



University of Victoria

STARS Report

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About STARS

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

STARS is designed to:

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

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](#).

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Summary

Institutional Characteristics

Institutional Boundary	Complete
Operational Characteristics	Complete
Academics and Demographics	Complete

Academics

Curriculum

Academic Courses	Complete
Learning Outcomes	Complete
Undergraduate Program	Complete
Graduate Program	Complete
Immersive Experience	Complete
Sustainability Literacy Assessment	Complete
Incentives for Developing Courses	Complete
Campus as a Living Laboratory	Complete

Research

Research and Scholarship	Complete
Support for Research	Complete
Open Access to Research	Complete

Engagement

Campus Engagement

Student Educators Program	Complete
Student Orientation	Complete
Student Life	Complete
Outreach Materials and Publications	Complete
Outreach Campaign	Complete
Assessing Sustainability Culture	Complete
Employee Educators Program	Complete
Employee Orientation	Complete
Staff Professional Development	Complete

Public Engagement

Community Partnerships	Complete
Inter-Campus Collaboration	Complete
Continuing Education	Complete
Community Service	Complete
Participation in Public Policy	Complete
Trademark Licensing	Not pursuing

Operations

Air & Climate

Greenhouse Gas Emissions	Complete
Outdoor Air Quality	Complete

Buildings

Building Operations and Maintenance	Complete
Building Design and Construction	Complete

Energy

Building Energy Consumption	Complete
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Clean and Renewable Energy	Not pursuing
Food & Dining	
Food and Beverage Purchasing	Complete
Sustainable Dining	Complete
Grounds	
Landscape Management	Complete
Biodiversity	Complete
Purchasing	
Sustainable Procurement	Complete
Electronics Purchasing	Complete
Cleaning and Janitorial Purchasing	Complete
Office Paper Purchasing	Complete
Transportation	
Campus Fleet	Complete
Student Commute Modal Split	Complete
Employee Commute Modal Split	Complete
Support for Sustainable Transportation	Complete
Waste	
Waste Minimization and Diversion	Complete
Construction and Demolition Waste Diversion	Complete
Hazardous Waste Management	Complete
Water	
Water Use	Complete
Rainwater Management	Complete
Planning & Administration	
Coordination & Planning	
Sustainability Coordination	Complete
Sustainability Planning	Complete
Participatory Governance	Complete
Diversity & Affordability	
Diversity and Equity Coordination	Complete
Assessing Diversity and Equity	Complete
Support for Underrepresented Groups	Complete
Affordability and Access	Complete
Investment & Finance	
Committee on Investor Responsibility	Not pursuing
Sustainable Investment	Complete
Investment Disclosure	Complete
Wellbeing & Work	
Employee Compensation	Complete
Assessing Employee Satisfaction	Complete
Wellness Program	Complete
Workplace Health and Safety	Complete
Innovation & Leadership	
Exemplary Practice	
Green Laboratories	Complete
Innovation	
Innovation A	Complete

Innovation B
Innovation C
Innovation D

Complete
Complete
Complete

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

Institutional Characteristics

Institutional Characteristics

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 academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Responsible Party

Neil Connelly

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

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, below.

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

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:

Doctoral/Research

Institutional control (Public, Private for-profit, or Private non-profit):

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 48 individual academic departments.

Overall, however, UVic supports 58 departments, including a School of Public Health and Social Policy and a Division of Medical Sciences (but no hospital), which delivers the Island Medical Program in collaboration with the University of British Columbia, MD undergraduate program. 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. In 2016, UVic reached a milestone of 75,000 co-op placements. UVic's Division of Continuing Studies offers hundreds of individual courses for personal and professional development, including 26 programs leading to a diploma or certificate.

More information can be found at:

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

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

<http://www.uvic.ca/future-students/undergraduate/programs/department-listing/index.php>

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 and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	No
Satellite campus	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No
Hospital	No	No

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

There are no features excluded.

Additional documentation to support the submission :

stars.aashe.org

Operational Characteristics

Responsible Party

Neil Connelly

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

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.

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

Endowment size:

384,000,000 *US/Canadian \$*

Total campus area (i.e. the total amount of land within the institutional boundary):

402 *Acres*

Locale:

Urban fringe of mid-size city

IECC climate zone:

4 - Mixed

Gross floor area of building space:

4,274,393 *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, e.g. data centers, food production space, convenience stores:

13,121.86 *Square Feet*

Additional documentation to support the submission :

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.

Responsible Party

Neil Connelly

Director, Campus Planning and Sustainability
Financial Planning and Operations

Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. 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.

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

Number of academic divisions (e.g. colleges, schools):

12

Number of academic departments (or the equivalent):

48

Number of students enrolled for credit:

21,696

Total number of employees (staff + faculty):

6,328

Full-time equivalent student enrollment (undergraduate and graduate):

19,068

Full-time equivalent of employees (staff + faculty):

4,576

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

842

Number of students resident on-site:

2,472

Number of employees resident on-site:

stars.aashe.org

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):

0

Weighted campus users, performance year:

17,719.50

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

The 2016 Times Higher Education (THE) World University Rankings place UVic among the top 250 universities around the world. In addition, THE placed UVic at 175 on its January 2016 list of the world's 200 most international universities. UVic has also been recognized for its leadership in a broad mix of academic fields by QS World University Rankings. UVic has also consistently ranked among the top Canadian universities in the comprehensive category in the annual university rankings by Maclean's, Canada's national news magazine. In a strong showing across the board, UVic racked up top-three finishes in eight of the 14 key performance indicators used by Maclean's for its 2016 rankings.

UVic has been named a Canadian ReSearch Infosource "Research University of the Year" for 12 of the past 14 years. This designation indicates that UVic "demonstrates superior achievement in earning research income and in publishing research in leading scientific journals." In 2016, UVic was also recognized in the ReSearch Infosource "Winners Circle" for sponsored research income from 2000-2015.

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

UVic's academic programs are constantly evolving to provide education that will equip students for our rapidly-changing world with 10 faculties and 2 divisions - business, education, engineering, fine arts, graduate studies, human and social development, humanities, law, science, social sciences, continuing studies and medical sciences. Within these, there are 48 different schools and departments. As of the 2015/16 academic year, UVic was home to 21,696 students, including 3,307 graduate students and we have 6458 employees including 869 faculty, 1,782 sessional instructors and specialist/instructional staff, and 3,677 administrative, professional and support staff. For the fifth year in a row, UVic was named one of Canada's best Diversity Employers, and for the first time one of Canada's Greenest Employers for 2015. On-campus housing is home to 2,472 students.

Academics

Curriculum

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

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; 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.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement*, *G. Standards and Terms*, and the Credit Example, below. 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 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

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

"---" 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	1,945	749
Number of sustainability courses offered	249	55
Number of courses offered that include sustainability	155	62

Percentage of courses that are sustainability course offerings:

19.34

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

48

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

34

Percentage of academic departments with sustainability course offerings:

70.83

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

[STARS UVic-sustainability-academic-courses-2016-17_3.xlsx](#)

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

One

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing

and/or validating 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 (or related courses) contain a section, chapter, module, case study, or other component that focuses on sustainability, as defined above.

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

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

An additional review step was taken for departments that contained a significant number of courses, such as Business and Environmental Studies, where by an email was sent to the administrator requesting that the faculty review the list of identified courses in relation to the definition of sustainability shown above.

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 (if different from the options outlined above):

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	No

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

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

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.

Responsible Party

Matt Greeno

Sustainability Coordinator

Office of Campus Planning & Sustainability

Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):

9,700

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:

3,065

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:

31.60

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

One

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:

No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:

No

A list or brief description of the institution level or division level sustainability learning outcomes:

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:

Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

Bachelor of Commerce

Goal 5: Sustainability/Social Responsibility

Gustavson graduates are socially responsible..

Master of Business Administration

Goal 5: Sustainability/Social Responsibility

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

Bachelor of Mechanical, Electrical, Computer and Software Engineering

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

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

The goal of Geography 101A is to introduce students to the way in which the ecosphere functions, the ways in which society interacts with the natural environment and the implications for sustainability. There is a strong emphasis on gaining

understanding of key environmental problems and developing more sustainable approaches to societal interactions with the environment.

Bachelor of Science and Arts in Environmental Studies requires students to complete ES 200: Introduction to Environmental Studies which introduces students to the symptoms and sources of environmental problems and approaches to resolving them. The three main focus areas within the School of Environmental Studies' are ethnoecology, ecological restoration, and political ecology. All of which are directly related to environmentalism which have sustainability learning outcomes.

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

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

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

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

Ecological options for the future

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

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

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

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

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

share the scientific methods of gathering, assessing, and learning information about the Earth, provide a summary of the major areas of investigation in atmospheric & ocean sciences,

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

Bachelor of Science in Nursing

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

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

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

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:

No

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

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

*All graduate figures were obtained from UVic Institutional Planning and Analysis for the 2015 Calendar year

Responsible Party

John Ho
Sustainability Coordinator
Campus Planning and Sustainability

Criteria

Institution offers at least one:

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

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused undergraduate degree program:

Environmental Studies

A brief description of the undergraduate degree program:

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

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

Political ecology is an interdisciplinary inquiry into the political and economic principles controlling the relations of human

beings to each other and to the environment. Put more simply, it explores the politics and policy necessary in a world where ecology matters. Students taking courses based on this pillar join faculty Kara Shaw and Duncan Taylor in understanding how to create positive change. Understanding the deep blocks to change is the first lesson. The second is that real change happens when we see the subtle shades between black and white solutions.

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

The website URL for the undergraduate degree program:

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

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

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.

UVic Geography 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.

The 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):

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

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

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

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

Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:

Restoration of Natural Systems

A brief description of the undergraduate minor, concentration or certificate:

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.

The website URL for the undergraduate minor, concentration or certificate:

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

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

Human Dimension of Climate Change

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

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

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

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

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

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

stars.aashe.org

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

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

UVic offers 17 sustainability focused undergraduate-level degree programs and 20 sustainability related undergraduate-level degree programs. Sustainability focused undergraduate-level courses were determined if over 50% of that departments courses offered were identified as sustainability focused courses based on our definition of a sustainability focused course. These sustainability focused undergraduate programs can all also be taken as a minor or concentration within a student's degree program.

List of sustainability-focused undergraduate degree programs and minors (alphabetical order):

1. Ageing
2. Civil Engineering
3. Commerce
4. Entrepreneurship
5. Environmental Restoration
6. Environmental Studies
7. Geography
8. Health and Society
9. Human Dimensions of Climate Change
10. Indigenous Community Development and Governance
11. Indigenous Governance

12. Indigenous Health Studies
13. Public Administration
14. Service Management
15. SMGT (Service Management)
16. Social Justice Studies
17. Social Sciences

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

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, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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.

"---" 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 (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

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, and embraces a full range of learning opportunities spanning natural and social sciences, humanities and traditional ecological knowledge. Programs are research based and therefore all students are supervised by a faculty member along with an advisory committee. Admission is tied directly to a faculty member who agrees to work with the student and act as the major adviser.

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.

The 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.

The 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):

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

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

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

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

No

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

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

The website URL for the graduate minor, concentration or certificate:

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

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

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

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

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

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

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The School of Environmental Studies creates UVic's major sustainability programs. It offers interdisciplinary programs, with courses that examine systemic aspects of environmental issues and explore solutions that cut across the boundaries of

traditional disciplines. We also recognize that many aspects of local, national and international environmental problems are inextricably connected to our dominant cultural values, and attendant political, social, economic and educational institutions. The graduate programs offered are research based and require the completion of an independent research project to graduate.

UVic offers 13 sustainability focused graduate-level major degree programs and 21 sustainability related graduate-level major degree programs. Sustainability focused graduate-level courses were determined if over 50% of that departments courses offered were identified as sustainability focused courses based on our definition of a sustainability focused course. These sustainability focused graduate programs can all also be taken as a minor or concentration within a student's degree program.

List of sustainability-focused graduate degree programs and minors (alphabetical order):

1. Ageing
2. Civil Engineering
3. Community Development
4. Environmental Restoration
5. Environmental Studies
6. Forest Biology
7. Geography
8. Commerce
9. Indigenous Governance
10. Indigenous Health Studies
11. Public Administration Dispute Resolution
12. Public Health and Social Policy
13. International Summer Institute for Business Management (ISIBM)

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

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

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

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

And/or

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

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

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

"---" 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, including how each program addresses the social, economic, and environmental dimensions of sustainability:

UVic's Department of Geography is an example of one of many academic departments that offer field schools. Geography field study courses take students to the edge of glaciers, face-to-face with whales, and knee deep in mudflats. In addition to applying their classroom and textbook knowledge, students also hone their research skills through a major independent field-based project. Field courses that incorporate immersive experience of at least one week or more in length are as listed:

Coastal Field School: In this field school, students will be offered the opportunity to learn in the field about coastal geomorphology, marine protected areas, and biogeography. GEOG 474 (biogeography), GEOG 491 Micro-climate to climate change), GEOG 491 (Hydrological processes). See:

<http://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/Coastal%20Field%20School>

.php

Field Studies in Coastal & Marine Resources: This course integrates indigenous knowledge and science in resource use and management. The nine-day course is off at the Koeve River Lodge, Heiltsuk territory on BC's central coast. See:

[http://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/Koeve%20Field%20School.p](http://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/Koeve%20Field%20School.php)

hp

Field Studies in Physical Geography: This undergraduate course is a field camp as part of the requirements for GEOG 477. The purpose of Geography 477 is to provide an opportunity to observe and study various aspects of Physical Geography, in the field, in a diverse and extraordinary academic environment. See:

<http://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/Field%20Studies%20in%20P>

[hysical%20Geography.php](http://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/Field%20Studies%20in%20Physical%20Geography.php)

Cascadia Sustainability Field School: The Geography program hosts an annual field school where students travel to urban cities in North American and Europe studying urban and regional sustainability. Students are offered the unique opportunity of learning in the field from local planners, academics, and activists who are responding to ecological, social, and economic challenges of the 21st century. This Department of Geography has been offering courses since 2012. Courses offered: GEOG 388 and 391. See:

<http://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/Sustainability%20Field%2>

[0School.php](http://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/Sustainability%20Field%20School.php)

#Biketoria: GEOG 491 course provides students a unique applied learning experience focusing on active transportation planning. The course is built around student projects that directly support research, outreach, and other needs of the City, with respect to the ambitious plan to build an ages and abilities cycling network connecting each neighbourhood in Victoria by 2018. Offered at a downtown Victoria location, GEOG 491 represents an exciting pilot for the region's new Civic Studio initiative, affording a space for community embedded learning. See:

<http://www.uvic.ca/socialsciences/geography/undergraduate/fieldschools/Biketoria.php>

UVic offers five other immersive, sustainability-focused educational study programs both for undergraduate and graduate-level students. These programs include:

School of Business:

ISIBM International Summer Institute for Business Management (Available for Graduate-level only). "Sustainability is part of our business model. Our summer program provides exposure to the financial, social and environmental considerations business must take into account in today's global marketplace." See:

stars.aashe.org

http://www.uvic.ca/gustavson/international/international/summer/summer-studies/index.php?utm_source=uvic&utm_medium=redirect&utm_campaign=isibm

School of Environmental Studies (undergraduate field programs):

- Red Fish School of Change
- Biodiversity and Conservation of Coastal BC
- Community and Regional Coastal- Marine Conservation
- Advanced Principles & Concepts in ER
- Bamfield Marine Sciences Center with UVic, Marine Biology program

Anthropology (undergraduate field programs)

- Barkley Sound, Vancouver - Archaeology Field School
- Ethnographic Field School, Cuba
- Jewish Cemetery: Victoria
- Perishable Technologies: UVic
- Soundscapes: BMSC

Environmental Restoration (undergraduate field programs; do not include Continuing Studies field courses)

- Advanced Principles & Concepts in environmental restoration

History (undergraduate field programs).

