barriers to employment equity. Data is used specifically to:

- Implement and monitor the university's Employment Equity Program
- Suggest activities to promote fairness and equity at the university (such as training programs and addressing turnover and retention)
- Fulfill our employment equity reporting requirements to the BC Human Rights Tribunal
- Help with internal planning and reporting
- Be ready to comply with the Federal Contractors Program monitored by Employment and Social Development Canada.

See:

<https://www.uvic.ca/equity/employment-equity/equitysurvey/faqs/index.php>

Student Surveys:

Student survey results are used to assess and inform the success or need of various equity and diversity initiatives. Examples of such initiatives include recruitment strategies and support programs available on campus, outlined in sections PA 5 "Diversity and Equity Coordination" and PA 7 "Support for Underrepresented Groups" of this report.

**Are the results of the most recent structured diversity and equity assessment shared with the campus community?:**

Yes

**A brief description of how the assessment results are shared with the campus community:**

Employee Equity Survey:

The results of the assessment and related research are shared with the University community in reports such as the Equity and Human Rights Employee Equity plan 2015-2020 and online within the Office of Equity and Human Rights website.

Student Surveys:

The results of the various aforementioned student surveys are posted on the University of Victoria Institutional Planning and Analysis website, and can be accessed by anyone.

**Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:**

Yes

**The diversity and equity assessment report or summary (upload):**

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**Website URL where the diversity and equity assessment report or summary is publicly posted:**

<https://www.uvic.ca/equity/employment-equity/equitysurvey/index.php#snapshot>

**Website URL where information about the institution's diversity and equity assessment efforts is available:**

<https://www.uvic.ca/equity/employment-equity/equitysurvey/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Results of Student Surveys can be found at:

<https://www.uvic.ca/institutionalplanning/reports/surveys/index.php>

## Support for Underrepresented Groups

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**Score**

3.00 / 3.00

**Responsible Party**

**Cassbreea Dewis**  
Executive Director  
Equity and Human Rights

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### Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). 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.)
  - 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 academics.
  - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

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

### **Does the institution have a publicly posted non-discrimination statement? :**

Yes

### **The non-discrimination statement, including the website URL where the policy is publicly accessible:**

Non-discrimination statements appear in many areas across campus and on the UVic website. Listed below are some locations:

Policy on Human Rights, Equity and Fairness (GV0200): 4. Policy Statement: "The University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members."

[https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200\\_1105\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf)

Discrimination and Harassment Policy (GV0205): Section 18.00 "Discrimination and Harassment are prohibited at the University of Victoria. members of the University Community have the right to work, study and participate in activities at the university in an environment free of Discrimination and Harassment. Eligible WorkSafeBC claimants also have a right to an environment free of workplace bullying or harassment as it is defined by regulations pursuant

to the British Columbia Workers' Compensation Act.

[https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205\\_1150\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf)

The University of Victoria Strategic Framework: 2018-2023 Strategy 1.2 “Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential.”

<https://www.uvic.ca/strategicframework/assets/docs/strategic-framework-2018.pdf>

Finally, the revised employment “Equity Statement” provided by the office of Equity and Human Rights, approved in spring of 2018: “Consistent with UVic’s values, we acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.”

UVic is committed to upholding the values of equity, diversity, and inclusion in our living, learning and work environments. We know that diversity underpins excellence, and that we all share responsibility for creating an equitable, diverse and inclusive community. In pursuit of our values, we seek members who will work respectfully and constructively with differences and across levels of power.

UVic actively encourages applications from members of groups with historical and/or current barriers to equity, including, but not limited to,

- ☒ First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- ☒ members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- ☒ persons with visible and/or invisible (physical and/or mental) disabilities;
- ☒ persons who identify as women; and
- ☒ persons of marginalized sexual orientations, gender identities, and gender expressions.

UVic recognizes that many of these identities intersect and that therefore, equity, diversity and inclusion can be complex. We value the contributions that each person brings, and are committed to ensuring full and equal participation for all in our community.

<https://www.uvic.ca/equity/employment-equity/statement/index.php>

**Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:**

Yes

**A brief description of the institution’s discrimination response protocol or team:**

UVic’s Discrimination and Harassment Policy (GV0205) sections 4.00 through 17.04 outline complaint procedures pertaining to discrimination and harassment at UVic.

In addition, the Equity and Human Rights office (EQHR) provides a Case Management Officer who is the first point of contact for university community members who are seeking information and support from EQHR. They provide information, referrals, guidance, and support to all those that find their way to EQHR, with specific emphasis on Sexualized Violence Prevention and Response Policy (GV0245) and the Discrimination and Harassment Policy (GV0205). To follow through on these cases, EQHR also has a Case Resolution Manager who oversees, coordinates and implements EQHR’s responsibilities under Discrimination and Harassment and Sexualized Violence Policies. They are responsible for case resolution under these policies.

**Does the institution have programs specifically designed to recruit students from underrepresented groups?:**

Yes

**Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:**

Yes

**Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:**

Yes

**A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:**

At UVic, we believe that each individual and unit has responsibility and a role to play in creating an equitable, diverse and inclusive community. Embedding equity is not only the right thing to do but essential for attracting and retaining people with the knowledge, perspectives and skills we need to achieve excellence. To this end, a new initiative called "Embedding Equity at UVic: Expand. Engage. Encourage." is designed to embed responsibility for recruitment, retention and valuing of diverse students, staff and faculty in all units of the university. The initiative provides practical tools for leaders and others to:

1. Get informed. Learn more about Indigenization, anti-racism initiatives, sexualized violence prevention, gender diversity, disability and accommodation, and mental health support and fair hiring.
2. Become a bias buster. Learn about unconscious bias, its impacts and how to overcome it.
3. Inclusive vision. Work with your team to create a shared vision of inclusion.
4. Integrate best practices. Draw on resources to support all stages of hiring, assessment and employment.
5. Set goals. Review online goal-setting tools.
6. Build it in. Factor equity into every decision you make.
7. Include it. Make a standing item on equity, diversity and inclusion at your meetings.
8. Build community. Plan an event focused on equity, diversity and inclusion.
9. Become champions. Create and support an equity committee in your unit.

Additionally, for faculty and staff, some searches use preferential or limited hiring to foster equity and diversity. Preferential and limited hiring invites candidates who are members of underrepresented groups to apply to the university and gives them priority over other applicants. In order to better communicate these preferential and limited searches as well as job ads in general, the ads are often sent to a series of organizations and listservs that focus on underrepresented groups. UVic currently has approval from the BC Human Rights Tribunal to use preferential or limited hiring for Indigenous Peoples, women, members of visible minorities, and persons with disabilities. The preferential and limited hiring program aids the university in reaching its hiring goals outlined in the Employment Equity Plan 2015-2020. Guidelines for preferential and limited hiring at UVic can be found at

<https://www.uvic.ca/equity/employment-equity/preferential/index.php>

. More resources for recruitment that is focused on equity and diversity can be found at

<https://www.uvic.ca/hr/manager-support/hiring/recruitment/index.php>

under "Make diversity and equity a priority".