- Colonial Legacies Field School South
- Ethnohistory Field School

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).

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

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).

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

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 primarily 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 are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

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

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

Does the institution conduct an assessment of the sustainability literacy of its students (i.e. an assessment focused on student knowledge of sustainability topics and challenges)?:

Yes

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

A subset of students or a sample that may not be representative of the predominant student body

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

Standalone evaluation without a follow-up assessment of the same cohort or representative samples

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

[Survey Report_April18.docx](#)

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

There is a link to the survey on the uvic.ca/sustainability homepage.

Link to survey:

<http://fluidsurveys.com/s/u-vic-survey-jan-2015/>

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

The 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 assessment is located on the homepage of uvic.ca/sustainability and was also distributed through direct emails to faculty and a paid social media advertisement to reach each campus demographic.

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

The online survey is hosted on uvic.ca/sustainability but was distributed using several methods to ensure that a representative sample from the diverse student population was reached.

Email was the primary means of distribution. For the greater student population, the survey was sent to student groups and posted on social media. Furthermore, a paid advertisement was placed on Facebook to increase the reach. This resulted in a representative sample of staff, students, and faculty.

A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time:

Summary of results (Jan-Apr 2015):

Participation: 176 total responses and there was representation from every faculty. Social Science students, who make up approximately 20% of the student population at UVic, represented the vast majority of the respondents.

Campaign awareness: a large proportion was unaware of the listed initiatives. However, this was expected because the initiatives were highly targeted to specific groups.

Behaviours: this was highly varied depending on the action. See report for more details.

General knowledge: Participants were observed to have a very strong understanding of local and global sustainability information and issues

The website URL where information about the programs or initiatives is available:

stars.aashe.org

<http://fluidsurveys.com/s/u-vic-survey-jan-2015/>

Additional documentation to support the submission:

Responsible Party

Dr. Nancy Wright

Associate Vice-President Academic Planning
Office of the VP Academic and Provost

Criteria

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

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

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

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

Does the institution have an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

The Learning and Teaching Centre 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 a list of recipients and their approved courses which are sustainability-related from the past 3 years.

Learning without borders grant:

Cameron Owens, Department of Geography

Based on: Cascadia Sustainability Field School – GEOG 388 – Geographies of the Pacific Northwest / GEOG 391 – Sustainable Community Development (2013/14)

Scholarship of Teaching and Learning (SoTL) Grants:

Deborah Curran, Faculty of Law

Putting Law in its Place – Long Term Impacts of Interdisciplinary Experiential Field School Learning of Indigenous and

Colonial Laws (2015/16)

Implementation of Curricular Review Recommendations (ICRR) Grants:

Martha McMahon, Department of Sociology

New Certificate Program in Human Dimensions of Climate Change (2015/16)

Implementation of Curricular Review Recommendations (ICRR) Grants:

Vivien Corwin, Peter B. Gustavson School of Business

Creating a Foundational “People” Course for the Third Year Core (2013/14)

Community-engaged learning curricular development fund:

Ryan Hilperts, School of Environmental Studies

School of Environmental Studies Capstone Class and the Redfish School of Change (2014/15)

Cameron Owens, Department of Geography

Support for all Geography courses with special focus on: GEOG 209 Resource Management, GEOG 219 Geography of BC, GEOG 353 Coastal and Marine Resources, GEOG 355 Coastal Communities and GEOG 453 Consilience Field School (2013/14)

A brief description of the incentives that faculty members 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.

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/learningandteaching/faculty/grants/learning/>

Additional documentation to support the submission:

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees 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).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

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.

“---” indicates that no data was submitted for this field

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

In early 2016, the UVic Gustavson School of Business Masters of Business Administration students initiated and hosted a case competition between undergraduate and graduate business student groups. The topic of debate was “how could the Gustavson School of Business reduce their greenhouse gas emissions?” The School of Business had been tracking its greenhouse gas emissions (buildings, travel, etc.) of students, staff, and faculty internally since 2012, and this case competition provided the opportunity for business students to bring forth tangible options to improve the tracking system as well as make it public. As a result, the School’s GHG tracking system was improved and is now reported publicly as of fall 2016, thus further encouraging a reduction in GHG emissions.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

In March 2016, Dr. C. Crawford and three engineering master students of the School of Engineering initiated a study to determine which existing and potential future technologies are feasible for integration into the upgraded UVic district energy system (DES). UVic has natural gas powered DES that services heating loads in several buildings located around campus. The technologies will be identified and investigated through a summary of existing UVic commissioned reports, an exhaustive search of industry and academic sources, and some preliminary calculations assessing feasibility. Recommended technologies will be made in a forthcoming report. The study is funded through UVic’s Office of Campus Planning and Sustainability’s Campus Sustainability Fund.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

During 2014, a psychology PhD student completed a study on how to change behavioural practices in encouraging chemistry lab students to use the switch back mode on laboratory fume hoods in order to decrease energy use. The study results and recommendation were presented to UVic’s Sustainability Advisory Committee, then implemented into the Green Labs program in 2015 which run by the Office of Campus Planning and Sustainability.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and

applied research in relation to Food & Dining?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

In Dr. J. Bagelman's second-year Geography class at UVic students were asked: "how can you promote food sustainability on campus?" After participating in zine labs, co-led by Dr. Carly Bagelman, students were asked to do a food tour of UVic and then produce a "Campus Foodscape Zine" to explore this question. Each zine (a visual info booklet) illustrates students' own experience of their foodscape through maps, photos and personal stories. These student zines are a valuable resource; they identify successes, challenges and recommendations that seek to nourish even more sustainable campus. See:

<http://www.uvic.ca/sustainability/resources/featured-stories/Foodscapes/index.php>

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

In 2016, a multi-stakeholder project involved Dr. V. Schaefer (Restoration of Natural Systems, Environmental Studies) and K. Josephson (Geography cartographer), two work study Geography students, a 40-student team of volunteers, and Facilities Management Grounds staff to coordinate the removal of invasive species on campus and develop an Invasive Species Management Plan, which identified the priority areas for action. This project was funded through the Office of Campus Planning and Sustainability's Campus Sustainability Fund. See the final report:

<http://www.uvic.ca/sustainability/assets/docs/invasive-species-mgmt-plan-final.pdf>

and

<http://www.uvic.ca/current-faculty-staff/home/campus-news/ring/2016+controlling-invasive-specie>

[s+ring](#)

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

stars.aashe.org

The Office of Campus Planning and Sustainability (OCPS) has been working with student groups Engineers Without Borders (EWB, UVic Chapter) and the UVic Student Societies (UVSS, GSS) on the Fair Trade campus designation project. In Fall 2016, an Environmental Studies student was also hired as a work study student out of OCPS for this project. Together the work study student, UVSS/GSS, and EWB have collaborated with UVic Food Services and OCPS to conduct Fairtrade product availability campus inventories, develop education and awareness campaigns for students, staff and faculty, and construct a steering committee that represents a cross-section of the campus community. UVic will likely receive its Fairtrade Campus designation in 2017.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

The UVic EcoCar 2 is a second phase of the EcoCar Challenge project to re-design and retrofit a GM-donated 2013 Chevrolet Malibu Eco into a next generation plug-in hybrid electric vehicle. Students in mechanical, electrical, computer and software engineering, and business have been hard at work meeting the challenge to reduce the environmental impact of the stock vehicle by improving its fuel efficiency and reducing its emissions, while retaining the vehicle's performance and consumer appeal. Zuomin Dong, faculty advisor and UVic's chair of mechanical engineering, says what's happening in the Green Vehicle Research, Testing and Training Centre—a.k.a. the Green Garage—is bringing the frontier of green technology a lot closer, faster. See:

<http://www.uvic.ca/engineering/mechanical/home/news/current/ecocar-team.php>

and

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

A team of UVic Bachelor of Commerce students analyzed the best options for UVic to compost their food waste on-site, with respect to waste stream volume, ecological value and economic viability. The study outlined and compared options for on-site composting at UVic and other universities with similar characteristics. Recommendations provided by the student team were based on waste stream volume, scale, and other important considerations including environmental, economic and social value. The project was part of the Capital Regional District's (CRD) Ready, Set, Solve! 2016 competition.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

Drs. C. Valeo and R. Gupta, Faculty of Engineering, have created the Hybrid Absorbable Landscapes project. The research project investigates the most optimum combination of permeable pavements and bioretention cells so they can be designed and modelled to effectively treat stormwater quantity and quality according to local guidelines. The field site is located in Parking Lot 6 at the University of Victoria. See:

<http://web.uvic.ca/~valeo/HAL.html>

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

UVision, a comprehensive student report was completed in 2015. According to the report, “at the heart of UVision [was] the belief that bold sustainability leadership needs to be at the centre of the 2016 Campus Plan and that student voices can lead the way in suggesting how to make that happen” (p. 5). UVision was a collaborative effort between University of Victoria Student’s Society (UVSS), student club CommonEnergy, and the UVSS Environmental Sustainability Council (ESC). The students created a UVision working group, held workshops, and conducted student opinion surveys to put together a 93-page comprehensive report that was presented to the UVic Campus Planning Committee. Based on student point of view, recommendations outlined the Territories (First Nations considerations), Conservation and Restoration, Food Growth, Transportation, Accessibility, and Gender-Inclusive Washrooms. One such recommendation was on conserving Cunningham Woods as an open and natural area for campus-based learning and an outdoor classroom in place of as a proposed building site. As a result of UVision, this recommendation was implemented into the official Campus Plan 2016. See the UVision report:

<https://drive.google.com/file/d/0B5rR7M9Wf8g3NUxXN1IITFozUkk/view>

and student blog

<https://onlineacademiccommunity.uvic.ca/myuviclfe/2015/02/04/sustainability-in-action-the-story-of-uvision/>

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

The Women and Trans Bike Repair Workshop Series pilot caters specifically to women and trans folks to access skills, build confidence and keep biking, thus helping to increase the cycling mode share on campus. With support from the SPOKES team, this workshop series was in the SPOKES cage at the Campus Bike Centre during Spring and Fall 2016. The workshops were designed and hosted for beginners by an undergraduate and graduate student. The project pilot was funded by the Campus Sustainability Fund, Office of Campus Planning and Sustainability.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

Divest UVic is a group of students, faculty, and staff who want UVic to divest or transfer endowment money invested in fossil fuel companies to non-fossil fuel companies. In 2015, Divest UVic organized a forum to discuss and inform the campus community of the complex issue of climate change, divestment and society. The forum consisted of five panelists with diverse backgrounds and viewpoints considered in the complexities of addressing climate change. Topics included sustainable investments, today's energy sector, and First Nations. The free event was sponsored by UVic and the Pacific Institute for Climate Solutions (PICS). Other activities included research on what other universities were doing with respect to divestment, submissions to the UVic Senate and the Board of Governors, and carried out many outreach events on campus and on-line. As a result, the UVic Foundation Board (the Board) considered several requests to divest from the Foundation's investments in fossil fuels.

Since 2015, the Board has expanded its Summary of Investment Beliefs, as related to Responsible Investing, to include the requirement that the Foundation's investment managers (1) provide a report on responsible investing activities each year; and, (2) that the report also include a record of the manager's proxy voting activity. Environmental, Social and Governance (ESG) principles are incorporated into the investment decision making process through proxy voting which demonstrates the Board's commitment to responsible investing. The Board has delegated voting rights to be exercised by the investment managers. Equity investment managers are expected to vote all proxies in the best interests of the Foundation and to remain active participants within their equity portfolios. The Board respects the importance of responsible investing as it relates to long term investment returns and will continue to oversee and evaluate its investment managers and fulfill its responsibility as a United Nations Principles on Responsible Investment (UNPRI) signatory.

See:

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

The UVic Community Mapping Collaboratory (CMC) is a community-university mapping initiative. The vision of the CMC is to engage citizens in the creation of healthy, vibrant and sustainable communities. The CMC facilitates processes for community engagement, student learning, globally-relevant research, and sustainable community development and planning through participatory community and green mapping. Faculty, staff and students work on this on-going project with community stakeholders throughout the regional area. The mapping project is presently housed at UVic through the Department of Geography. See:

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

The UVic Student Mental Health Strategy is a framework to provide direction for the Division of Student Affairs and the broader university community to comprehensively and proactively review resources and opportunities for mental health promotion, planning, and responsiveness in support of our student community. It is intended as a framework for the development and implementation of action plans to support positive student mental health and well-being in order to enhance all students' potential for success. This strategy builds on evidence-based research and best practices across the continuum of well-being and care and offers a comprehensive plan for transforming our approach to student mental health. Mental health awareness events and supportive online community sites are sponsored by Office of Student Life, UVic Mental Health Initiative and the University of Victoria Students' Society.

See:

<https://www.uvic.ca/mentalhealth/students/strategy/index.php>

,

<https://www.uvic.ca/mentalhealth/assets/docs/StudentMentalHealthStrategy.pdf>

, and

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

A fourth-year visual arts student was the Office of Campus Planning and Sustainability's first Artist-in-Residence who transformed a bland concrete wall in UVic's bike amenities space (Campus Bike Centre). The student set out to transform a 20-metre concrete wall into an abstract mural showing the links between urbanization, sustainability, cycling and art. Her beautiful and colourful mural gained much of attention from local media. The student artist managed many aspects of the project including providing a mock-up of the mural painting, staying within the materials budget, picking up supplies, and working on the mural each day during Sustainability Week (October 2015) until it was complete. She also received academic credit for her mural through the School of Visual Arts, thus exemplifying a wonderful experiential learning opportunity.

See:

<http://www.uvic.ca/sustainability/resources/featured-stories/mural/index.php>

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Research

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

Credit
Research and Scholarship
Support for Research
Open Access to Research

Responsible Party

Matt Greeno

Sustainability Coordinator

Office of Campus Planning & Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

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

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

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

Total number of the institution's faculty and/or staff that are engaged in research (headcount):

862

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):

128

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :

14.85

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

48

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

conducts sustainability research:

30

Percentage of research-producing departments that are engaged in sustainability research:

62.50

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

[AC9-research-inventory-Jan 16-Final.xlsx](#)

The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

See attached file.

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

At the University of Victoria, there are many faculty and staff engaged in sustainability-related research. This inventory identifies researchers working in the sciences, social sciences, humanities, and health related fields.

The total number of potential faculty researcher was determined based on a report submitted to the British Columbia Ministry of Advanced Education for 2015, which represented the most recent data.

University of Victoria Research has an online database of researchers which contains a list of individual researchers on campus and classifies them by expertise area. Each researcher has a brief bio accompanied by their research focuses and accomplishments, as well as associated database keywords. This does not include graduate students or staff due to the accessibility of their research not being as readily available.

To identify the researchers who were doing sustainability-related work, the entire list of researchers was arranged by keyword. If a keyword or key term had any linkages to sustainability, the researchers that fell into those categories were added to an Excel spreadsheet. Examples of categories include: Climate change, business sustainability, energy, environment, environment and sustainability, land use, marine ecology, natural resources, sustainability, sustainable energy systems, sustainable development, etc. After all of the information was compiled, duplicates were removed.

In addition to the online database, research who were identified in the last STARS submission and who were not identified through the online database of research were reviewed via their faculty bio page and/or their individual websites. Those were not doing researching at the UVic between 2014 and 2017 were removed from the list. This includes those who had retired, those who had taken positions elsewhere and those who were no longer listed on their faculty pages.

Finally, the remaining list of ~130 faculty members were emailed asking if they had over the last three years conducted sustainability research. The definition that UVic used to define sustainability research in 2013 was provided to them and they were asked to opt out of being identified as sustainability researcher if they felt their recent research did not fit the definition.

The website URL where information about the programs or initiatives is available:

stars.aashe.org

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

Criteria

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

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

"---" 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 research in sustainability? :

Yes

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

The Pacific Institute for Climate Solutions (PICS) is a 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.

Does the institution have a program to encourage faculty from multiple disciplines or academic programs

to conduct research in sustainability topics?:

Yes

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

The Institute for Integrated Energy Systems (IESVic) at the University of Victoria is a interdisciplinary research institute that provides a unique space for faculty and student researchers from the sciences, social sciences, and engineering to collaborate on alternative energy research. This program was established in 1989 as a hydrogen and fuel cell research centre, but it has since 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." In 2013, four researchers were receiving grants through IESVic.

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 brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

The institution follows the Collective Agreement between the University of Victoria and the UVic Faculty Association. There are specific clauses which state that every department or academic unit makes the decision regarding criteria for positive recognition which affects interdisciplinary research at the institution. This allows for some disciplines that are interdisciplinary to ensure that criteria for faculty renewal, permanent appointments, and promotion recognises the transdisciplinary fields.

See Notes section below for related clauses from the Collective Agreement.

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

Human Dimensions of Climate Change
Indigenous Studies
Social Justice Studies
Cultural, Social and Political Thought
Social Dimensions of Health

Full list of interdisciplinary programs:

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

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

stars.aashe.org

Yes

A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:

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

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

[Collective Agreement.pdf](#)

Data source(s) and notes about the submission:

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

Collective Agreement related clauses:

Evaluation of Scholarly and Professional Achievement:

19.8 Scholarly and professional achievement means continuing mastery of one's field of knowledge and the awareness of current scholarship in one's own and closely related fields, and the nature, quality, and extent of one's research, professional, and creative activity as described in the evaluation policy of the Faculty and Department in which the Faculty Member holds an appointment.

19.9 Scholarly and professional achievement will be evaluated in all possible manifestations and may include, but is not limited to, the following, as specified in each Faculty's evaluation policy and any relevant departmental policies: (con't in full document)

Salary Adjustment Evaluation:

19.29 Salary evaluations will review a Member's performance in accordance with the following rules:

19.29.1 For evaluation purposes related to salary increments, Faculty Members are evaluated according to the criteria described in this section, based on performance over the four years of service preceding January 1 of the year in which the Member is evaluated. Where the Faculty Member has been at the University for less than four years, the Member is evaluated on the basis of the actual years of service, on the basis of performance expectations that are proportionate to the period of review.

20.2 The performance expectations must be developed by the Chair and approved by majority vote of the Department and must be consistent with the Faculty Evaluation Policy. In a Faculty with

Responsible Party

Inba Kehoe

Scholarly Communications Librarian' Copyright Officer
University Librarian's Office

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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.

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

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

How many of the institution's research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):

Some

Which of the following best describes the open access policy? (Mandatory or Voluntary):

Voluntary (strictly opt-in)

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:

Yes

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

The library has some memberships with publishers and as a result have some options for subsidizing author funds:

<http://www.uvic.ca/library/featured/scholcomm/oa/funds/index.php>

in the form of tokens, discounts or publication assistance fees.

The Office of Research Services has a pilot subvention fund to support books published by faculty members. They can be open access or non-open access content.

Some faculty use research funds to support the publication of open access books.

The library also provides access to upload published articles (with permission) to an open access repository.

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

A copy of the institution's open access policy:

[UVic Librarians - Statement of Commitment.docx](#)

The institution's open access policy:

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

The website URL where the open access repository is available:

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

Estimated percentage of scholarly articles published annually by the institution's faculty and staff that are deposited in a designated open access repository (0-100):

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

UVic's Research & Learning Repository:

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

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

Link:

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

UVic Data Repository:

Link:

http://dvn.library.ubc.ca/dvn/dv/UVIC_RD

We now have a repository for depositing large datasets as well. Research and experimental data from principal investigators at the UVic.

Theses & Dissertations:

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

Link:

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

[4e8fa](#)

Memberships/Funds Support OA Publishing:

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

Link:

<http://www.uvic.ca/library/featured/scholcomm/oa/funds/index.php>

Facilitating Access to OA Journals:

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

Online Publishing Services:

stars.aashe.org

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

Journal Publishing Service:

<http://journals.uvic.ca>

Monograph Publishing Service

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

Link:

<https://dspace.library.uvic.ca/handle/1828/3853>

UVic Authors and Editors:

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

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic has a open access program with a number of elements, but not a formal policy.

UVic Libraries has a Statement of Commitment for Librarians, Archivists and PEA staff:

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

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

Engagement

Campus Engagement

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

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

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Assessing Sustainability Culture
Employee Educators Program
Employee Orientation
Staff Professional Development

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for students enrolled for credit. 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 by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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.

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

Number of students enrolled for credit (headcount):

21,696

Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):

21,696

Percentage of students served by a peer-to-peer educator program:

100

Name of the student educators program:

stars.aashe.org

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

21,696

A brief description of the program, including examples of peer-to-peer outreach activities:

The Residence Green Team is a program for current first year students that live on campus to get involved with sustainability at UVic. Through the program, students learn about campus sustainability and become empowered to create their own initiatives with support and guidance from the Campus Planning & Sustainability Office. Students will also have access to sustainability-related volunteer opportunities around campus, as well as be given exposure to some of the many other sustainability-related groups at UVic.

The program includes many peer-to-peer outreach activities on campus where the Res Green Team members engage with other students about sustainability-related issues and opportunities on campus. Examples include:

- Love-a-Mug Week where Green Team members hand out free coffee vouchers to students and staff on campus to promote waste reduction by eliminating paper cup usage
- Lighten Up! where lights are given out to campus cyclists, primarily students, to ensure they get home safely after Daylight Savings and also to raise awareness about safe cycling
- Attending UVic Vikes basketball games and educating patrons on how to sort their waste properly

All of these initiatives are campus-wide and are available to every student on campus to participate in. The campus community is made aware of all of these events and are targeted through various communications methods, including from the institution's primary social media networks.

A brief description of how the student educators are selected:

All undergraduate students living in student residences were invited to participate, with the sustainability-themed living learning community being the main target segment. Broader advertising to all of Residences was done in collaboration with UVic Residence Life staff and made use of their communications channels such as social media and through word-of-mouth utilizing the Residence Community Leaders for all buildings.

The Sustainability Coordinator and Sustainability Assistant also attends one of the initial community meetings in the Sustainability Living-Learning Community and gives presentations about the program to recruit students who are already identified as having a deep interest in sustainability.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:

Not including the volunteer opportunities, the program consists of monthly meetings led by the Sustainability Coordinator and covers a broad range of training opportunities:

- Identifying sustainability-related issues or opportunities on campus
- Understanding the background to these issues/ opportunities and linking them to broader sustainability issues
- Team-building, project management, and leadership development training is offered through a group initiative

- Professional development opportunities through collaboration on projects with various UVic staff
- Effecting change on campus
- Reflection and recognition

For 2016/17, the group identified a waste reduction opportunity in the Residence cafeteria and are completing a research project in collaboration with UVic Food Services. The aim is to find viable alternatives to the current use of disposable containers in at the cafeteria parfait/ sandwich stations. An outreach component is targeted towards Residence students, specifically.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):

This program received financial support from the Sustainability Office, which supported the training, and from the Residence Services, which provided the space for the monthly meetings.

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

Residence Life Sustainability Themed Residence

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

4,000

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

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

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

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

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

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

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):

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

- Sustainable Student
- Sustainable Wellness
- Sustainable Impact
- Sustainable Citizen
- Community Building

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

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

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

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):

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

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

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

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

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

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):

A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:

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

2,110

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

See:

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

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Responsible Party

John Ho
Sustainability Coordinator
Campus Planning and Sustainability

Criteria

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

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

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

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 (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Staff from the Office of Campus Planning and Sustainability had a key role at the President's Welcome BBQ in presenting information to students about various sustainability initiatives on campus to all new students. In addition to the information

table, the event was as close to Zero-Waste as possible, with staff Green Team volunteers assigned to each Zero-Waste station to ensure that students sort their waste properly into the appropriate bins. Other orientation events include tabling at the Graduate Student Info Fair, as well 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 addition to the efforts at the president's BBQ and other orientation fairs, a Sustainability Week was held from October 10-15 as part of UVic's orientation activities. This was organized in collaboration with Student Affairs and was advertised through the orientation guide, as well as the official mobile application. There were a wide range of sustainability-related tours and events scheduled for every day of the week, including a week-long social media take-over of the official UVic Snapchat account. See "Notes" section below for a full list of events and other links.

The Sustainability Office also worked closely with the Communications + Marketing department to release a featured story in the Ring newspaper to promote Sustainability Week events (

<https://www.uvic.ca/ring/2016+controlling-invasive-species+ring>

). Furthermore, the Sustainability Office was granted access to post Sustainability Week-related content on the official UVic social media accounts to take advantage of their online reach.

The website URL where information about the programs or initiatives is available:

http://www.uvic.ca/orientation/assets/docs/UVic_New_Student_Handbook_2016-2017.pdf

Additional documentation to support the submission:

[SRGE_2016-Orientation-Program-Plan.pdf](#)

Data source(s) and notes about the submission:

Sustainability Week events:

Green Buildings: Urban Adventure! – Tuesday, October 11, David Turpin Building (1:00 p.m. – 2:00 p.m.)

Rethink the Drink: Movie and Panel Discussion – Tuesday, October 11, TBC (7:00 p.m. – 9:00 p.m.)

Edible Campus – Wednesday, October 12, Petch Fountain (1:00 p.m. – 2:00 p.m.)

Great BC MilkShakeOut – Wednesday, October 12, Mystic Market (11:30 a.m. – 1:30 p.m.) & Cadboro Commons (5:00 p.m. – 7:00 p.m.)

Invasive Species Management Plan Open House - Wednesday, October 12, SUB Upper Lounge (6PM)

Creative Compost Collaboration – Thursday, October 13, McPherson Library (12:00 p.m. – 2:00 p.m.)

The Campus Ecology Walk – Thursday, October 13, Cunningham Building (1:00 p.m. – 2:00 p.m.)

Dodge in the Dark – Thursday, October 13, CARSA (7:30 p.m. – 9:30 p.m.)

Campus Bike Tour – Friday, October 14, Student Union Building (1:00 p.m. – 2:00 p.m.)

Additional links:

Thunderfest:

<http://vikesrec.ca/sports/2016/5/4/thunderfest-2016.aspx>

UVic Orientation events for internal partners for 2016:

http://www.uvic.ca/studentaffairs/assets/docs/SRGE_2016-Orientation-Program-Plan.pdf

2016/17 New Student Handbook live digitally at:

http://www.uvic.ca/orientation/assets/docs/UVic_New_Student_Handbook_2016-2017.pdf

Web app/mobile guide:

<https://guidebook.com/g/uvic2016/>

Snapchat take-over link:

<https://www.youtube.com/watch?v=YkvmzhrY67Q>

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

Criteria

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

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

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

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

Does the institution have one or more active student groups focused on sustainability?:

Yes

A brief description of active student groups focused on sustainability:

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

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

The website URL where information about the student groups is available (optional):

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

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects 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:

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

The website URL where information about the gardens, farms or agriculture projects is available (optional):

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

Does the institution have 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)?:

Yes

A brief description of the student-run enterprises:

The University of Victoria Student Society (UVSS) operates the Student Union Building (SUB) which houses nine unique businesses run by students for students. These businesses are social enterprises, meaning they are businesses run for a social good. The mission and the purpose of these businesses were designed to keep students’ needs in mind and to strive to be as environmentally sustainable and socially conscious as possible. All profits made at the following student-owned and run businesses go back to students in the form of advocacy, events, and services.

The website URL where information about the student-run enterprises is available (optional):

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

Does the institution have sustainable investment funds, green revolving funds or sustainable

stars.aashe.org

microfinance initiatives 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:

The Campus Sustainability Fund empowers members of the university community to create stakeholder-driven projects that further the Sustainability Action Plan and advance leadership in sustainability, whether they provide a direct financial payback, or not. It launched in February 2016.

The Fund provides one-time allocations to projects that focus on energy or water savings, sustainability awareness or learning opportunity. It will provide seed money for a project or money for a continuing project for incremental changes.

Students learn how to prepare grant proposals, manage and track budgets, manage and evaluate projects, market and/or promote their sustainability projects, and write project reports to update project funders. The students' sustainability projects must demonstrate fiscal responsibility and support sustainability values; thus, allowing students to explore and gain experience in how to develop and implement real projects that support the links between social, environmental, and economic responsibility while developing their financial skills. The Office of Campus Planning and Sustainability and the Campus Sustainability Fund committee support students through the project processes.

Completed projects to date:

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

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

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

Does the institution have conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

IdeaFest (annual)

Ideafest is the University of Victoria's annual festival of research, where scholars present on topics ranging from human health and urban renewal, to space exploration and climate change.

Sustainability-related IdeaFest events (2016):

stars.aashe.org

Change-makers: Bright minds and big ideas
A walk in the park: (Re)visiting urban forest relations exhibit
Sustainable construction materials and technologies
Magical mushrooms! Composers to decomposers
Truth and reconciliation in Canada: Coming to terms
Megawatts and marbles: A playful approach to understanding power systems
Hotter, drier summers? Implications and adaptations for B.C.
From coral to sharks: Unravelling the coral reef food web
Quuquatsa: Speaking our own language
Urban restoration walk - University of Victoria campus

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):

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

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:

Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

In celebration of the Campus Bike Centre being open for 2 years in 2015, the Office of Campus Planning & Sustainability (OCPS) wished to celebrate the cycling hub's birthday during Sustainability Week (October 13-16) by commissioning a wall mural to bring colour and creativity into the bike amenities space.

A fourth-year visual arts student was OCPS's first Artist-in-Residence, and her mural is the first of its kind on campus. A 20-metre concrete wall was turned into an abstract mural showing the links between urbanization, sustainability, cycling and art. The mural gained much of attention from local media, such as with the Times Colonist newspaper and a local television station.

The website URL where information about the cultural arts events, installations or performances is available (optional):

<http://www.uvic.ca/sustainability/resources/featured-stories/mural/index.php>

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:

Yes

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

The UVic Parks Club is a dedicated collective of nature lovers that want to make a positive impact while getting out and exploring local and regional parks. They participate in restoration, education, and conservation activities around Vancouver Island while also experiencing outdoor and wilderness activities. Their mandate focuses on three distinct pillars: Restoration, Education, and Recreation. Their projects and activities range from beach cleanups, to ecosystem conservation, to guided

hikes and surf trips.

All members of the UVic Parks Club are expected to adhere to the concept of Leave No Trace principles as it is the group's "cultural norm" and intrinsic within all program activities. The concept of Leave No Trace principles are also standard practice and a requirement of all visitors to Regional, Provincial, and National parklands of which these groups regularly attend in their outdoor and wilderness activities and activities.