Student Recruitment and Global Engagement also specifically target high schools that are situated in known areas low-income status. For example, one such program targets First Nation's communities and offers an on campus "summer camp", called Mini-U for potential students of Indigenous heritage. The purpose of the target outreach program is to provide potential students considering higher education opportunities to have "campus experience" before attending UVic, thus increasing their chance of academic success. Access to funding and student aid tool kits and availability information is part of the recruitment target program.

The Faculty of Engineering and Computer Science, is an example of one of the very active Equity, Diversity and Inclusion committees on campus. The committee meets regularly to implement new strategies to attract and retain a diverse community of students. Some of the newest initiatives are two entrance scholarships aimed at female and Indigenous students applying to either Computer Science or Engineering. Indigenous students who have a GPA of 85% or higher will be eligible for up to \$6,000 towards their UVic studies, which they are able to combine with other entrance scholarships. Similarly, female students who have a GPA of 85% or over will be eligible for up to \$3,000 towards their UVic studies, which they can also combine with other entrance scholarships. These new initiatives have been effective in encouraging students who may have been considering other institutions to choose UVic.

The University of Victoria Indigenous Plan: 2017-2022 provides two goals which directly relate to Indigenous student recruitment and retention. Goals and actions for the recruitment and retention of Indigenous Students can

be found on pages 14-15 (goal 1 and goal 3). The Indigenous Plan additionally provides three goals directly related to recruitment and retention of Indigenous faculty and staff, which can be found on pages 17-18 (goals 1, 3 and 4).

Read more at

<https://www.uvic.ca/assets2012/docs/indigenous-plan.pdf>

**Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:**

Yes

**A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:**

Mentoring programs are common throughout the university and Human Resources provides a mentoring program that reserves pairings for members of designated groups. In some units successful candidates in preferential or limited competitions are supported through professional development opportunities and/or mentored by senior staff. Various units across campus such as Coop and Career Services provide mentoring buddies to incoming new staff. Training on education and diversity is provided by Vice-President Academic and Provost (VPAC), EQHR and HR to staff, faculty and students.

Indigenous students have access to an array of support resources on campus before, during and after their time at UVic. Support services include Indigenous Counselling Services, Elders in Residence, the LE, NONET program, Talking Circles, Noon Networking, and Financial Aid in the form of Bursaries and Scholarships specific to Indigenous Students.

In addition to the resources that all faculty have access to, Indigenous faculty are invited to sit on the Indigenous Academic Advisory Council which is a forum for faculty and academic administrators to discuss existing, emerging and potential academic programs with Indigenous content and/or focus. The Office of Indigenous Academic and Community Engagement also provides support to the Indigenous community at UVic, including students, faculty, and non-academic staff, which all Indigenous employees are made aware of in their UVic Guide for Indigenous Employees.

Students with a disability are supported through the Centre for Accessible Learning which works with faculty and students to promote educational equity and accessibility for students with disabilities. They provide academic accommodation, funding, learning assistance and adaptive technology to students in need of their services. Additionally, the Society for Students with a Disability (SSD), which runs out of the University of Victoria Student Society (UVSS), provides support to students with a disability including a computer lab where each computer is equipped with adaptive technology. They are also developing a resource section in their office in which students will be able to have access to an array of on-campus and off-campus guides as well as a multitude of disability-related brochures. Finally, SSD has a Respite Room in which students can relax away from environmental sensory stimulation.

To accommodate university employees with disabilities, the university has established a Central Accommodation Fund (CAF). This fund was made to assist in the fulfilment of UVic's legal duties, regulated by the British Columbia Human Rights Code, to provide departments with a source of funds to assist in their provision of necessary and reasonable accommodations for employees with disabilities.

CanAssist is an organization of the University of Victoria and is dedicated to helping people with disabilities improve their quality of life and increase awareness of disability issues. CanAssist takes a client-focused approach to provide customized technologies and innovative programs where there are gaps in existing services. Located on campus in the CARSA facility, they are a resource available to students and employees with a disability at UVic.

The UVic Global Community initiative provides opportunities and creates space for international and domestic students, staff and faculty to share perspectives, celebrate diversity, foster intercultural connections, and cultivate an

inclusive and globally minded campus. Specifically, the Global Community aims to connect international, indigenous and domestic students; support all students' well-being, social inclusivity and academic success; respect the beliefs, values, abilities, sexual orientations and gender identities of all people; empower students to get involved and take on leadership roles; and unify and enrich our global citizenry. There support programs include Conversation Partners, the Mentorship Program, and the Holiday Dinner Program.

The Gender Empowerment Center (GEM) is affiliated with the UVSS, and provide a safe and supportive space for self-identified women, non-binary, and gender non-conforming folks to organize, network, access resources, attend workshops and events, study, and relax. Their space is open to both UVic students and community members. They aim to build an anti-oppression community through sharing, learning, and teaching. They welcome critical feedback so that they may better practice being an intersectional feminist, queer positive, Trans- positive, decolonizing, anti-racist space.

UVic is host to the world's only Chair in Transgender Studies, which is a research and community outreach office dedicated to community-building and to fostering and sharing scholarship by and about Trans, non-binary, and Two-spirit people. They support and build healthy communities by facilitating activities of interest to the aforementioned groups as well as their allies.

**Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:**

Yes

**A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:**

There are several doctoral scholarships offered by UVic aimed at students from underrepresented groups. Examples include but are not limited to:

- Chair in Transgender Studies Doctoral Degree Research Scholarship for Trans, Non-binary, and Two-Spirit Students
- Chair in Transgender Studies Doctoral Degree Research Scholarship
- Dean's Award for Indigenous Graduate Students (one award of \$15,000 for Doctoral level students)
- Dean's award for Indigenous Graduate Students (three awards of \$6,000 for Doctoral level students)

**Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:**

Yes

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Website URL where information about the institution's support for underrepresented groups is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

UVic Guide for Indigenous Employees:

<https://www.uvic.ca/hr/assets/docs/onboarding/indigenous-employees-guide.pdf>

Office of Indigenous Academic and Community Engagement:

<https://www.uvic.ca/services/indigenous/>

Human Resources Mentorship Program:

<https://www.uvic.ca/hr/learning-development/mentorship/>

UVic Indigenous Plan 2017-2020:

<https://www.uvic.ca/assets2012/docs/indigenous-plan.pdf>

UVic Centre for Accessible Learning:

<https://www.uvic.ca/services/cal/>

UVic Society for Students with a Disability:

<https://www.uvicssd.com/services/>

Central Accommodation Fund:

<https://www.uvic.ca/hr/health-wellness/return-to-work/central-accommodation-fund/index.php>

CanAssist:

<https://www.canassist.ca/EN/index.html>

UVic Global Community:

<https://www.uvic.ca/international/home/global-community/index.php>

Gender Empowerment Centre:

<https://genderempowermentcentre.ca/>

Chair in Transgender Studies:

<https://www.uvic.ca/research/transchair/about/index.php>

University of Victoria Public Universal Washrooms:

<https://www.uvic.ca/facilities/assets/docs/washrooms/gender-inclusive-washrooms-list-v1-20200116.pdf>

## Affordability and Access

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Score	Responsible Party
2.13 / 4.00	<b>Lori Nolt</b> Director, Student Awards and Financial Aid Office of the Registrar

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### Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

### **Percentage of need met, on average, for students who were awarded any need-based aid :**

75

### **Percentage of students graduating without student loan debt:**

62

### **Percentage of entering students that are low-income:**

23

### **Graduation/success rate for low-income students:**

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### **A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:**

Disbursement of student awards and financial aid to eligible students directly supports UVic's Strategic Framework as outlined in the following:

- Strategy 1.1 to "Attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs—including scholarships, academic chairs, professional support programs and workplace practices that recognize excellence and promote wellness"
- Strategy 4.2 to "Develop new pathways for access to higher education for Indigenous students."
- Strategy 4.3 to "Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success."

For the 2018/2019 academic year, UVic awarded \$13.2 million in student financial aid bursaries, scholarships for undergraduate students and work study subsidies. Bursaries (non-repayable awards) are available for undergraduate and graduate students based on financial need and reasonable academic standing. Student loans are available from the government, also based on financial need.

### **A brief description of notable policies or programs to support non-traditional students:**

UVic's Family Student Housing Complex provides subsidized on-campus housing for many undergraduate and graduate students with children, conveniently located beside UVic Child Care. The complex also includes a Family Centre to support the unique needs of families where one or more members is a student.

See:

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

**Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

9

**Website URL where information about the institution's accessibility and affordability initiatives is available:**

<https://www.uvic.ca/registrar/safa/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The allocation formula used to distribute bursary funding is designed to ensure a greater level of support for students with the most significant financial barriers. The pool of applicants with the highest financial need is primarily composed of students with dependents. In consideration of the significant financial barriers that exist for high need students, applicants with need greater than \$10,000 were awarded bursaries to cover 100 percent of the need not covered by other sources.

In the 2018-19 academic year, UVic managed \$36,092,000 of student funding in total for undergraduate and graduate scholarships, fellowships, bursaries, and work study earnings. UVic undergraduate and graduate students also received \$62 million in funding through all Canadian federal and provincial/territorial student assistance programs. More than \$15 million of that total was awarded as non-repayable grant funding.

The graduation/success rate of low-income students is not currently directly tracked.

# Investment & Finance

**Points Claimed** 4.33

**Points Available** 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>	<b>Points</b>								
Committee on Investor Responsibility	1.00 / 2.00								
	2.33 / 4.00								
<p>This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Total value of the investment pool (US/Canadian dollars)</th> <th style="text-align: right;">Total points available for the credit</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">\$1 billion or more</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="text-align: center;">\$500 - 999 million</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="text-align: center;">Less than \$500 million</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>		Total value of the investment pool (US/Canadian dollars)	Total points available for the credit	\$1 billion or more	5	\$500 - 999 million	4	Less than \$500 million	3
Total value of the investment pool (US/Canadian dollars)	Total points available for the credit								
\$1 billion or more	5								
\$500 - 999 million	4								
Less than \$500 million	3								
Investment Disclosure	1.00 / 1.00								

## Committee on Investor Responsibility

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Score

1.00 / 2.00

Responsible Party

**Andrew Coward**  
Treasurer  
Budget Office

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### Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

### **Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:**

Yes

### **The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

The University has created a Decarbonisation Working Group to advise on how to measure and reduce the carbon intensity of its portfolio and a Thematic Impact Investment Working Group to advise on how to measure and make thematic impact investments.

Decarbonisation Working Group:

Reduce the carbon intensity of investments by at least 45% by 2030 will require a fundamental shift in the how the university's working capital fund is invested. The purpose of the working group is to provide the expertise, research and feedback needed to support administration in successfully making this transition. The working group's scope includes providing information, expertise and advice that will inform:

- the development of carbon tracking methodology;
- the development of appropriate reporting to the Board and campus community;
- the road map for implementation of a decarbonisation strategy; and,
- investment opportunities that move the university towards achieving the carbon intensity reduction goal outlined in the policy.

Thematic Impact Working Group

The inclusion of thematic impact investments will require a fundamental shift in the how the university's working capital fund is invested. The purpose of the working group is to provide the expertise, research and feedback needed to support administration in successfully making this transition. The working group's scope includes providing information, knowledge and advice that will inform:

- investment decisions that support the goal of promoting sustainable futures and Indigenous economic

development;

- the development of appropriate reporting to the Board and campus community; and,
- the road map for implementation of the impact investment strategy.

**Does the CIR include academic staff representation?:**

Yes

**Does the CIR include non-academic staff representation?:**

Yes

**Does the CIR include student representation?:**

No

**Members of the CIR, including affiliations and role:**

Decarbonisation Working Group Membership:

- Kristi Simpson, Associate Vice President, Financial Planning & Operations
- Andrew Coward, Treasurer, Treasury & Risk Management
- Adam Monahan, Professor, School of Earth and Ocean Sciences
- Andrew Rowe, Professor, Faculty of Engineering
- Curran Crawford, Professor, Faculty of Engineering
- Colin Goldblatt, Professor, School of Earth and Ocean Sciences
- Felix Pretis, Professor, Faculty of Social Sciences

Thematic Impact Investment Working Group Membership:

- Kristi Simpson, Associate Vice President, Financial Planning & Operations
- Andrew Coward, Treasurer, Treasury & Risk Management
- Basma Majerbi, Professor, Gustavson School of Business
- Crystal Tremblay, Professor, Faculty of Social Sciences
- Michael King, Professor, Gustavson School of Business
- Matt Murphy, Professor, Gustavson School of Business

**Examples of CIR actions during the previous three years:**

- Review impacting investing opportunities (i.e. affordable housing, impact GICs, greenbonds, impact public and private equities)
- Review portfolio carbon footprinting methodologies

**Website URL where information about the institution's committee on investor responsibility is available:**

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**Additional documentation to support the submission:**

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## Sustainable Investment

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### Score

2.33 / 4.00

### Responsible Party

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

### Total value of the investment pool (US/Canadian dollars) Total points available for the credit

\$1 billion or more	5	<b>Andrew Coward</b> Treasurer Budget Office
\$500 - 999 million	4	
Less than \$500 million	3	

[Close](#)

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### Criteria

# Part 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 (CDFIs) 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 in Part 1.
- Green revolving loan funds that are funded from the endowment.