Links: UVic Parks Club:

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

and

<http://www.uvicparksclub.org/>

The website URL where information about the wilderness or outdoors programs is available (optional):

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

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:

No

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

The website URL where information about the sustainability-related themes is available (optional):

Does the institution have programs through which students can learn sustainable life skills?:

Yes

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

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

The website URL where information about the sustainable life skills programs is available (optional):

stars.aashe.org

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

Yes

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

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

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

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

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

No

A brief description of the graduation pledges:

The website URL where information about the graduation pledges is available (optional):

Does the institution have other co-curricular sustainability programs and initiatives?:

No

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

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

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

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 sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

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 this subcategory.

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

"---" 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

A brief description of the central sustainability website (optional):

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

The website URL for the central sustainability website:

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

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

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

The website URL for the sustainability newsletter:

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

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:

Yes

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

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

Staff also work closely on social media collaborations with the Communications + Marketing department such as distributing sustainability-related content on the institution's primary social media channels and Snapchat take-overs.

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

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

Does the institution have regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat?:

Yes

A brief description of the regular coverage of sustainability in the main student newspaper:

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

The website URL for regular coverage of sustainability in the main student newspaper:

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

Does the institution produce a vehicle to publish and disseminate student research on sustainability?:

No

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

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

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

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

Does the institution have building signage that highlights green building features?:

Yes

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

UVic contains a number of Green buildings including 6 LEED gold buildings with an additional one in the certification process at time of writing. Each designated building has interior signage in a prominent area that signifies its designation and gives some additional information.

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

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

<http://www.uvic.ca/sustainability/topics/buildings-grounds/index.php>

Does the institution have signage and/or brochures that include information about sustainable food systems?:

Yes

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

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

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

<https://www.uvic.ca/services/food/about/sustainability/index.php>

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:

Yes

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

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

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

Does the institution produce a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

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

<http://www.uvic.ca/library/featured/collections/about/CommunityMaps.php>

During the academic year, various sustainability-related tours are also offered on campus during events such as Sustainability Week, Orientation weeks and IdeaFest, as well as by special request. Sustainability Week tours included: green buildings, edible campus, campus ecology, and cycling. Link to Sustainability Green Campus Walk:

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

The Office of Campus Planning and Sustainability also has a campus Forest Biology Treewalk Guide available on their website which has detailed maps and descriptions of various tree species. Link:

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

The website URL of the sustainability walking map or tour:

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

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:

Yes

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

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

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

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

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :

Yes

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

The Office of Campus Planning and Sustainability website houses information about cycling and pedestrian navigation, including the information about public transit route that service campus, a cycling amenities map, cycling route map, and information about UVic's Campus Bike Centre. #sharethespace campaign (peds, cyclists, and vehicles) information is also accessed through the sustainability website. There are also links available to external cycling resources such as campus clubs, local groups, and general safety information.

Links:

Sustainable transportation:

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

Campus cycling amenities map:

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

Cycling to UVic route map:

<http://www.uvic.ca/sustainability/assets/docs/tranportation/UVic%20route%20Bikemap%20CRD.pdf>

#sharethespace:

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

Cycling at UVic:

<http://www.uvic.ca/sustainability/topics/transportation/cycling/index.php>

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

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

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 incorporating sustainability into the residential experience:

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

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

http://www.uvic.ca/sustainability/assets/docs/BUDG_04445_ResidenceSustainabilityWEB.pdf

Does the institution produce other sustainability outreach materials or publications not covered above?:

Yes

A brief description of these materials or publications:

UVic Green Guide:

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

The website URL for these materials or publications:

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

Additional documentation to support the submission:

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).

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

Criteria

Part 1

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

Part 2

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

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

Has the institution held at least one 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 at least one 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:

A brief description of the campaign, including how students and/or employees were engaged:

The Green Labs program is run in partnership between the Office of Campus Planning & Sustainability, Occupational Health, Safety and Environment, and Facilities Management. The on-going energy saving labs program focuses on fume hood usage and best practices. The broader Green Labs initiative, involving chemical substitution, lab glassware recycling, and Mercury thermometer replacement project is running across campus.

At the beginning of the school year, orientation presentations are given by Occupational Health, Safety and Environment staff on lab safety and sustainability. Throughout the year, staff from the Office of Campus Planning and Sustainability visit the labs and give presentations on energy conservation, focusing on proper fume hood use and the related energy-saving opportunities associated with simple behaviour change.

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

The initial pilot study took place in 2013/14. Immediately following this, compliance was increased by 20% within a few months and substantial energy savings were observed from the monitoring system. This system allows identification and tracking of the usage for individual fume hoods on campus which allows the Sustainability Office to target specific labs. As this program has been implemented, energy savings continue to rise.

The website URL where information about the campaign is available:

<https://www.uvic.ca/ohse/environment/green-labs/index.php>

Name of the campaign (2nd campaign):

Love-a-Mug Week

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

Love-a-Mug Week takes place every October, usually on the 3rd week. It is organised by the Office of Campus Planning and Sustainability and utilises volunteers from the Residence Green Team. Throughout the week, the Green Team is accompanied by a re-usable mug mascot and gives out free coffee vouchers to the campus community in different locations if they have a visible re-usable mug with them. This rewards individuals for their sustainable behaviour and is also an effective engagement strategy to raise awareness to others about the impacts of disposable cups to UVic's waste stream.

During the week, 500 coffee vouchers are distributed throughout the campus community.

During the next semester in mid-February, this campaign happens again but under the name "Break-up with your paper cup."

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

Results are measured in two different ways. Firstly, a volunteer data collector observes and records re-usable mug usage before and after Love-a-Mug Week at similar time and location. Also, each outlet is instructed to collect all vouchers to track the amount of coffees that have been claimed.

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

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

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.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:

Yes

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

The entire campus community (students, staff and faculty), directly or by representative sample

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:

The Sustainability Literacy Assessment was released in Jan 2015 and was created in collaboration with Prism Engineering, who provides support and consultation on energy conservation initiatives through BC Hydro. NOTE: One third of this

assessment pertains to sustainability values, beliefs and behaviours. 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 assessment is located on the homepage of uvic.ca/sustainability and was also distributed through direct emails to faculty and a paid social media advertisement to reach each campus demographic.

Link to survey:

<http://fluidsurveys.com/s/u-vic-survey-jan-2015/>

A copy or sample of the questions related to sustainability culture:

[Survey Report_April18.docx](#)

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

See attached file for survey questions and results.

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

NOTE: The survey (although titled literacy) includes at last 1/3 of questions that refer to sustainability behaviours.

The online survey is hosted on uvic.ca/sustainability but was distributed using several methods to ensure that a representative sample from the three main campus demographics were included (students, faculty, and staff).

To reach faculty and staff, emails were distributed through lists of compiled contacts. For the greater student population, the survey was sent to student groups and posted on social media. Furthermore, a paid advertisement was placed on Facebook to increase the reach. This resulted in a representative sample of staff, students, and faculty.

A brief summary of results from the cultural assessment, including a description of any measurable changes over time:

Summary of results (Jan-Apr 2015):

Participation: 176 total responses, represents the 3 major groups on campus (students, staff, faculty), there was representation from every faculty

Campaign awareness: a large proportion was unaware of the listed initiatives. However, this was expected because the initiatives were highly targeted to specific groups.

Behaviours: this was highly varied depending on the action. See report for more details.

General knowledge: Participants were observed to have a very strong understanding of local and global sustainability information and issues

The website URL where information about the programs or initiatives is available:

<http://fluidsurveys.com/s/u-vic-survey-jan-2015/>

Additional documentation to support the submission:

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators 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 peer 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* credits.

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

Total number of employees (staff + faculty, headcount):

6,328

Number of employees served (i.e. directly targeted) by a peer-to-peer sustainability outreach and education program (avoid double-counting):

6,328

Percentage of employees served by a peer-to-peer educator program:

100

Name of the employee educators program:

Staff Sustainability Network
stars.aashe.org

Number of employees served (i.e. directly targeted) by the program (headcount):

6,328

A brief description of the program, including examples of peer-to-peer outreach activities:

The UVic Staff Sustainability Network is a program which falls under the broader Sustainability Action Team initiative. This group meets on a monthly basis and consists of staff from various units around campus. They are provided sustainability training and professional development through designing and implementing various workplace sustainability initiatives. Furthermore, members of this network act as liaisons between the Sustainability Office and their workplaces. Meetings are also a forum where members can discuss sustainability issues and opportunities around campus, broader/ topical sustainability issues, and also offers the opportunity to connect with other like-minded individuals. Regular meeting attendance ranges from 20-25 people. This initiative is funded and facilitated by the Campus Planning and Sustainability Office.

Peer-to-peer outreach include the 21 Days to Green Your Routine Challenge as well as the UVic Sustainability Workplace Opportunities Project (USWOP). These activities are campus-wide initiatives and directly target staff through both online and in-person communications methods.

A brief description of how the employee educators are selected:

Staff Sustainability Network members are primarily self-selected as it is a voluntary program that is actively promoted. Individuals are also invited to participate by their peers or by Sustainability Office staff.

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach:

Each month meetings are held which include the planning of new initiatives or formal training for specific campaigns. Training is normally educating members on campus sustainability issues and how to properly address them in order to communicate this information to their colleagues. For new initiatives, formal training is also given to prepare members for peer outreach. Topics such as community-based social marketing are also covered in meetings to help members understand the general engagement approach/ framework.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination):

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

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

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

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

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

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach (2nd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination) (2nd program):

A brief description of all other employee peer-to-peer sustainability outreach and education programs, including the number of employees served and how employee educators are selected, trained, and supported by the institution:

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

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/sustainability/involved/uss-network/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Sustainability Action Teams at UVic:

<http://www.uvic.ca/sustainability/involved/action-teams/index.php>

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

Criteria

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

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

Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100):

100

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

Each employee is provided online materials as well the opportunity to attend an employee orientation session where a staff member from the Office Planning and Sustainability gives a presentation regarding the sustainability programs available to them.

An activity about how environmental sustainability is practised on campus is also a part of the New Employee Welcome Event. (

<http://www.uvic.ca/hr/careers/home/new-employees/employees/index.php>

)

Sustainability is referenced throughout the New Employee Human Resources website as well as direct links to the sustainability-related initiatives such as the Employee Bus Pas. (

<http://www.uvic.ca/hr/careers/home/new-employees/employees/index.php>

). Staff can also access the Green Office Guide (

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

)

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/hr/careers/home/new-employees/employees/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

Criteria

Part 1

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

Part 2

Institution's regular (full-time and part-time) 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 may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- 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 and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

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

Yes

Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in

sustainability professional development and training)?:

Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):

1-24%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:

At UVic, staff also experience dynamic learning. UVic offers a variety of learning opportunities at no fee for all regular full-time and part-time employees. These programs are recognized by Human Resources as professional development and/or as training in staff's employee performance reviews/plan. UVic provides sustainability training that concentrates on pro-environmental behaviours to staff through several means. For example, UVic offers all its employees Equity and Human Rights training relative to cultural beliefs; Occupational Health, Safety and Environment training to staff in areas of research safety, occupational health and environmental protection; Health and Wellbeing training to promote a healthy campus community that empowers employees to support each other and participate in maintaining their own health and wellbeing; sustainability related or focussed courses offered through Continuing Studies; and a selection of many sustainability-themed online courses and videos through UVic's membership with

[Lynda.com](#)

. In addition, the Office of Campus Planning and Sustainability will also offer sustainability tours, and provide departmental, unit or individual sustainability training by request (free of charge).

Links:

Human Resources Learning Opportunities:

<http://www.uvic.ca/hr/services/home/learning/index.php>

[Lynda.com](#)

<http://www.uvic.ca/hr/services/home/learning/online-learning/index.php>

. Example topics include: sustainability and your project, sustainability strategies, sustainability and your budget, sustainability outreach.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):

stars.aashe.org

The Office of Campus Planning and Sustainability (and Energy Manager from UVic Facilities Management) are a part of BC Hydro's Energy Wise Network which consists of sustainability professionals and energy managers from a broad range of fields. Being a part of this Network provides training opportunities through summits, webinars, and access to resources to help design and implement new energy conservation campaigns.

Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/sustainability/involved/action-teams/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Staff Sustainability Network:

<http://www.uvic.ca/sustainability/involved/uss-network/index.php>

Green Labs:

<http://www.uvic.ca/ohse/environment/index.php>

Sustainability Action Teams:

<http://www.uvic.ca/sustainability/involved/action-teams/index.php>

Public Engagement

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

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Participation in Public Policy
Trademark Licensing

Responsible Party

Neil Connelly

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

Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

“---” indicates that no data was submitted for this field

Name of the institution’s formal community partnership to advance sustainability :

City Studio Victoria

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's sustainability focus?:

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):

Not Sure

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

City Studio Victoria

In November 2015, representatives from Camosun College, Royal Roads University, the University of Victoria and the City of Victoria met to get moving on CityStudio Victoria. In January 2016, representatives from the three post-secondary institutions and the City of Victoria hosted a workshop presented by Duane Elverum and Janet Moore of CityStudio Vancouver to move forward and solidify our vision. It resulted in the establishment of Canada's second CityStudio - Victoria in an empty storefront on Johnson Street.

Two courses have been offered to date at City Studio Victoria

1.

BikeMaps.org

, UVic geography professor Trisalyn Nelson, joined with the City of Victoria to offer a new course (Geog 491: Advanced Topics in Geography) to address challenges and realize opportunities for improving pedestrian and bicycle routes in our city. Nelson, with faculty colleagues Cam Owens and Johan Feddema along with city staff, co-developed a list of potential student projects, such as the creation of infographics to better understand the impacts of bike lanes and a review of best practice for use of these lanes. "This is a historic moment," says City of Victoria Mayor Lisa Helps. "It's the first time a UVic course has been organized around a City of Victoria project. We're looking forward to this course and to growing this relationship."

<http://fieldschools.geog.uvic.ca/section/uvic-geog-491-biketoria>

2. "Growing Community From the Ground Up" (POLI 351), involved a partnership between the City of Victoria, the university and the wider community. Building on new City of Victoria policies designed to grow more food in the city, the currently unused property (1012/1014 Yates St.) presented an unique opportunity for city staff, university students and community members to co-create and launch this new community project. Over the course of an intensive three weeks, students learned about local government and participatory policy development, as well as community engagement, dialogue and sustainability.

<https://www.uvic.ca/communicationsmarketing/about/news/2016+community-garden-wiebe+ring>

Name of the institution's formal community partnership to advance sustainability (2nd partnership):

UVic - BC HYDRO SUSTAINABILITY MOU

Does the institution provide financial or material support for the partnership? (2nd partnership):

Yes

Which of the following best describes the partnership timeframe? (2nd partnership):

Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):

No

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

UVic partnered with BC Hydro from 2014 - 2016 in a Workplace Conservation Agreement to advance energy savings and education on campus. BC Hydro in the fall of 2016 changed the program to be the Green Champions Network. It supports commercial customers in engaging people at their organization in conservation action to save energy. The program provides customers with training, networking opportunities, campaign toolkits and some incentive funding.

The key features of the Energy Wise Network program include:

Two training summits - day-and-a-half-long training and idea-sharing sessions and networking opportunities with over 50 B.C. organizations working on similar programs and campaigns.

Four webinars - four one-hour facilitated sessions on an engagement topic that will include opportunity for discussions.

Campaign planning materials and toolkits - materials and templates that you can be used to design custom energysaving campaigns at your business.

Two options for customized support - either 20 coaching hours, or 10 coaching hours and \$1,000 incentive funding for campaign costs such as prizes, food, and printing.

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

* Victoria Foundation MOU - involving a research project with the Centre for Indigenous Research and Community Led Engagement (CIRCLE)

Does the institution provide financial or material support for the partnership? (3rd partnership):

Yes

Which of the following best describes the partnership timeframe? (3rd partnership):

Multi-year or ongoing

stars.aashe.org

Which of the following best describes the partnership's sustainability focus? (3rd partnership):

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):

Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

Victoria Foundation agreement with the Centre for Indigenous Research and Community Led Engagement provided for a partnership and funding for a research project.