## Part 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 during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- 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.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- 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.

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

### Total value of the investment pool:

738,000,000 US/Canadian \$

### Value of holdings in each of the following categories:

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	108,000,000 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	2,000,000 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving funds funded from the endowment	250,000 US/Canadian \$

### A brief description of the companies, funds, and/or institutions referenced above:

The short-term investments has a \$250,000 CAD Revolving Sustainability Fund for conservation projects on campus and has \$2,000,000 invested in impact GICs.

In January 2020, the University of Victoria released a new responsible investment policy on its short-term investments and committed to investing 25% of its short-term investments in thematic-impact investments.

More info:

<https://www.uvic.ca/financialplanning/investments/index.php>

<https://www.uvic.ca/sustainability/involved/sustainability-fund/revolving-loan/index.php>

In addition, the short term investments invested \$63,000,000 CAD and the University of Victoria Foundation invested \$45,000,000 CAD in a private debt thematic-impact investment in a new student housing and dining project to be completed by 2023. The Student Housing and Dining Project will provide much-needed housing and a new dining facility for 621 students who are currently living off-campus. The project demonstrates UVic's commitment to sustainability and meeting its sustainable goals as design and construction of the new buildings will meet Leadership in Energy and Environmental Design (LEED) Gold and Passive House standards, which is the most rigorous global building standards for sustainability and energy efficiency.

More info:

<https://www.uvic.ca/campusplanning/current-projects/new-student-housing/>

**Percentage of the institution's investment pool in positive sustainability investments:**

14.94

**Does the institution have a publicly available sustainable investment policy?:**

Yes

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

The University of Victoria Foundation's Sustainable Investment Policy can be found at:

[https://www.uvic.ca/universitysecretary/assets/docs/obfoundations/summary\\_of\\_investment\\_beliefs\\_june\\_2019.pdf](https://www.uvic.ca/universitysecretary/assets/docs/obfoundations/summary_of_investment_beliefs_june_2019.pdf)

The University of Victoria's Short-Term Investments' Responsible Investment Policy can be found at

<https://www.uvic.ca/financialplanning/assets/docs/Investments%20docs/responsible-investment-policy.pdf>

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

Yes

**A brief description of how the sustainable investment policy is applied:**

For our investment pool, we have created guidelines for manager selection, including:

- In evaluating prospective investment managers, the Board considers how environmental, social and governance (ESG) issues are incorporated into the investment decision-making process;
- In evaluating prospective investment managers, the Board considers how investment managers engage with management to improve ESG practices;
- Existing equity investment managers are requested to provide proxy voting reports and to highlight exceptions to their proxy voting policy; and
- Requests annual disclosure by investment managers regarding the processes by which ESG factors are incorporated into the investment decision-making process.

As an example of our university's commitment to responsible investing, the university is a signatory to the United Nations Principles for Responsible Investment (UNPRI) and we encourage all our external managers to be signatories to the UNPRI. All of our managers are signatories of the UNPRI.

More examples about how our external managers exercise responsible investing and active ownership can be found at our website:

[https://www.uvic.ca/universitysecretary/otherbodies/foundations/responsible\\_investment/active\\_ownership.php](https://www.uvic.ca/universitysecretary/otherbodies/foundations/responsible_investment/active_ownership.php)

**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:**

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**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 participate in a public divestment effort and/or have a publicly available investment policy with negative screens?:**

Yes

**A brief description of the divestment effort or negative screens and how they have been implemented:**

The University of Victoria has adopted a Responsible Investment Policy that has set a target to reduce its carbon emissions intensity by 45% by 2030. This will lead to the divestment of high-carbon emitting companies from our portfolio. The short-term investments fund the university's operations and has \$250,000,000 AUM (assets under management).

<https://www.uvic.ca/financialplanning/investments/whats-new/index.php>

The short-term investments is part of the university's investment pool and is independent from the endowment. Our carbon reduction target applies to 33.87% of the investment pool.

**Approximate percentage of endowment that the divestment effort and/or negative screens apply to:**

33.87

**Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:**

Yes

**A brief description of the investor networks and/or collaborations:**

Signatory to the United Nations Principles for Responsible Investing

Western North American Principles For Responsible Investment Network Event

Shareholder Association for Research & Education Annual Conference

**Website URL where information about the institution's sustainable investment efforts is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

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.

Information regarding the University of Victoria Foundation including its responsible investment beliefs and holdings can be found at:

<https://www.uvic.ca/universitysecretary/otherbodies/foundations/index.php>

Information regarding the University of Victoria Short-Term Investments including its responsible investment policy and holdings can be found at:

<https://www.uvic.ca/financialplanning/investments/index.php>

<https://www.unpri.org/>

<https://www.uvic.ca/financialplanning/investments/responsible-investment/index.php>

[https://www.uvic.ca/universitysecretary/otherbodies/foundations/responsible\\_investment/index.php](https://www.uvic.ca/universitysecretary/otherbodies/foundations/responsible_investment/index.php)

p

## Investment Disclosure

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Score	Responsible Party
1.00 / 1.00	<b>Andrew Coward</b> Treasurer Budget Office

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### Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

### Does the institution make a snapshot of its investment holdings available to the public?:

Yes

### A copy of the investment holdings snapshot:

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### Website URL where the investment holdings snapshot is publicly available:

<https://www.uvic.ca/universitysecretary/assets/docs/obfoundations/Portfolio%20Holdings/20182019portfolioholdings.pdf>

### Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	100
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	0

### Does the institution engage in proxy voting?:

No

### Are proxy voting records included in the snapshot of investment holdings?:

No

### Website URL where information about the institution's investment pool is available:

<https://www.uvic.ca/vpfo/accounting/resources/financial-statements.php>

### Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

Information regarding the University of Victoria Foundation including its responsible investment beliefs and holdings can be found at:

<https://www.uvic.ca/universitysecretary/otherbodies/foundations/index.php>

Information regarding the University of Victoria Short-Term Investments including its responsible investment policy and holdings can be found at:

<https://www.uvic.ca/financialplanning/investments/index.php>

# Wellbeing & Work

**Points Claimed** 3.30

**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 offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

<b>Credit</b>	<b>Points</b>
Employee Compensation	1.16 / 3.00
Assessing Employee Satisfaction	0.75 / 1.00
Wellness Program	0.75 / 1.00
Workplace Health and Safety	0.64 / 2.00

## Employee Compensation

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Score	Responsible Party
1.16 / 3.00	<b>Belinda Fontes</b> HR Program and Project Manager Human Resources

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### Criteria

## Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

## Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

## **Part 3. Minimum total compensation for employees**

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

# Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)'s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

## **The local living wage (based on a family of four and expressed as an hourly wage):**

19.39 US/Canadian \$

## **Percentage of employees that receive a living wage (benefits excluded):**

86

## **Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:**

No

## **A list or brief description of significant on-site contractors:**

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## **Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):**

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## **Total compensation provided to the institution's lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:**

100 percent

## **A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:**

All regular employees who, at the time of the regular appointment, are eligible under the terms of the mutually accepted Staff Pension Plan will, as a condition of employment, participate in the Plan.

- All regular employees who are eligible under the terms of the Medical Services Plan and the mutually accepted Extended Health Benefits Plan shall, as a condition of employment, participate in the Plan from the first day of the month following commencement of employment and all eligible employees contribute only twenty-five percent (25%) to the cost of the plan.

-All regular employees who are eligible under the terms of the mutually accepted Dental Plan and all eligible employees contribute only twenty-five percent (25%) to the cost of the plan

## **Has the institution made a formal commitment to pay a living wage?:**

No

**A copy or brief description of the institution's written policy stating its commitment to a living wage:**

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**Website URL where information about employee compensation is available:**

<https://www.uvic.ca/hr/pay-benefits/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Approximately 83% of UVic employees 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, 83% earn at least a "living wage" as defined by Living Wage Canada as \$19.39 per hour. The only union local not paying this amount is one section of CUPE 4163. These figures do not include work study students employed part time at the university, or casual staff.

## Assessing Employee Satisfaction

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Score	Responsible Party
0.75 / 1.00	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### 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.

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

### **Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:**

Yes

### **Percentage of employees assessed, directly or by representative sample:**

75

### **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Three very large portfolios were surveyed in 2018/2019 at UVic. These were the office of Vice-President Finance and Operations (VPFO) and Vice-President External Relations (VPEX), and the Division of Student Affairs (STUA) within the Vice-President Academic and Provost Portfolio.

The VPFO and External Relations assessment was conducted through an online survey with three follow-ups comprised of a total of 60 questions assessing satisfaction with:

- Leadership
- Quality of work
- Teamwork
- Coaching and feedback
- Autonomy

There were also questions included on overall happiness and willingness to recommend, as well as an open-ended section which generated over 1,000 comments.

The STUA assessment was administered in a similar way, but the focus was slightly shifted to gain feedback across five main themes:

- Leadership in the unit, department and division
- Work and work environment
- Management and supervision
- Teamwork in the unit and across the division
- Professional development

In both assessments, response rates were extremely high and generally positive.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:**

Online surveys were distributed by email to each employee's university email address. Results were collected by the survey program, and analyzed by Gustavson School of Business faculty member and Director Dr. Mark Colgate. Findings and results were discussed and shared with the leaders of each Vice-President portfolio whose staff participated in the employee satisfaction survey.

As a result of the feedback from VPFO and External Relations survey, a coaching/mentoring program was implemented and customized to address the needs identified by staff. In addition, "lunch and learn" programs were also implemented to further staff professional development, and increase staff engagement and colleague connections. The actions taken were determined by the staff themselves, as they were collectively able to review the results in a large meeting and come to an agreement on how their career life could be further enhanced and improved.

After the STUA assessment was complete, the STUA Executive team reviewed the results and pulled key areas of focus for each department. Action plans were then incorporated into all leadership goal documents for 2018/2019, and were aimed specifically to address areas of focus identified by the STUA Executive team. The STUA identifies the assessment process as an important opportunity to acknowledge success and make improvements in the division.

**Website URL where information about the employee satisfaction and engagement evaluation is available:**

<https://www.uvic.ca/vpfo/excellence/index.php>

**Additional documentation to support the submission:**

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## Wellness Program

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**Score**

0.75 / 1.00

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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**Criteria**

## **Part 1. Wellness program**

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

## Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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.

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

**Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:**

Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

University of Victoria employees can find health and wellness aid through the Employee and Family Assistance Program (EFAP), an employer-paid benefit for all eligible faculty and staff, as well as their dependents. The program is confidential, and is designed to provide employees with information, advice and support through life's daily challenges. It includes professional counselling, information and referral services.

UVic recognizes that health and wellness are essential for student success, and offer many services that strive to support students' wellbeing. Health Services offers students a confidential, on-campus clinic that includes a collaborative team of physicians, nurses, specialists and medical office staff. Services include:

- Medical care
- Medical health
- Immunization
- Wellness education
- Sexual health
- Substance use
- Management of chronic illness
- Health promotion programs

In order to make these services accessible to all students, the UVSS Enhanced Health and Dental Plan provides extended health and dental coverage for all undergraduate students who are registered in at least three units of classes or on a co-op work term. The plan is intended to cover expenses not covered by the Medical Services Plan for BC residents (MSP) and other basic health care programs.

Resources for Balanced Living, Ergonomics, Mental Health and Wellbeing, and the Return to Work program can be found on the Human Resources website at

<https://www.uvic.ca/hr/health-wellness/index.php>

**Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:**

Yes

**Does the institution restrict outdoor smoking?:**

Yes

**Does the institution prohibit smoking and tobacco use across the entire campus?:**

No

**A copy of the institution's smoke-free policy:**

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**The institution's smoke-free policy:**

The University of Victoria Smoking Policy (AD2405) outlines the rules and regulations for smoking at UVic (see pg. 2, section 7.00):

Smoking is prohibited outside of any designated smoking area on university-owned or leased property including:

- (a) within any university-owned or leased buildings (including all student and family housing and facilities), in any building owned by the university but occupied by other parties, and Structures as identified by signage at the entrance or in the vicinity of the Structure; and
- (b) within any university owned or leased vehicles, including boats.

Regulations for establishing smoking areas as well as exceptions to these restrictions, such as for traditional and ceremonial events, are further outlined within the policy.

For more information, see:

<https://www.uvic.ca/universitysecretary/assets/docs/policies/AD2405.pdf>

**Website URL where information about the institution's wellness programs is available:**

<https://www.uvic.ca/hr/health-wellness/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Employee and Family Assistance Program:

<https://www.uvic.ca/hr/health-wellness/employee-family-assistance/index.php>

Student Health and Wellness:

<https://www.uvic.ca/orientation/new-student-handbook/health-and-wellness/index.php>

University of Victoria Smoking Policy (AD2405):

<https://www.uvic.ca/universitysecretary/assets/docs/policies/AD2405.pdf>

## Workplace Health and Safety

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**Score**

0.64 / 2.00

**Responsible Party**

**Elizabeth Errington-Wynans**  
Administrative Coordinator  
Occupational Health, Safety and Environment

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**Criteria**

## **Part 1. Health and safety management system**

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

## Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

**Does the institution have an occupational health and safety management system (OHSMS)?:**

Yes

**Does the system use a nationally or internationally recognized standard or guideline?:**

Yes

**The nationally or internationally recognized OHSMS standard or guideline used:**

Canadian Standard Association: CSA Standard Z1000-06 Occupational Health and Safety Management