The Centre is a University of Victoria research centre dedicated to promoting and engaging in research in partnership with Indigenous peoples to improve their well-being. Since May 2008 the Centre has provided a supportive environment for students, researchers and communities to engage respectfully in research activities that aim to address the urgent disparities experienced by First Nations, Inuit and Métis peoples in Canada. Through engaging with stakeholders in British Columbia, across Canada and internationally, it seeks to assume an active advocacy role in promoting relevant and ethical research that seeks to improve Indigenous peoples' well-being.

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

A brief description of the institution's other community partnerships to advance sustainability:

Established in May 2015, the Office of Community-University Engagement (OCUE) provides strategic oversight and overarching vision to the University around four spheres:

- Community engaged learning
- Community engaged research
- Being a good neighbour
- Knowledge mobilization

OCUE is working towards three main goals:

- Develop UVic as a hub for excellence for community-engaged scholarship
- Increase opportunities for all UVic students to have an engaged experience as part of their education
- Leverage the university's strengths and strategic commitment to sustainable social, cultural and economic development in our local region

To achieve these goals, OCUE connects with other UVic departments, institutes, divisions, and schools to help coordinate, communicate and showcase initiatives that are already occurring.

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

[BCH16-199 Energy Wise Network Program Offering_hi-res FINAL.pdf](#)

Data source(s) and notes about the submission:

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

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

.

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

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

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

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

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

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

).

Responsible Party

Neil Connelly

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

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 an active member of a national or international sustainability network;
 - Is an active member of a regional, state/provincial or local sustainability network;
 - Has presented at a sustainability conference during the previous year;
 - Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
 - Has had staff, students, or faculty serving on a board or committee of a 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 staff, faculty, 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; and/or
 - Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.
-

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

Is the institution an active member of a national or international sustainability network?:

Yes

The name of the national or international sustainability network(s):

UVic sustainability memberships include:

ASSOCIATION FOR THE ADVANCEMENT OF SUSTAINABILITY IN HIGHER EDUCATION (AASHE)

<http://www.aashe.org/>

CANADA GREEN BUILDING COUNCIL (CAGBC)

Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

PACIFIC INSTITUTE FOR CLIMATE SOLUTIONS (PICS)

<http://www.sustain.ubc.ca/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.

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.

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

Has the institution presented at a sustainability conference during the previous year? :

Yes

A list or brief description of the conference(s) and presentation(s):

2015 Carbon Neutral Symposium

<http://www2.gov.bc.ca/gov/content/environment/climate-change/policy-legislation-programs/carbon>

[-neutral-government/carbon-neutral-corner/carbon-neutral-symposium](#)

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :

Yes

A list or brief description of the awards program(s) and submission(s):

stars.aashe.org

UVic's Campus Plan received a 2016 Award for Planning Excellence from the Planning Institute of BC for the work undertaken in 2015 leading to the update and approval of the new Campus Plan in January 2016.

UVic's Campus Planning and Sustainability Office, along with consultants DIALOG and Hapa Collaborative, shared the Silver award in the category of Excellence in Policy Planning. James Moore, Chair of the PIBC Awards Committee, indicated that, "that the project upheld the high standard of planning practice taking place on university campuses throughout British Columbia."

Read more about the Awards, which honour the best in professional planning work in BC and the Yukon at

www.pibc.bc.ca

Has the institution had staff, students or faculty 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):

Connect U

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?:

No

A brief description of the mentoring relationship and activities:

Has the institution had staff, faculty, 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?:

No

A brief description of the peer review activities:

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :

Yes

stars.aashe.org

A brief description of other 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.

Another example is the sharing of research on electric vehicle charging station technology options between UVic and Royal Roads University.

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

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

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

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

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

Responsible Party

Neil Connelly

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

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

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

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

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

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

Yes

Total number of continuing education courses offered:

234

Number of continuing education courses offered that address sustainability:

Percentage of continuing education courses that address sustainability:

32.05

A copy of the list and brief description of the continuing education courses that address sustainability:[continuing-studies-uvic-spring-2017.pdf](#)**A list and brief description of the continuing education courses that address sustainability:**

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

One

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

Yes

A brief description of the certificate program(s), including the year the program was created:

UVic offers three sustainability certificate programs through Continuing Studies -

- Ecological Restoration Professional Specialization Certificate
- Restoration of Natural Systems Certificate
- Restoration of Natural Systems Diploma

The website URL where information about the programs or initiatives is available:<https://continuingstudies.uvic.ca/courses>**Additional documentation to support the submission:**

Data source(s) and notes about the submission:

The University of Victoria's Sustainability and Ecological Restoration programs—a partnership between UVic's School of Environmental Studies and Division of Continuing Studies—are certificate and diploma programs designed to give you the knowledge and skills you need to restore habitats to their natural state. If you want to pursue a career in sustainability, take a look at these programs by clicking on the “programs” tab below.

From hands-on workshops to walking tours, community sustainability courses will help you get your hands dirty. You can learn about many things in these courses and workshops, including:

- how to harvest rainwater
- how to save seeds

- which plants are native to Vancouver Island
- environment projects in the community

Courses are offered in the spring and fall

Responsible Party

Neil Connelly

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

Criteria

Part 1

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

Part 2

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

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):

20,199

Number of students engaged in community service (headcount):

650

Percentage of students engaged in community service:

3.22

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):

No

Total number of student community service hours contributed during the most recent one-year period:

Number of annual community service hours contributed per student :

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/volunteers/project-serve-day/placements/index.php>

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

Yes

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):

Yes

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

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

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

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

).

Additional documentation to support the submission:

[LV_Call for Applications.pdf](#)

Data source(s) and notes about the submission:

Information on Project Serve Day is available at the website:

<http://www.uvic.ca/volunteers/project-serve-day/placements/index.php>

It includes a list of organizations that over 300 students volunteered with in October 2016.

The Coop and Career website provides information on student volunteering opportunities

<http://www.uvic.ca/coopandcareer/other-experiential/volunteering/index.php>

as well as Community Service Learning (CSL) opportunities

<http://www.uvic.ca/coopandcareer/other-experiential/community/index.php>

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

stars.aasne.org

Learning includes community service learning in an inter-cultural setting. See:

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

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

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

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

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

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All first year Engineering students participate in a design competition to solve community challenges, most recently related to infrastructure to support more cycling in the communities surrounding the university. All students are also given the opportunity to compete to solve real-world community challenges proposed by non-profit organizations or local governments related to sustainability. The projects range from designing a sustainable playground to creating a cycling master plan to doing a full cost analysis on the use of paper towels versus electric hand dryers in washrooms. Approximately 30 UVic students participated in 2012.

Residence Services offers eight living learning communities (LLCs) in single dormitory rooms to enliven your residence experience and enhance your learning. These unique residence communities encourage interaction by bringing together students with common interests or areas of study. Each LLC provides focused programming and events to connect you with other students who share your passions. They include Leadership and Civic Engagement, along with Sustainability.

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

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

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

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

).

The 2013 report Celebrating UVic in the Community is available at the website link.

<http://www.uvic.ca/assets2012/docs/pdfs/UVicintheCommunity-a.pdf>

Responsible Party

Neil Connelly

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

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, and/or
- 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, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty 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.

"---" 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, including the issues, legislation, and ordinances for or against which the institution has advocated:

The University of Victoria advocates for sustainability at the local and regional level through its agreements with the Victoria, Peninsula and West Shore Chambers of Commerce on the importance of supporting local economic sustainable development and the promotion of hiring students in the region.

The University is also a supporter of the United Way and the work that it undertakes to advance social, economic and environmental well being. A memorandum of understanding is in place with the United Way involving a research project with the university's Centre for Youth and Society.

The University works closely with local municipalities and the region on various sustainability plans and is an advocate for improvements to the transportation network and transit service arrangements.

The University of Victoria Undergraduate Student Society (UVSS) has non voting membership on the Victoria Regional Transit Commission and advocates for transit service delivery improvements that would benefit the community and the campus. The UVSS and the Camosun College Student Society (CCSS) represent 36,000 undergraduate students in Victoria, BC. Together, along with Unifor 333 (Greater Victoria Bus Drivers Union), they are founding members of The Make Transit Work Coalition.

<https://uvss.ca/2016/02/23/uvic-camosun-students-deliver-thousands-postcards-vrtc-bc-transit-as>

[king-expanded-late-night-bus-service/](#)

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, including the issues, legislation, and ordinances for or against which the institution has advocated:

The University of Victoria is a member of the The Research Universities' Council of British Columbia (RUCBC). It represents the interests of the six major universities in British Columbia. Its mandate is to identify issues facing the universities, provide system wide leadership in the development of relevant public policy and communicate on behalf of the university system. RUCBC also provides a coordinating forum for its member universities and acts as a provincial focal point for dealing with the Government of British Columbia and provincial or national bodies associated with universities. Sustainability issues including the university interests in climate change and provincial government policy and funding assistance to advance carbon neutral at the campus level have been part of the RUCBC engagement activities.

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, including the issues, legislation, and ordinances for or against which the institution has advocated:

The University of Victoria is a member of the Pacific Institute for Climate Solutions (PICS). It is a dynamic knowledge network 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.

Its mission is to partner with governments, the private sector, other researchers and civil society, in order to undertake research on, monitor, and assess the potential impacts of climate change and to assess, develop and promote viable mitigation and adaptation options to better inform climate change policies and actions.

The Institute's main objectives are:

- understanding the magnitude and patterns of climate change and its impacts;
- evaluating the physical, economic and social implications;
- assessing mitigation and adaptation options and developing policy and business solutions;
- evaluating and strengthening educational and capacity-building strategies to address climate change; and
- communicating climate change issues to government, industry and the general public

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, including the issues, legislation, and ordinances for or against which the institution has advocated:

The University of Victoria is a member of the Pacific Institute for Climate Solutions (PICS). It is a dynamic knowledge network 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.

Its mission is to partner with governments, the private sector, other researchers and civil society, in order to undertake research on, monitor, and assess the potential impacts of climate change and to assess, develop and promote viable mitigation and adaptation options to better inform climate change policies and actions.

The Institute's main objectives are:

- understanding the magnitude and patterns of climate change and its impacts;
- evaluating the physical, economic and social implications;
- assessing mitigation and adaptation options and developing policy and business solutions;
- evaluating and strengthening educational and capacity-building strategies to address climate change; and
- communicating climate change issues to government, industry and the general public

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

None as it is not permitted by a public institution.

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

None as it is not permitted by a public institution.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic is a member of the Higher Education Carbon Neutral Committee along with other postsecondary institutions in the province who work together to advocate for policy improvements and share information related to carbon neutral government regulation and legislation.

Responsible Party

Neil Connelly

Director, Campus Planning & Sustainability

Office of Campus Planning & Sustainability

Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Responsible Party

Gary Bridgens

Director of Operations

Facilities Management Department

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.215 MtCO₂e per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);

- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :

Yes

Does the institution’s GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

	All, Some, or None
Business travel	None
Commuting	None
Purchased goods and services	Some
Capital goods	None
Waste generated in operations	None
Fuel- and energy-related activities not included in Scope 1 or Scope 2	None
Other categories	None

A copy of the most recent GHG emissions inventory:

[University of Victoria2012.pdf](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

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

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

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

Yes

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

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

Documentation to support the internal and/or external verification process:

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):

Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	9,605.88 <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	314.66 <i>Metric Tons of CO2 Equivalent</i>	274.29 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from purchased electricity	613.62 <i>Metric Tons of CO2 Equivalent</i>	1,719.36 <i>Metric Tons of CO2 Equivalent</i>

Gross Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Total	10,534.16 <i>Metric Tons of CO2 Equivalent</i>	15,132.86 <i>Metric Tons of CO2 Equivalent</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2015	Dec. 31, 2015
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

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

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	10,694 <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 sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Net carbon offsets	10,694 Metric Tons of CO2 Equivalent	15,334.06 Metric Tons of CO2 Equivalent

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

Offset projects are procured through the 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 year in question the VERs for 16 offset project were purchased and retired. The projects fit into 10 categories, Engine Fuel Gas Management, Electrification of Gas Production Plant, Electrification of Gas Processing Plant, Wood Residuals Fuel Switch, Forest Conservation/ Improved Forest Management, Landfill Gas Collection, Clean Tech Biomass Gasification, Landfill Gas Management, Greenhouse Fuel Switch & Energy Curtains, Bus Fuel Efficiency. Approximately 625,000 tonnes of CO2e was retired in association with these projects.

More Info for the projects can be found here:

http://www2.gov.bc.ca/gov/content/environment/climate-change/reports-data/carbon-neutral-action-reports/yearly-summaries/2015#2015_offset_portfolio

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

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 and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	19,068	16,975
Full-time equivalent of employees (staff + faculty)	4,576	4,982
Full-time equivalent of students enrolled exclusively in distance education	842	1,800
Weighted campus users	17,719.50	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 (0-100):

Gross floor area of building space, performance year:4,274,393 *Gross Square Feet***Floor area of energy intensive building space, performance year:**

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

EUI-adjusted floor area, performance year:4,367,293.42 *Gross Square Feet***Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**0 *MtCO₂e / GSF***Scope 3 GHG emissions, performance year:**

	Emissions
Business travel	0 <i>Metric Tons of CO₂ Equivalent</i>
Commuting	0 <i>Metric Tons of CO₂ Equivalent</i>
Purchased goods and services	159.56 <i>Metric Tons of CO₂ Equivalent</i>
Capital goods	0 <i>Metric Tons of CO₂ Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO₂ Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO₂ Equivalent</i>
Other categories	0 <i>Metric Tons of CO₂ Equivalent</i>

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

the previous three years:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic's primary efforts to reduce greenhouse gas emissions on campus have focused on increasing the energy efficiency of our largest buildings through initiatives such as the replacement lighting with new energy efficient fixtures, the integration of weather predictors into building HVAC systems, the tightening of occupancy schedules to better match occupants' actual schedules and the installation of a variable speed drive in one building's ventilation system. UVic also funded several energy and water savings projects through our revolving sustainability fund and continued to work with building occupants in offices, labs and student residences through a series of ongoing behavior change programs. Together these initiatives resulted in an 31% reduction in greenhouse gas emissions between 2010 and 2015 at the same time our campus population continued to grow and one new campus residence building was opened.

Details are available in our 2015 Carbon Neutral Action Report available here:

<https://www.uvic.ca/sustainability/assets/docs/reports/cnar15.pdf>

Responsible Party

Gary Bridgens

Director, Maintenance & Operations

Facilities Management

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

UVic adheres to the "Capital Regional District Bylaw no. 3533: Clean Air by Regulating Motor Vehicle Idling". No person shall cause or permit a vehicle engine to idle for more than three consecutive minutes. Operational staff, and all campus community members (staff, faculty, students, visitors) are asked not to idle their vehicles. This includes all fleet work vehicles as well.

UVic also complies with the British Columbia's provincial Waste Discharge Regulation (Ministry of Environment, BC Government). In doing so, our natural gas boiler flue stack (for heating space and hot water) is tested and inspected annually for optimal equipment operations. The stack inspection is part of UVic Facilities Management's policy maintenance schedule.

All grounds equipment are required to have Tier 4 DOC (diesel oxidation catalytic particulate filtration technology). All equipment supporting older emission technologies has been replaced with 4 DOC.

All university generators use biofuel (B5).

Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:

Yes

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

	Weight of Emissions
Nitrogen oxides (NOx)	1.13 <i>Tons</i>
Sulfur oxides (SOx)	0.00 <i>Tons</i>
Carbon monoxide (CO)	0.64 <i>Tons</i>
Particulate matter (PM)	0.14 <i>Tons</i>
Ozone (O3)	0.00 <i>Tons</i>
Lead (Pb)	0.00 <i>Tons</i>
Hazardous air pollutants (HAPs)	0.00 <i>Tons</i>
Ozone-depleting compounds (ODCs)	0.00 <i>Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	0.00 <i>Tons</i>

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

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

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.

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit
Building Operations and Maintenance
Building Design and Construction

Responsible Party

Gary Bridgens

Director of Operations

Facilities Management Department

Criteria

Institution owns and operates buildings that are:

- 1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

And/or

- 2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:
- Indoor air quality (IAQ) management policy or protocol
 - Green cleaning policy, program or contract
 - Energy management or benchmarking program
 - Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example [ENERGY STAR Guidelines for Energy Management](#) and [U.S. EPA Portfolio Manager](#).

Building space that meets multiple criteria listed above should not be double-counted.

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space 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.

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

Total floor area of building space:

4,274,393 Square Feet

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

	Certified Floor Area
--	----------------------

stars.aashe.org

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LEED O+M Platinum or the highest achievable level under another GBC rating system	0 Square Feet
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 Square Feet
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 Square Feet
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 Square Feet
LEED O+M Certified or certified at minimum level under another GBC rating system	0 Square Feet

Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:

0 Square Feet

Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:

0

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

None

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):

100

A copy of the IAQ management policy or protocol:

The website URL where the IAQ policy/protocol may be found:

<https://www.uvic.ca/ohse/health/hygiene/air/index.php>

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):

stars.aashe.org

A copy or the green cleaning policy:

[UVic Green Cleaning Policy.docx](#)

A brief description of how green cleaning is incorporated into cleaning contracts:

All cleaning work is done by internal employees. The policy is implemented through the internal cleaning and management staff.

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):

100

A brief description of the energy management or benchmarking program:

Energy use in UVic buildings is managed through the Energy Management program. This program employs an Energy Manager, who collaborates with the various units in the Facilities Management Department. That managers work has resulted in the sub-metering of UVic buildings and the retrofitting of 21 buildings between 2010 and 2015. The on going energy management and retrofit work is guided by the framework set out by the UVic Integrated Energy Master Plan and the Sustainability Action Plan Campus Operations 2014-2019.

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):

100

A brief description of the water management or benchmarking program:

Water use at UVic is also managed through the Energy Management Program. The Energy Manager utilizes an water use audit produced in 2012 to guide retrofit decisions. The on going retrofits are also guided by the framework set out in the Sustainability Action Plan Campus Operations 2014-2019.

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/sustainability/topics/buildings-grounds/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic has no certification system it uses to manage its building and operations, but various sustainability operations and maintenance guidelines exist relative to the requirements for this credit, and these have been integrated into the University's structure. They are included in the university's Sustainability Action Plan, the campus Integrated Energy Master Plan and

operational procedures within the Facilities Management Department.

Responsible Party

David Perry

Director, Capital Development
Facilities Management Group

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

- 1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)
- 2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :

285,000 Square Feet

Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:

0 Square Feet

Floor area of newly constructed or renovated building space certified at each level under a rating system

for design and construction used by an Established Green Building Council (GBC) :

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	0 <i>Square Feet</i>
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	48,167 <i>Square Feet</i>
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 <i>Square Feet</i>
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	0 <i>Square Feet</i>
LEED BD+C Certified or certified at minimum level under another GBC rating system	0 <i>Square Feet</i>

Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):

0 *Square Feet*

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

16.90

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

UVic has six certified LEED Gold rated buildings:

- Medical Sciences (2004)
- David Turpin (formerly Social Sciences and Math) (2008)
- Engineering and Computer Science (2006)
- Administrative Services (2008)
- First Peoples House (2009)
- South Tower Residence (2011)

UVic has two buildings targeting LEED Gold certification, with applications in process:

- Centre for Athletics, Recreation and Special Abilities (2015)
- Facilities Management Service Building (2017)

Floor area of newly constructed or renovated building space that is NOT certified, but that was designed and constructed in accordance with published green building guidelines and policies:

180,000 *Square Feet*

A copy of the green building guidelines or policies :

[Sustainable Campus Guidelines Rev.pdf](#)

The green building guidelines or policies:

Do the green building guidelines or policies cover the following?:

	Yes or No
Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)	Yes
Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)	Yes
Building-level energy metering	Yes
Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)	Yes
Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)	Yes
Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)	Yes
Building-level water metering	No

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

The UVic Campus Sustainability Guidelines outline the University of Victoria's process for applying its sustainability objectives to major capital projects. These guidelines seek to achieve the following objectives:

- To ensure that campus building projects reflect the sustainability objectives of the Campus Plan and Sustainability Action Plan
- To provide a decision-making process to determine the costs and benefits of developing a sustainable building project and certifying a project under the LEED (Leadership in Energy and Environmental Design) rating system.
- To provide more consistency and transparency in the decision-making process regarding sustainability and green building design.
- To inform design teams of the University's expectations with regard to incorporating sustainable practices in construction projects
- Provide information on approaches and practices that can be integrated in the planning and developing of future buildings and facilities.

While many of the Campus Sustainability Guidelines reflect the basic categories of the LEED rating system, they acknowledge that a campus environment enables one to move beyond the building-specific orientation of the LEED rating system. Because of its comprehensive nature and industry credibility, the LEED rating system is useful to the University as a goal-setting tool and benchmark for building sustainability.

Many of the university's sustainability initiatives involve the entire campus, for example, transportation demand management, recycling programs, more compact development, and energy management initiatives. As such, these guidelines list campus wide strategies that may be used by members of the campus planning committees to make planning and siting decisions; as well as building-specific strategies that may guide the work of the project design/consulting teams.

Campus sustainability extends beyond sustainable buildings. The University has made considerable investments and progress in the areas of energy management, stormwater management, transportation demand management, habitat and natural features protection and restoration, and responsible waste management practices.

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

UVic operates within a complex planning and regulatory environment. Planning for new capital projects is guided by obligations defined in the BC University Act, policies contained in the Campus Plan and regulations defined by Local Government Plans and Bylaws. Internal processes for project approvals include the Board of Governors, the Executive and the Campus Planning Committee which has the responsibility to ensure that policies related to green building design and construction are adhered to by departments.

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/sustainability/topics/buildings-grounds/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Since 2006, all new campus buildings at UVic have been constructed to a minimum LEED Gold standard and/or in compliance to our own sustainable green building guidelines. The guidelines can be viewed here:

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

. All buildings constructed since 2007 have been built on former parking lots, have showers and bike parking.

UVic currently has six buildings with LEED Gold rating status and another two more scheduled to be completed in 2017. LEED building guidelines can be found here:

http://www.cagbc.org/CAGBC/About_Us/CAGBC/AboutUs/About_Us.aspx?hkey=2259347d-6d16-4417-ba6c-a442711f95a1

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy

Responsible Party

David Adams
Energy Manager
Facilities Management

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution’s annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius 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 (see *G. Standards and Terms*).

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	176,779.86 MMBtu	187,913 MMBtu
Electricity from on-site renewables	0 MMBtu	0 MMBtu
District steam/hot water (sourced from offsite)	0 MMBtu	0 MMBtu
Energy from all other sources (excluding transportation fuels)	174,481 MMBtu	227,302 MMBtu
Total	351,260.86 MMBtu	415,215 MMBtu

Start and end dates of the performance year and baseline year (or 3-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2015	Dec. 31, 2015
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

N/A

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	4,301,155.31 <i>Gross Square Feet</i>	3,700,741.85 <i>Gross Square Feet</i>

Source-site ratio for grid-purchased electricity:

1.05

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.08 <i>MMBtu / GSF</i>	0.11 <i>MMBtu / GSF</i>
Source energy	0.08 <i>MMBtu / GSF</i>	0.11 <i>MMBtu / GSF</i>

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline (0-100):

27.03

Degree days, performance year (base 65 °F / 18 °C):

	Degree days (see help icon above)
Heating degree days	2,528.80 <i>Degree-Days (°F)</i>
Cooling degree days	76.70 <i>Degree-Days (°F)</i>

Floor area of energy intensive space, performance year:

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

EUI-adjusted floor area, performance year:

4,394,055.73 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:

30.68 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) 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 (e.g. outreach and education efforts):

The University of Victoria operates the Sustainability Action Team program. The program has three components that focus on energy use to varying degrees; the Res Green Team, the Green Labs Program, and the Staff Sustainability Network.

Student Residence Green Team

In 2015, the Office launched the Res Green Team to provide support for students living in UVic residence and who want to engage in sustainability. Since then, the Res Green Team has connected students across campus in a variety of sustainability related volunteer activities. The Green Team also identifies campus sustainability opportunities and implements their own initiatives. Each year, the Res Green Team volunteers engage hundreds of their colleagues on campus through their activities.

Green Labs Program

In early 2014, UVic piloted a 'Green Labs Program' focused on efficient fume hood use in chemistry labs. The program encouraged lab users to shut the fume hood sashes, and toggle the hoods to "setback" mode when they leave for the day. Since the program development, night setback has increased by more than 50 percent. This practice has reduced the demand on the building ventilation and heating systems. Other green labs initiatives, involving chemical substitution, lab glassware recycling, and mercury thermometer replacement, have also been implemented since 2012.

Staff Sustainability Network

The Staff Sustainability Network brings together more than 40 staff leaders who are passionate about sustainability from over 20 different departments on campus. Monthly meetings held since August 2015 help the members advance their leadership skills and collaborate on sustainability related issues.

The Network's first major campaign was the 21 Days to Green Your Routine challenge during the summer of 2016. Each of the participants adopted one additional sustainable action to repeat every day during this 21-day event. Over 130 staff and faculty members from across campus signed up and committed to green challenges in their offices. The Network has undertaken a program to identify energy and water savings opportunities across campus.

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

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. However, 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. New LED retrofits are planned for early 2017 for three other Campus buildings.

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, e.g. combined heat and power (CHP):

None.

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

UVic is working with our electricity provider (BC Hydro) and consultants to conduct a comprehensive review of our energy efficiency in 19 of our largest campus buildings (those over 50,000 SF). The focus is on low cost operational improvements to the building HVAC and lighting control systems. The program allows for a re-commissioning of buildings coupled with a

detailed energy audit, sub meter monitoring/archiving and software data base analysis. The first phase, consisting of 6 buildings, was complete by early 2013, with phase 2 complete in 2015, and phase 3 to be complete in 2017.

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Between 2010 (baseline year) and 2015 (performance year), UVic decreased total energy consumption from all sources by 6%, despite new buildings being opened. The improvement in energy efficiency across campus is the result of a number of important factors including:

- The hiring of a full time Energy Manager to focus on energy efficiency
- Installation of real time energy sub-metering in the majority of buildings
- Lighting system upgrades in six of our largest buildings
- Fine tuning of heating, cooling, HVAC systems and lighting control systems in our largest buildings
- Sustainability Action Team programs
- Creation of Campus Integrated Energy Master Plan

For more information on UVic's energy savings initiatives, see:

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

and

<http://www.uvic.ca/facilities/service/sustainability/energy.php>

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Responsible Party

David Adams
Energy Manager
Facilities Management

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources on-site to generate energy other than electricity, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity

- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (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.

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

Food & Dining

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.

Credit
Food and Beverage Purchasing
Sustainable Dining

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

Third Party Verified. The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

Local & Community Based. The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the [Real Food Standards](#), a product must meet the following criteria to qualify as Local & Community Based:

Single-Ingredient Products	<p>A single-ingredient product must meet ALL of the following criteria:</p> <p>Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.</p> <p>Size. Produce: Gross annual sales for individual farms must not exceed \$5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed \$50 million (US/Canadian).</p> <p>Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).</p>
Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	<p>At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.</p>

Multi-Ingredient Products (e.g., baked goods)	<p>Producing company must meet ALL of the following criteria:</p> <p>Ownership. Company must be a privately or cooperatively owned enterprise.</p> <p>Size. Company's gross annual sales must be less than or equal to \$50 million (US/Canadian).</p> <p>Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution.</p> <p>AND</p> <p>At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.</p>
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Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

Product description/type.

Label, brand or producer.

The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the [Real Food Calculator](#) may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified... or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the [STARS Food and Beverage Purchasing Inventory template](#) to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appetit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

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

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based (0-100):

35

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):

Yes

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):

20

A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):

Since UVic does not have any chain or corporate food service contractors to operate on campus, it gives the Food Services group flexibility to support local food growers and producers. UVic purchases an estimated average of 35% of all our food from local suppliers, which is located within a 250 mile or 400 km radius. This has been accomplished by the UVic Food Services staff through careful relationship and capacity-building with local farmers and small food producers (e.g. bakeries and pizza makers) to help enable them to be able to supply to the university on a regular basis, at stable prices. UVic also works closely with local distributors that bring local and community-based organizations, and third-party certified products to our campus on Vancouver Island. Vegetarian, vegan and no-red meat meals are very popular at UVic.

Food purchasing is conducted through collaborative team efforts of food services employees: Executive Chef, Executive Sous Chef, Registered Dietitian, Retail Manager, and Catering Manager. Input from the campus community - especially students - are consulted in what types of food and beverage they wish to see on campus as UVic has strong student leadership in increasing food security, awareness in food systems and reduction of food waste. University Food Services makes efforts to reach the goals outlined in the Sustainability Action Plan Section 5.3 to support sustainable food procurement, meet the students' needs while maintaining affordable prices for the campus community. See:

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

Purchasing outdoor farm fresh produce are of course seasonal. UVic has hired the services of a distributors and suppliers that ensure that many fresh seasonal (April to October) fruits and vegetables are purchased locally and from community-based businesses/farms. Year-round, however, produce grown in local greenhouses (within 400 km/250 mi) are delivered to our campus (i.e. tomatoes, cucumbers, lettuces, bell peppers, corn, etc.).

In addition, for the past eight years 100% of coffee purchased on campus and sold in all the food outlets has been organic and fair trade certified. UVic was also the first campus in Canada to sell coffee that is certified "Beyond Fair Trade" (Doi Chaang Coffee). There is also a large selection of fair trade certified teas, chocolates and sugar available. All raw eggs used are cage-free, all poultry is local, and no farmed salmon and white fish (only wild) is sold anywhere. Our UVic "convenience" stores stock a large array of third-party certified confectionery items, fresh fruits (BC apples, peaches, apricots, grapes, nectarines, etc.), and locally baked goods. Most foods in our food outlets, stores, and catering (i.e. sandwiches, soups, rolls, wraps, dahls, salads, etc.) are prepared on campus by UVic employees.

See:

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

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

An inventory of the institution's sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):

[UVic food bev inventory_STARS.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 inventory involved visiting every food outlet, retail store, server and kitchen on campus. Stock on the shelves and counters were recorded. Interviews were conducted with UVic's Executive Chef (and primary purchaser), Retail Managers, Catering Coordinator, and other operational staff that are involved in food on campus. Internal inventories are completed on an informal basis through periodic audits thus allowing UVic Food Services to determine what foods we are bringing on campus and from where many of the foods originate. UVic has a fairly small staff responsible for food purchasing, so it is not difficult to adhere to purchasing directives and practices to support local and sustainable food procurement. Time frame is for one year (2016).