**A brief description of the key components of the custom OHSMS:**

The University of Victoria utilises the CSA Standard Z1000-06 Occupational Health and Safety Management document as guiding principles for the Environmental Health and Safety Management System outlined in the Environmental Health and Safety Policy (SS9200). The Environmental Health and Safety Management System is designed to ensure that faculty, staff and students have a safe and healthy environment for work and study. The goals (see section 4.00 pg. 5) are to:

- a) Meet or exceed the requirements of health and safety statutes and regulations;
- b) Enhance the health and safety of the members of the university community
- c) Identify responsibilities for individuals, supervisors, department heads and senior management;
- d) Ensure the effective response to emergencies and continuity of operations;
- e) Support effective programs through safety committees with clear mandates;
- f) Enhance effective communication on health, safety and environmental issues and emergency communication capabilities;
- g) Ensure that accountability measures are in place as required by the EHS Management System through effective auditing;
- h) Provide consultancy to assist departments in both compliance and achievement of best practices

A variety of university-wide safety plans have been developed to ensure regulatory compliance and consistent approach to safety management, including the following program areas (see Appendix 2, pg. 11)

- WHMIS
- Biosafety
- Radiation Safety
- Lab Inspections
- Hearing Protection
- Respirator Safety
- Hazardous Waste Management
- Working Alone or in Isolation

For more information see the Environmental Health and Safety Policy (SS9200):

[https://www.uvic.ca/universitysecretary/assets/docs/policies/SS9200\\_3250\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/SS9200_3250_.pdf)

**Annual number of recordable incidents of work-related injury or ill health:**

129

**Full-time equivalent of employees:**

3,553.84

**Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:**

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**A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :**

Recordable incidents of work-related injury or death are reported to the department of Occupational Health, Safety and Environment for tracking. Once reported, the OHSE records the year of injury, date of injury, and claim status. The reported number of recordable incidents is based on the 2019 year. Elizabeth Errington-Wynans, Administrative Coordinator for the department of Occupational Health, Safety and Environment was contacted and reported this number to the Office of Campus Planning and Sustainability for the purposes of this report.

**Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:**  
3.63

**Website URL where information about the occupational health and safety program is available:**

<https://www.uvic.ca/ohse/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Environmental Health and Safety Policy (SS9200):

[https://www.uvic.ca/universitysecretary/assets/docs/policies/SS9200\\_3250\\_.pdf](https://www.uvic.ca/universitysecretary/assets/docs/policies/SS9200_3250_.pdf)

# Innovation & Leadership

## Innovation & Leadership

**Points Claimed** 4.00

**Points Available** 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

## Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

<b>Credit</b>	<b>Points</b>
Community Garden	0.50 / 0.50
Fair Trade Campus	0.50 / 0.50
Food Bank	0.50 / 0.50
Green Laboratory Program	0.50 / 0.50
Sustainability Projects Fund	0.50 / 0.50
Textbook Affordability	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50

## Community Garden

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**Score**

0.50 / 0.50

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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### Criteria

Institution hosts a community garden on institution-owned land that allows local community members to grow their own food.

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

### A brief description of the institution's community garden:

The UVic Campus Community Garden is an affiliate group of the UVic Students Society that manages an urban agriculture space on campus, with practical support from Facilities Management and the Office of Campus Planning and Sustainability. There are 90 plots at the garden, including individual allotment plots, communal "giving gardens" for volunteers and food bank donations, and garden plots used by advocacy groups and classes. Due to the high demand for plots, rentals are restricted to current UVic students, faculty and staff, though volunteers from the external UVic community are welcome to use the designated communal plots.

### Website URL where information about the community garden is available:

<https://communitygardenuvic.weebly.com/>

### Estimated number of individuals that use the institution's community garden annually:

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### Additional documentation to support the submission:

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## Fair Trade Campus

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**Score**

0.50 / 0.50

**Responsible Party**

**Kay-Lynn Yacoboski**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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### Criteria

Institution is currently designated as a [Fair Trade College or University](#) by Fairtrade International/FLO and its members (e.g., [Fairtrade Canada](#)) or [Fair Trade Campaigns USA](#).

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

### Is the institution currently designated as a Fair Trade College or University?:

Yes

### Documentation affirming the Fair Trade designation:

[University\\_of\\_Victoria\\_-\\_Fair\\_Trade\\_Campus\\_certificate.pdf](#)

### Website URL where documentation affirming the Fair Trade designation is available:

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### Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

UVic was designated a Fair Trade Campus on February 21, 2018, an achievement that reflected the collaborative campus-wide efforts between the Office of Campus Planning and Sustainability, University Food Services, the UVic Students' Society, and other student groups. UVic supports sustainable purchasing by carrying fair trade products in food outlets across the campus. These products include but not limited to Doi Chaang Coffee, Kicking Horse Coffee, ReSIProcate Coffee, Numi teas and Alter Eco chocolate.

## Food Bank

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**Score**

0.50 / 0.50

**Responsible Party**

**Megan Chan**  
Sustainability Intern  
Office of Campus Planning and Sustainability

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### Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

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

**Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:**

Yes

**A brief description of the food bank, pantry, or equivalent resource:**

The University of Victoria Students Society (UVSS) Food Bank & Free Store is run by a team of dedicated staff and volunteers, offering all UVic students access to food essentials and free household items. It is a community space that supports students by supplementing basic food and other essential household supplies while working to eliminate the negative stigma associated with accessing food banks.

The purpose of the free store is to support undergraduate and graduate students in the face of rising tuition, housing, childcare and food costs by providing essential needs. Extra resources are available for students supporting families through material, cash, and fundraised donations from the UVic community. The Food Bank & Free Store advocates for students by providing them with services, events, and safer, more inclusive community spaces. All services are confidential and current UVic students are welcome, encouraging many students to take advantage of the Food Bank & Free Store every week.

**Website URL where information about the food bank is available:**

<https://uvss.ca/foodbank/>

**Additional documentation to support the submission:**

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## Green Laboratory Program

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**Score**

0.50 / 0.50

**Responsible Party**

**Amanda Muench**  
OHSE Consultant  
Occ Health, Safety & Envir

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### Criteria

Institution has or participates in a green laboratory program that covers at least three of the following:

- Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs
  - Water conservation and efficiency
  - Chemical use and disposal
  - Materials management, e.g., green purchasing guidelines and recycling and reuse programs
  - Training event(s) for lab users on sustainable practices
- 

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

### Does the institution have or participate in a green laboratory program?:

Yes

### Does the institution's green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g., green purchasing guidelines and recycling and reuse programs	Yes
Training for lab users on sustainable practices	Yes

### A brief description of the institution's green laboratory program:

The Green Labs program is intended to provide researchers with resources and tools to implement sustainable practices without compromising health and safety. The goal of the program is to reduce our impact on the environment by reducing energy costs and minimizing hazardous materials use and wastes in laboratories.