UVic's Sustainability Action Plan (Section 5.3) Goal 1 states "Benchmark and increase the number of local food producers and suppliers and maintain an active preference for Island produced products". Presently, UVic is working on this goal through inventory and reviewing their food supply chains. See:

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

Percentage of total dining services expenditures on Real Food A (0-100):

Percentage of total dining services expenditures on Real Food B (0-100):

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes

Dining operations and catering services operated by a contractor	No	No
Student-run food/catering services	Yes	No
Franchises (e.g. national or global brands)	No	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	No	No

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :

The website URL where information about the programs or initiatives is available:

<https://www.uvic.ca/services/food/about/sustainability/initiatives/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

See:

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

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

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

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

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 an on-site 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; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

“---” indicates that no data was submitted for this field

Does the institution or its primary dining services contractor have a published sustainable dining policy?:

No

A brief description of the sustainable dining policy:

Does the institution or its primary dining services contractor source food from a campus garden or farm?:

No

A brief description of the program to source food from a campus garden or farm:

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/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:

UVic is active in efforts to support local farmers and food security on Vancouver Island. Purchasing Services buys directly from local farms, ensuring that the farmers get a fair price and the university guaranteed a reliable supply of produce to satisfy our healthy appetites.

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:

UVic offers a wide range of vegan and vegetarian meal options for students at all our dining outlets on campus including Village Greens, a vegetarian and vegan dining outlet close to our student residences. Vegetarian and vegan options are also available in every menu at food outlets across campus. UVic Food Services is also part of the voluntary Informed Dining program (BC provincial government) which focuses on making nutritional information available to all its patrons.

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:

Yes

A brief description of the low impact dining events:

UVic provides reusable cups, mugs, cutlery, dishes, etc. to many of its catering events, and cafeterias to reduce the impact of waste at its indoor events. Vegetarian and vegan foods is readily available across campus, which is a standard food choice in West Coast Canadian culture. Twice a year, UVic Food Services participates in Love-A-Mug Week which promotes reusable mug use with the purpose of reducing single use cup use. Each week, UVic Food Services donates left over food to the Community Cabbage group that prepares "rescued" food to provide a hot meal to students.

Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:

Yes

A brief description of the sustainability-themed meals:

Most UVic Food Services meals are sustainability-themed due to the primary purchase of locally grown perishable food stuffs. In addition, if requested, UFS will also host harvest lunches and dinners with only locally grown food at specific catering events and promoted as such.

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 with stocked with locally purchased perishables, and the availability of ethically sourced products such as teas, coffee, chocolate (e.g. Fairtrade), non-cage eggs, wild salmon (not farmed), and locally made pizzas and baked goods. All containers used at the outlets or cafeterias are either reusable or compostable. For example, Mystic Market is a zero waste facility as it 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 inform customers about low impact food

choices and sustainability practices through labeling and signage in dining halls?:

Yes

A brief description of the sustainability labeling and signage in dining halls:

All food outlets and cafeterias have signage and labeling that draw attention to sustainable food choices, especially with Fairtrade products. Signage can range from small stickers or labels on the packages to mural size decals on the customer facing wall to the patron. All food outlets include menu that emphasize local ingredients, as well as signs next to the cash registers stating reduced cost for coffee/tea purchases if a patron brings their own reusable mug.

Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:

Yes

A brief description of the outreach efforts to support learning and research about sustainable food systems:

UVic collaborates with students, staff and faculty to promote the sustainable choices dining services and catering has to offer. Some examples: Love-A-Mug Week (reusable cup promotion, student research projects), Ready, Set, Solve compost food waste research study (collaborated with regional government), Fairtrade campus designation project (collaboration with Engineers Without Borders, student society, Campus Planning & Sustainability), zine collage project (geography students; to promote food landscapes), Community Cabbage (student project that "rescues" food; brings attention to food waste and social responsibility), zero-waste events (collaborates with Campus Planning & Sustainability).

Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:

Yes

A brief description of the other sustainability-related dining initiatives:

UVic Food Systems promotes culture diversity in its food choices by providing options for cuisines from many cultures around the world. For example, East Asian, Indian, Latin American, Middle Eastern and European foods are readily available at selected food outlets across campus. These food choices reflect the culturally diverse study body and employees present on campus.

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:

All UVic kitchens compost all food waste in prep areas. Coffee grounds from machines is also composted. This has been standard practice for many years. In a comprehensive campus waste audit in 2014, it was found that UVic had a diversion rate of 68% largely due to the efforts of our food services staff. See:

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

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:

UVic has taken a very different approach to waste reduction in Food Services. All meals can be purchased with a tray if the student or employee chooses. When meals are finished, the customer takes the tray and places it on racks with all of the plates, utensils, cups, glasses, food waste, etc.. We have no trash, recycling or composting bins on the dining hall floors. Food Services staff then sort everything on the trays into the correct bins. Collected refundable containers are donated to local charities and ALL food waste is composted. This system has resulted in a very high rate of waste diversion in our dining outlets. Portion sizes are controlled by the food services staff; sizes are set within guidelines that reflect the Informed Dining program and the Canadian Food Guide in conjunction with the campus registered dietitian.

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 collaborates with the campus student group Community Cabbage. This group collects bread ends from Food Services to prepare free hot cooked food for students once a week. However, UVic is prohibited from donating leftover or surplus food by local food regulations, although some is informally donated at Christmas before university facilities are closed until the New Year. UVic also donates large amounts of refundable beverage containers to local charities throughout the year. The students society also runs a campus volunteer-run emergency food bank with food donated from campus staff fundraisers and local grocery stores. The Edible Campus food project harvests fruit (plums, apples, pears) from campus fruit tree which are exclusively donated to the UVic food bank. See:

<https://uvss.ca/services/food-bank/>

Does the institution or its primary dining services contractor divert 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)?:

No

A brief description of the food materials diversion program:

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's Food Services and other food outlets compost as much food waste as possible in the kitchens during food preparation and leftover prepared food. Coffee grounds from coffee urns and machines across campus are also composted. These efforts by staff are largely responsible for our 68% waste diversion rate as per our Waste Audit report. See:

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

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 is a leader in food waste composting with an estimated 74% of all food waste on campus being composted. See our Waste Audit Summary Report:

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

. This high diversion rate is largely due to the efforts of our Food Services staff who compost all food waste left over food on food trays, and students and employees who take advantage of our many food waste collection bins across campus, inside buildings and on the campus grounds. See:

<http://www.uvic.ca/sustainability/topics/waste/composting/index.php>

. UVic's Degrees Catering which provides food for meetings and conferences, also composts food waste as much as possible. See:

<http://degreescatering.ca/sustainability/index.php>

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in”

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meals?:

Yes

A brief description of the reusable service ware program:

All dine-in meals are served with reusable service ware. Take-out cutlery in our Food Service dining areas, including campus residences, are made from plant-based material and are fully compostable. All paper napkins, paper-based take out containers and coffee cups can also be composted in our campus system.

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:

UVic's food services staff are in the process of piloting a reusable/returnable take-out food container program for students living in student residences. Containers could be returned, cleaned and used again. In the interim, we encourage all students and employees to compost our paper-based take-out containers offered in all our outlets.

Does the institution or its primary dining services contractor offer 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?:

Yes

A brief description of the reusable container discount or incentives program:

All of our cafes and food service outlets offer discounts when customers bring their own reusable mugs for hot drink purchases. Discounts vary from \$0.25 to 10% depending on the outlet.

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:

Yes

A brief description of other dining services materials management initiatives:

UVic has upgraded approximately 75 water fountains across campus to have bottle fillers for easy refilling of reusable water bottles or cups, greatly reducing waste from the sale of bottled water, and bottled water is no longer sold in some areas on campus, including the Student Union Building.

All of UVic's main dining halls have no waste, recycling or compost bins in the customer dining areas. All food trays are returned with all plates, cutlery, bottles or cans, plus food waste and napkins, to central rack areas. The staff then take the trays to the kitchen areas and sort all items into compost, recycling and reusable items. This process has greatly reduced the

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amount of landfill waste coming from our dining areas.

Other food service areas, including the Student Union Building, have composting bins on the main floor for customers to sort their compostable waste. All offices have the option of participating in a volunteer office compost system where volunteers empty small bins placed in office lunchrooms. See our website for more info

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

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

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

UVic is one of Canada's original campuses to serve entirely organic and fair trade certified coffee in all of our cafes and dining outlets. We also serve a selection of organic, fair trade teas, sugar and chocolate.

UVic makes great efforts to support local farmers and food producers. Here are some facts we are really proud of:

- 100% of our breads, muffins, buns, cakes and other baked goods come from local bakeries
- 30 to 40% of our produce is purchased from Vancouver Island local farms
- 100% of our poultry comes from Vancouver Island or the Lower Mainland
- 100% of eggs purchased are "cage-free"
- Pizza is either made fresh daily at our Mystic Market or from a local pizzeria that makes efforts to use local ingredients
- 100% of salmon is BC-wild caught, not farmed
- UVic is active in efforts to support local farmers and food security on Vancouver Island. Purchasing Services buys directly from local farms, ensuring that the farmers get a fair price and the university is guaranteed a reliable supply of produce to satisfy our healthy appetites.

Grounds

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
Landscape Management
Biodiversity

Responsible Party

Bentley Sly
Manager, Grounds and Environmental Services
Facilities Management

Criteria

Institution’s grounds include areas that are managed in accordance with:

- 1) An Integrated Pest Management (IPM) program;

Or

- 2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Total campus area (i.e. the total amount of land within the institutional boundary):

402 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	171 Acres
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	151 Acres

Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	0 Acres
Total area of managed grounds	322 Acres

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

Building footprints and impervious surfaces have been excluded.

Percentage of grounds managed in accordance with an IPM program:

53.11

A copy of the IPM plan or program:

A brief description of the IPM program:

While UVic does not have a formal IPM process, we operate within an IPM framework (with the exception of setting thresholds) to influence decision making when considering insect control in the areas of horticulture and landscape maintenance. This includes anticipating problems where possible and dealing with them preventatively as well as by using best industry practices wherever practical. Pesticides are only used when all other options have been considered and confirmed to not be effective under the circumstance. Where determined to be necessary, only the least toxic material specific for the target is selected and only applied by certified applicators and only at the lowest recommended rate. In the summer months, watering and grass cutting is eliminated in parts of campus determined to be "naturalized areas".

Percentage of grounds managed in accordance with an organic program:

46.89

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

UVic maintains several large forested areas, which largely grow wild. 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.

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 on all other areas of campus where appropriate. Invasive species such as ivy is pulled manually on a regular basis as required, by Grounds staff and student volunteers.

A brief description of the institution's approach to hydrology and water use:

The university follows a storm water management plan (See:

<https://www.uvic.ca/sustainability/assets/docs/policy/integrated-stormwater-management-plan.pdf>

)

- Includes storm water detention practices in new building design and construction
- Includes use of rain garden technology in landscape design and construction
- Includes use of green roof technology in building design and construction where practical

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

All campus garden waste including grass and tree clippings, are sent to be composted at local facility, Mitchel Bros Farm. The mulch from trees and branches mulched onsite is spread on gardens and trails across campus.

A brief description of the institution's approach to energy-efficient landscape design:

Landscapes around the six LEED buildings on campus are designed to promote energy efficiency of the buildings by providing shade in the summer.

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

UVic Grounds and Parking Services use only rock salt when required for snow and ice removal and used in very limited amounts due to our mild westcoast climate.

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/sustainability/topics/buildings-grounds/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

While UVic does not have a formal Integrated Pest Management (IPM) process, we operate within an IPM framework (with the exception of setting thresholds) to influence decision making when considering insect control in the areas of horticulture

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and landscape maintenance. This includes anticipating problems where possible and dealing with them preventatively as well as by using best industry practices wherever practical. Pesticides are only used when all other options have been considered and confirmed to not be effective under the circumstance. Where determined to be necessary, only the least toxic material specific for the target is selected and only applied by certified applicators and only at the lowest recommended rate. In the summer months, watering and grass cutting is eliminated in parts of campus determined to be "naturalized areas". More information can be found here:

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

and in the Storm Water Management Plan (

<https://www.uvic.ca/sustainability/assets/docs/2004.Integrated.Stormwater.Management.Plan..pdf>

) and the Campus Plan

Responsible Party

John Ho

Sustainability Coordinator
Campus Planning and Sustainability

Criteria

Institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land;

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land.

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

The Campus Plan outlines natural areas at UVic that are protected from development in perpetuity through environmental covenants. They are Bowker Creek, Haro Woods, Garry Oak Meadow, South Woods and Mystic Vale Hobbs Creek. In these protected natural areas, development will not be considered except for pathways, service lines, and underground services, and must be informed by special studies on ecological impacts, remediation plans, and stakeholder input.

See The Campus Plan for details:

<http://www.uvic.ca/campusplanning/assets/docs/Campus-Plan-Update-2015/UVicCampusPlan.01.26.2016>

[reduced.pdf](#)

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:

No

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

Two detailed campus Natural Features Studies, Phase One and Phase Two, have been conducted by the Restoration of Natural Systems Program at UVic in 2007 and 2008. The studies include literature reviews, biophysical spatially referenced inventories and the mapping of natural areas on campus.

The provincial Sensitive Ecosystem Inventory classification scheme was adopted to provide a framework for describing the natural ecosystems on campus, and indicator plant analysis was carried out to determine site series classification. The sites are monitored on an ongoing basis by the UVic Grounds and Environmental Services department. See reports here:

<http://www.uvic.ca/campusplanning/studies-reports/index.php>

In October 2016, an Invasive Species Management Strategy was completed in collaboration between Office of Campus Planning & Sustainability, Facilities Management, School of Environmental Studies/Restoration of Natural Systems Program, and Department of Geography. Funding for this project was through the Campus Sustainability Fund and is both an informational and guiding document for ecological restoration/ invasive species on campus. Many different local species that are vulnerable to invasive species are identified in the document.

Full report:

<https://www.uvic.ca/sustainability/assets/docs/invasive-species-mgmt-plan-final.pdf>

A brief description of identified species, habitats and/or environmentally sensitive areas:

Detailed descriptions of the natural areas on campus can be found in Section 4 of the Invasive Species Management Strategy. This includes identified species found within these areas.

Link:

<https://www.uvic.ca/sustainability/assets/docs/invasive-species-mgmt-plan-final.pdf>

According to the indicator plant analysis, Lower Hobbs Creek/ Mystic Vale and the dry portion of South Woods contain FdBg-Oregon grape site series, the wet portion of South Woods contains Cw-twinberry site series, Haro Woods and Finnerty ravine contain FdPI- Arbutus site series, and the Garry oak Woodland contains Fd- Oniongrass sedge site series.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The Campus Plan outlines natural areas at UVic that are protected from development in perpetuity through environmental covenants in perpetuity to ensure the health of the area for local flora and fauna. They are Bowker Creek, Haro Woods, Garry Oak Meadow, South Woods and Mystic Vale Hobbs Creek. In these protected natural areas, development will not be considered except for pathways, service lines, and underground services, and must be informed by special studies on ecological impacts, remediation plans, and stakeholder input. During the summer months, UVic is letting selected spaces on campus grounds "naturalize" by not watering or cutting the grass. This not only saves water, the also provide natural habitat for insects and animals that make campus their home.

Furthermore, the Campus Plan outlines plans to identify new pockets of areas that could potentially be designated as a natural area as well as exploring the possibility to expand natural areas. Restoration, increasing tree canopy coverage, and further naturalisation are also mentioned in regards to environmentally sensitive areas.