In 2014, a project was initiated to have all fume hoods flow adjusted down to meet regulatory provincial compliance standards and save energy. Following the above regulatory compliance and energy savings project, UVic rolled out further energy savings initiative called Set Back and Shut the Sash initiative in 2014 in conjunction with the Science labs, Sustainability, and OHSE departments. The initiative saw energy savings equal to 5 homes by using the night set back mode and also supported safety measures with respect to accurate fume hood usage. This initiative is embedded into the Sciences buildings that are able to be in scope at this time and will be further expanded to other buildings when feasible, and the OHSE compliance project is complete.

A new Lab Freezer Initiative aimed at energy conservation is also currently underway which would optimize the use of -80 degrees Celsius lab freezers. To date, internal stakeholder consultation has been conducted and then the University will move onto Phase 2 of this project which would see interested lab users increase their freezer temperatures to -70 degrees Celsius and also continue with a freezer sample inventory cleanout.

The Science Labs switched out water powered aspirators for electrical and air powered pumps. As well, recirculating chilled water systems are now used in lieu of continuously flowing cold water in the Bob Wright building labs, one floor of Elliott building and incorporated into lab renovations and building upgrades where feasible.

Guidelines for General Hazardous Waste Chemical Disposal and Protocols is available to view on the Green Labs website. It is part of the Hazardous Waste Management System which is designed to deal with hazardous wastes on campus in an environmentally responsible manner, maintain compliance with local regulation and demonstrating a best practices approach to environmental safety. Included in the viewable guidelines are:

- Acidic and Basic Protocols
- Reactive Waste Disposal Protocols
- Cytotoxic Waste Disposals and Protocols

Additionally, UVic has moved away from the use of Ethidium Bromide and now uses environmentally safe alternatives. A list of safe alternatives, provided by the University of British Columbia, is available to view on the Green Labs website.

The Green Labs program at UVic ran a very successful Mercury thermometer exchange program in 2013 in which over 325 mercury thermometers were taken out of the system and exchanged for environmentally safe, non-toxic thermometers. Green Labs continues to encourage all labs on campus to opt for environmentally safe and non-toxic thermometers.

The Lab Glassware Recycling Protocol is available for view on the Green Labs website and outlines how to clean lab glassware so that it is acceptable for recycle. It also provides information on campus locations for drop off of different types of lab glassware, so they are appropriately pre-sorted and ready for recycle.

Sustainability and Green Labs awareness are weaved into Lab Safety training as well as embedded into the annual lab inspections. A Green Labs checklist is in draft form and will be rolled out to the Sciences in the near future.

**Website URL where information about the green laboratory program is available:**

<https://www.uvic.ca/ohse/environment/green-labs/index.php>

**Additional documentation to support the submission:**

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## Sustainability Projects Fund

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Score	Responsible Party
0.50 / 0.50	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution has a dedicated fund (e.g., a green fund) to support campus sustainability projects.

The fund is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

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

### Name of the institution's sustainability projects fund:

The Campus Sustainability Fund

### Which of the following best describes the primary source of funding for the sustainability projects fund?:

Department driven

### Year the institution's sustainability projects fund was established:

2,016

### A brief description of the institution's sustainability projects fund:

The Campus Sustainability Fund (CSF) provides UVic students and community member's financial assistance to carry out sustainability initiatives on campus. The Fund is reserved for projects that address raising awareness about sustainability, providing learning opportunities in the field, and direct impact projects looking to reduce water and energy consumption. The purpose of the fund is to encourage sustainable solutions which encompass the vision of the Sustainability Action Plan by including a wide range of UVic community members and ideas. Since the establishment of the Sustainability Fund in 2016, a total of 24 projects have been approved, 20 of which have been completed.

### A brief description of the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

In order to streamline the approval of smaller sustainability projects, applications under \$1,000 are reviewed by the Office of Campus Planning and Sustainability staff and recommended for approval. Applications over \$1,000 are reviewed by the CSF Review Committee, a group made up of students, staff and faculty representatives, each of whom serve for a one-year term with the potential for renewal. The CSF Review Committee will then recommend projects for approval. All recommended projects are reviewed by the Associate Vice-President Financial Planning and Operations for final approval.

### Website URL where information about the sustainability projects fund is available:

<https://www.uvic.ca/sustainability/involved/sustainability-fund/index.php>

### Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

Application and approval process for the Campus Sustainability Fund:  
<https://www.uvic.ca/sustainability/involved/sustainability-fund/application/index.php>

## Textbook Affordability

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Score	Responsible Party
0.50 / 0.50	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution supports textbook affordability by:

- Hosting a peer-to-peer textbook exchange program, textbook lending library, or an alternate textbook project covering multiple divisions or departments; AND/OR
  - Providing incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks (or alternate textbooks composed of open educational resources). The incentives may include honors, fellowships, titles, monetary rewards, and/or release time.
- 

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

### **Does the institution host a peer-to-peer textbook exchange program, textbook lending library, or alternate textbook project?:**

Yes

### **A brief description of the textbook exchange program, textbook lending library, or alternate textbook project:**

UVic provides students with several affordable options for obtaining textbooks, rather than purchasing them as new. After each academic term, the UVic Bookstore provides students with a time frame of several weeks in which students are able to come to the Bookstore and sell their used textbooks back to the University at a pro-rated value of the original price. The used textbooks are then made available for sale to students in the following term at a significantly reduced price, and are sold on a first-come, first-serve basis.

The UVic Bookstore website also provides an online platform, the "Classifieds", in which students are able to sell their textbooks directly to other students. If students do not want to purchase a textbook for their course, they are able to rent them for the entire semester for 30%-50% less than that of the sale price. Some courses also provide the option to purchase their textbook online for a fraction of the cost of the physical textbook.

Finally, the University of Victoria Students' Society (UVSS) runs Subtext out of the Student Union Building (SUB). It is a consignment bookstore staffed by students that accepts used textbooks and novels, with an emphasis on bringing in editions that are current to courses being offered on campus. It is unique in the sense that prices are set by the seller of the textbook rather than by Subtext itself, and is therefore often less expensive than other used book retailers.

### **Does the institution provide incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks?:**

Yes

### **A brief description of the incentives to encourage the authorship, peer review, and/or adoption of open access textbooks:**

UVic provides grant opportunities to undergraduate teachers to encourage the adoption, adaptation, or development of Open Education Resources (OERs) for undergraduates with the aim of replacing existing textbooks or education resources that can be prohibitively expensive. Each grant is limited to a maximum of \$5,000, so that financial

support can be distributed across multiple proposals in a diversity of faculties and divisions in order to maximize direct benefits to a wide range of students.

**Website URL where information about the textbook affordability incentives is available:**

<https://www.uvic.ca/learningandteaching/faculty/grants/learning/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Application Guidelines for Open Educational Resource (OER) Grants:

[https://www.uvic.ca/learningandteaching/assets/docs/instructors/for-review/Scholarships,%20Grants%20and%20Awards/oer\\_grant\\_guidelines.pdf](https://www.uvic.ca/learningandteaching/assets/docs/instructors/for-review/Scholarships,%20Grants%20and%20Awards/oer_grant_guidelines.pdf)

UVic Bookstore/Textbooks:

<https://www.uvicbookstore.ca/text/>

UVSS Subtext:

<https://uvss.ca/subtext/>

## Innovation A

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Score	Responsible Party
0.50 / 0.50	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. 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.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. 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 verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

Joint Degree Program in Canadian Common Law and indigenous Legal Orders (JD/JID)

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

The University of Victoria joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JID) is the first of its kind in the world, combining intensive study of Canadian Common Law with intensive engagement with Indigenous laws. The program welcomed its first cohort of students in September 2018, and will help students to develop the skills needed to practice within Canadian Common Law, with Indigenous legal orders, and at the interface between them.

The program was made possible by the relationships between the University of Victoria and the Songhees and Esquimalt peoples, on whose lands the University of Victoria is located, the W̱SÁNEĆ speaking peoples, who have longstanding connections to this land, and Indigenous peoples from coast-to-coast-to-coast and around the world. The program was conceived by two of Canada's leading Indigenous scholars: John Borrows, Canada Research Chair in Indigenous Law, and Val Napoleon, Law Foundation Chair in Aboriginal Justice and Governance. Its development has benefited from strong support of faculty and staff throughout UVic Law and been greatly assisted by networks of Indigenous scholars in Canada and internationally.

The implementation of this JD/JID program at UVic directly responds to call #50 of the Truth and Reconciliation Commission's Calls to Action, which reads as follows:

"In keeping with the United Nations Declaration on the Rights of Indigenous Peoples, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous law and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada."

The program also responds to the rapidly increasing need for legal professionals with Indigenous legal knowledge. Consultations with potential employers made clear that the graduates of this program will be in great demand in:

- Indigenous governance
- Non-Indigenous government agencies
- Law firms that work with Indigenous peoples and Indigenous lands, and
- Business enterprises

The implementation of this program reflects UVic's longstanding commitment to an international reputation in Indigenous law and Indigenous legal education.

**Which of the following impact areas does the innovation most closely relate to? (select up to three):**

Curriculum

Diversity & Affordability

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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**The website URL where information about the innovation is available :**

<https://www.uvic.ca/law/about/indigenous/jid/index.php>

**Additional documentation to support the submission:**

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## Innovation B

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Score	Responsible Party
0.50 / 0.50	<b>Kay-Lynn Yacoboski</b> Sustainability Intern Office of Campus Planning and Sustainability

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. 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.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. 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 verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

University of Victoria Campus Cycling Plan

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

The University of Victoria Campus Cycling Plan (CCP) outlines a comprehensive and coordinated policy approach to support cycling as a safe, enjoyable and convenient mode of transportation on campus for students, faculty, staff and visitors. Released in January of 2019, it is a comprehensive ten-year framework and guide for the implementation of cycling infrastructure, some of which the university has already begun construction. This includes cycling and pedestrian network pathways, bicycle parking, , showers and change rooms on campus. The CCP also provides policy direction on strategies to improve levels of comfort and safety on shared areas, pathways and roads. The Plan exemplifies the university's commitment to fostering sustainable and active transportation choices; and as a result, the university received the Canadian Institute of Planner's 2019 Award for Planning Excellence Merit in the New and Emerging Planning Initiatives category, which highlighted the Plan's innovation and significance.

The CCP is based on extensive input from students, faculty, staff and visitors to the campus, making this a truly collaborative effort between the University of Victoria, the campus community, and the further reaching local community.

To help guide the plan, five bicycle planning principles were developed based on input from the campus community. They are (see page i):

1. To create a campus where students, staff, faculty and visitors can safely ride their bicycles no matter where they are headed on campus.
2. To create a bicycle-friendly campus that will help achieve the transportation goals set out in the Campus Plan and the Sustainability Action Plan; notably, working towards increasing the use of transit, cycling, walking and carpooling to 70% of all trips to campus by increasing the cycling mode share to 10%
3. To work towards the development of an All Ages and Abilities (AAA) cycling network by creating new and enhanced cycling infrastructure on campus, including bicycle connections, bicycle parking and end-of-trip facilities.
4. To plan cycling network and facility improvements in a way that supports a balanced and connected multi-modal transportation system.
5. To improve levels of safety and comfort for pedestrians and cyclists on shared pathways across campus

Based on these principles, four key strategies were identified to guide the implementation of the plan's policy recommendations and cycling network improvements. Each of these strategies has an associated series of detailed actions to be taken in order to support their respective strategies. The four strategies are (see page 4):

1. Transportation Planning Priorities – Establish a decision tool to guide policy decisions and to prioritize the needs and safety of each group of road users on campus
2. Shared Space and Safety – Implement a shared space policy approach that promotes respectful active transportation etiquette and awareness in designated Shared Space areas
3. Cycling Network – Enhance the cycling network to improve safety and comfort for cyclists on campus in order to increase the cycling mode share to 10%
4. End-of-trip Facilities – Enhances end-of-trip facilities to improve the current level of service and support the demand that would result from a cycling mode share of 10%

The CCP has already begun implementation, with construction of various pathways, bike racks and shelters well underway.

The infrastructure outlined in the plan that is currently under construction and/or in progress includes:

- University Drive pathway network
- Dawnview Crescent-Vikes Way pathway network
- CARSA-McKinnon bike racks and shelter
- CARSA pathway "Share the Space" pilot

Some of the infrastructure outlined in the plan has already been constructed, including:

- Ocean-Climate building (Queenswood) bike racks and shelters
- Centennial Stadium bike racks and shelters

More UVic Campus Cycling Plan information:

<https://www.uvic.ca/campusplanning/current-projects/campus-cycling-plan/index.php>

<https://www.uvic.ca/campusplanning/assets/docs/campus-cycling-plan-docs/campus-cycling-plan.pdf>

**Which of the following impact areas does the innovation most closely relate to? (select up to three):**

Air & Climate  
Transportation  
Coordination & Planning

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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**The website URL where information about the programs or initiatives is available:**

<https://www.uvic.ca/campusplanning/current-projects/campus-cycling-plan/index.php>

**Additional documentation to support the submission:**

[UVic-Campus-Cycling-Plan.pdf](#)