See The Campus Plan for details:

<http://www.uvic.ca/campusplanning/assets/docs/Campus-Plan-Update-2015/UVicCampusPlan.01.26.2016>

[reduced.pdf](#)

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The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/campusplanning/assets/docs/Campus-Plan-Update-2015/UVicCampusPlan.01.26.2016>

[reduced.pdf](#)

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Large areas of campus are protected under a development moratorium in the UVic Campus Plan including South Woods, Bowker Creek and the Gary Oak Meadow. As well, Mystic Vale and Haro Woods are protected in perpetuity to ensure the health of the area for local flora and fona. See figure on page 18 in the Campus Plan (

<http://www.uvic.ca/sustainability/assets/docs/campusplan2003.pdf>

).

During the summer months, UVic is letting selected spaces on campus grounds "naturalize" by not watering or cutting the grass. This not only saves water, the also provide natural habitat for insects and animals that make campus their home.

Detailed Natural Features Studies have been conducted in 2007 and 2008 to determine sensitive ecosystems and associated species, with recommendations for protection. The reports can be accessed here:

<http://www.uvic.ca/campusplanning/studies-reports/index.php>

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Sustainable Procurement
Electronics Purchasing
Cleaning and Janitorial Purchasing
Office Paper Purchasing

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content 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 expectations about the social and environmental responsibility of the institution’s business partners (i.e. product and service providers).

Part 2

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 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 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and 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
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	<ul style="list-style-type: none">• A stated preference for materials that meet LEED requirements.

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	<ul style="list-style-type: none"> Published measures to reduce the demand for equipment. A stated preference for ENERGY STAR or EPEAT registered products.
4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	<ul style="list-style-type: none"> Including sustainability objectives in contracts with on-site franchises. Requiring that franchises pay a living wage to employees.
5) Garments and linens	<ul style="list-style-type: none"> Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	<ul style="list-style-type: none"> A stated preference for disadvantaged or community-based service providers. A stated preference for B Corporations.
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	<ul style="list-style-type: none"> 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.
8) Wood and paper	<ul style="list-style-type: none"> A stated preference for post-consumer recycled, agricultural residue or third party certified content. A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	<ul style="list-style-type: none"> Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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.

"---" 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 commodity categories institution-wide?:

Yes

A copy of the policies, guidelines or directives:

[GV0800_1794_Jan 2017.pdf](#)

The policies, guidelines or directives:

Sustainable procurement purchasing practices are now mandated and required by UVic's purchasing services to follow the directive set by the university-wide UVic Sustainability Policy (GV0800, updated Jan 2017). The Sustainability Policy states that "Sustainability Activities will require the balanced use of resources within budgetary parameters and will utilize life cycle assessment and purchasing practices based on Social, Environmental and Financial considerations" (Sec.10.00). This new addition to the university wide policy required approval from the President's Office, VP Academic Provost, VP Finance and Operations, VP External Relations, VP Research, and the Board of Governors. UVic's governing body recognizes the importance and responsibility of triple bottom line, life cycle assessment and ethical purchasing practices. SEE:

<http://www.uvic.ca/sustainability/assets/docs/policy/sustainability-policy-2017.pdf>

The Sustainability Action Plan Campus Operations 2014-2019 is a UVic-wide governing policy document that has been approved by the UVic Board Of Governors. This policy document includes Section 5.6 on Purchasing that explicitly focuses on sustainable procurement. Within this policy, our centralized Purchasing department encourages "internal clients and external suppliers to identify products, services, or processes that promote environmental stewardship and social responsibility, including environmental benefits such as reduced life cycle costs, reduced energy consumption, recycled content, recyclability, extended product life, and decreased maintenance." UVic's Purchasing Mission (for sustainable procurement) 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 considerations to supply management decisions. See: pg 15

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

UVic is also part of BCNET, a not-for-profit shared information technology services organization that represent the interests of the higher education industry. Our membership involves UVic and BCNET (sector) procurements. For example, the sector strives to source, promote, and support products and services that are environmentally sound and have adopted policies that integrate environmental, social and economic sustainability into its purchasing decisions.

UVic requires all suppliers wishing to obtain contracts with the university to disclose environmental and social/labour practices. We ask for more information and perform detailed background checks on suppliers if it is suspected they have a poor reputation in one or more of these areas.

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 less comprehensively, e.g. for certain types of systems or projects and not others

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. Proposal 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 construction of the building or system (e.g. energy or water systems). For example, UVic's new Energy Plant (to be constructed in 2017) has incorporated LCCA in order to recognize its true worth to and impact on the university and its surrounding environment and community.

See:

<http://www.uvic.ca/home/about/campus-news/2016+district-energy-plant+ring>

<https://www.uvic.ca/facilities/service/projects/index.php>

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

UVic has its own Green Cleaning Policy and Green Cleaning program that formalizes Facilities Management, Janitorial Services' commitment to Green Cleaning. The purpose is 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:

<https://www.uvic.ca/facilities/assets/docs/Green%20Cleaning%20Policy%20and%20Program.pdf>

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:

Yes

A brief description of the published sustainability criteria for construction and renovation products:

UVic's Sustainability Action Plan: Campus Operations 2014-2019 commits to sustainability criteria for construction and renovation products in the Plan's Building (Section 5.1): "Ensure all new buildings and major renovation projects achieve the stars.aashe.org University of Victoria | STARS Report | 179

standard of LEED Gold or equivalent certification" and "utilize sustainable green building practices for all renovation and building construction projects that are below the threshold for mandatory LEED Gold or equivalent certification". See pg. 10 in

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

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

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:

Yes

A brief description of the published sustainability criteria for IT products and services:

UVic's Sustainability Action Plan: Campus Operations 2014-2019 commits to sustainability criteria to be applied when evaluating IT products in the Plan's Computing (Section 5.2): "Ensure that green manufacturing standards and energy saving criteria are applied to all computer services purchasing decisions (EPEAT Gold and Energy Star rated). See pg. 11 in

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

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

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:

Yes

A brief description of the published sustainability criteria for food services:

UVic's Sustainability Action Plan: Campus Operations 2014-2019 commits to sustainability criteria to be applied when evaluating food services in the Plan's Dining Services (Section 5.3): "Benchmark and increase the number of local food producers and suppliers and maintain an active preference for Island produced products" and "investigate certification as a Fair Trade campus". See pg. 12 of

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

See also:

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

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

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, UVic does, however, 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, Purchasing Services is developing a guidebook for Triple Bottom Line purchasing which addresses the social, environmental, and economic considerations in purchasing practices, as well as the challenge in determining the ecological and social footprint of some goods. This TBL document will be available for public viewing in 2017.

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:

Yes

A brief description of the published sustainability criteria for professional services:

UVic has published sustainability criteria to be applied when evaluating professional services as outlined in Facilities Management Consultant Information Package (see page 4-5):

http://www.uvic.ca/facilities/assets/docs/consultant-info-package%20/Consultant_Information_Package_Dec%202013.pdf

The Consultant Information Package is available online and has been created to ensure Request for Proposals from potential professional contractors and service providers meet the sustainability criteria and sustainability institutional policies set by UVic. See:

<https://www.uvic.ca/facilities/service/projects/consultantinformation.php>
stars.aashe.org

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:

Yes

A brief description of the published sustainability criteria for transportation and fuels:

UVic's Sustainability Action Plan: Campus Operations 2014-2019 commits to sustainability criteria to be applied when evaluating transportation and fuels in the Plan's Transportation (Section 5.7): "Develop fleet replacement and purchasing criteria that advance the use of electric or hybrid vehicles and the most fuel efficient models, relative to operational needs." See pg. 16 in

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:

Yes

A brief description of the published sustainability criteria for wood and paper products:

UVic's sustainability criteria to be applied when evaluating paper products is presented in two examples listed below:

- UVic printing services purchases only 100% post consumer fibre paper for all its 20# bond printing. This paper is also Ecologo and FSC certified, manufactured using biogas energy and chlorine free. See:

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

- UVic tracks its paper purchasing use through greenhouse gas emissions reporting. The GHGs associated with paper use are tracked. As a result, 100% is the preferred paper to use as its GHGs are the lowest. See our 2015 Carbon Neutral Action Report, a report that is submitted to the British Columbia Provincial government annually and also a public document:

<http://www.uvic.ca/sustainability/assets/docs/reports/cnar15.pdf>

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:

No

A brief description of the published sustainability criteria for other commodity categories:

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Presently, Purchasing Services is developing a guidebook for Triple Bottom Line purchasing which addresses the social, environmental, and economic considerations in purchasing practices, as well as the challenge in determining the ecological and social footprint of some goods. This TBL document will be available for public viewing in 2017.

In addition, UVic requires all suppliers wishing to obtain contracts with the university to disclose environmental and social/labour practices. We ask for more information and perform detailed background checks on suppliers if it is suspected they have a poor reputation in one or more of these areas.

Responsible Party

Marcus Greenshields

Manager, Help Desk

Academic Services & Administrative Services, Systems Management

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Total expenditures on desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment:

534,173.52 US/Canadian \$

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Gold	534,173.52 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Bronze	0 US/Canadian \$

Percentage of expenditures on electronic products that are EPEAT Gold registered:

100

Do the figures reported above include leased equipment?:

No

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

Figures above are drawn from a one year period of October 2015 to October 2016.

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/systems/support/computerssoftware/greencomputing/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Request for Proposals to computer suppliers, preference is given to those who supply equipment with the highest energy efficiency rating and can demonstrate sustainable business practices, including the minimization of waste packaging and domestic e-waste recycling. The selected vendors (Dell and Lenovo) supply only EPEAT Gold rated computers and monitors to UVic that are exclusively supplied to all offices across campus. See the Technology Solutions website for model number information:

<http://www.uvic.ca/systems/support/computerssoftware/technologysolutions/index.php>

The chosen distributor is also favoured because it is a locally owned and operated company and well known in our community.

Responsible Party

Lawrence Lu

Manager, Janitorial Services
FMGT Janitorial Services

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:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

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 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.

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

Total expenditures on cleaning products:

60,230.10 US/Canadian \$

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):

43,337.35 US/Canadian \$

Total expenditures on janitorial paper products:

358,176.77 US/Canadian \$

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):

358,176.77 US/Canadian \$

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

95.96

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

Cleaning products and janitorial supplies expenditure totals are from Jan-Dec 2015 (purchased and used by Facilities Management Department). This is a representative sample. Food Services and Residence Services purchase the same products from the same supplier (distributor).

The website URL where information about the programs or initiatives is available:

<https://www.uvic.ca/facilities/assets/docs/Green%20Cleaning%20Policy%20and%20Program.pdf>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic has a new Green Cleaning Program (2016) and a Green Cleaning Policy. See:

<https://www.uvic.ca/facilities/assets/docs/Green%20Cleaning%20Policy%20and%20Program.pdf>

UVic's Janitorial and Housekeeping Services purchase only Green Seal approved "Diversity" products for all regular daily cleaning in student residences, offices, classroom buildings and other public spaces, including washrooms as per our agreement with a local supplier of cleaning products. Other products are used for periodic cleaning such as carpet cleaning, and for tougher stain and graffiti removal, are the least toxic possible, but not certified under a green certification program. Purchasing is confined to the supervisor who purchases only the agreed to standard cleaning products. See: <http://www.uvic.ca/sustainability/topics/buildings-grounds/index.php>

Responsible Party

Xavier Serrano
Director, Purchasing Services
Purchasing Services

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total 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	0 US/Canadian \$
30-49 percent	32,386.35 US/Canadian \$
50-69 percent	6.93 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	185,681.60 US/Canadian \$

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:

76.34

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

The data represents estimates of costs for the 2015 calendar year. The data was derived from the UVic emission inventory. Estimates were based on the observed average prices of paper varying on size and recycled content.

The website URL where information about the programs or initiatives is available:

<http://web.uvic.ca/purc/docs/misc/Social%20Responsibility%20and%20Sustainability%20Objectives.pdf>

Additional documentation to support the submission:

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.

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric (including electric assist utility bicycles and tricycles)

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses, electric assist cycles, and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:

118

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	48
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	5

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:

Electric powered gators have been used on campus for many years and when required, are replaced with new electric versions. Overall, efforts are made to purchase the most fuel-efficient, low emission vehicles, including diesel, that are fueled with a locally sourced, B5 blend.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic uses a fleet of 35 100% electric gators (John Deer TSTR), 3 golf carts, 5 small electric utility vehicles, one EV car and 4 small pick up trucks (CEV Might-E) for use by our Facilities Management Department crews on campus. The university also has one gas-electric hybrid car in our motorpool for Continuing Studies homestay staff visits, and one gas-electric

hybrid used by Campus Security. Five of our fleet of trucks use B5 biodiesel fuel.

Responsible Party

Susan Kerr
Sustainability Coordinator
Office of Campus Planning and Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation (0-100):

73.40

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

UVic has conducted a detailed traffic surveys every two years since 1996, our most recent being in the October 2014. Traffic counts by mode are done at entrances to campus and combined with data from our public transit authority to come up with campus modal splits. See:

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

. It is, however, impossible to determine actual modal splits by students versus employees and visitors. Therefore, these splits by campus user type have been estimated .

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	26.20

Walk, bicycle, or use other non-motorized means	35.80
Vanpool or carpool	9.60
Take a campus shuttle or public transportation	26.90
Use a motorcycle, scooter or moped	1.50

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

[2014 UVic Campus Traffic Survey January 13-15.pdf](#)

Data source(s) and notes about the submission:

Since 1996, UVic has been conducting comprehensive traffic surveys every 2 years to assess how students and employees are travelling to and from campus. Our data indicates that over the past 18 years, the percentage of people choosing sustainable transportation over the single occupancy vehicle has increased from 42.5% to 60.2%. See our 2014 Campus Traffic Survey for more details:

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

The breakdown of modal splits between students and employees is estimated as it is impossible to differentiate these groups within our traffic counts (e.g. How do you accurately distinguish a student cyclist from an employee?). Details of the estimates provided are available from the Office of Campus Planning and Sustainability.

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:

29.80

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

UVic has conducted a detailed traffic surveys every two years since 1996, our most recent being in the October 2014. Traffic counts by mode are done at entrances to campus and combined with data from our public transit authority to come up with campus modal splits. See:

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

. It is, however, impossible to determine actual modal splits by students versus employees and visitors. Therefore, these splits by campus user type have been estimated .

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	64.10

Walk, bicycle, or use other non-motorized means	15
Vanpool or carpool	3
Take a campus shuttle or public transportation	11.90
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	5

The website URL where information about the programs or initiatives is available:

<http://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:

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The breakdown of modal splits between students and employees is estimated as it is impossible to differentiate these groups within our traffic counts (e.g. How do you accurately distinguish a student cyclist from an employee?). Details of the estimates provided are available from the Office of Campus Planning and Sustainability.

Responsible Party

Susan Kerr

Sustainability Coordinator

Office of Campus Planning and Sustainability

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:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
 - Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
 - Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a "complete streets" or bicycle accommodation policy)
 - Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
 - Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
 - Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
 - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
 - Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
 - Offers a telecommuting program for employees, either as a matter of policy or as standard practice
 - Offers a condensed work week option, for employees, either as a matter of policy or as standard practice, that reduces employee commuting
 - Has incentives or programs to encourage employees to live close to campus
 - Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)
-

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

UVic currently has over 130 bike lockers available for rent located in convenient locations across campus. Clothing lockers are also available for rent. Showers are available in 10 office and classroom buildings, as well as in two gyms (one free and one with membership). UVic opened a Campus Bike Centre in November 2013, located in an underground parking lot that has secure parking for over 250 bikes, plus clothing lockers. The space is filmed with security cameras, patrolled by Campus Security and well-lit 24/7. Student residence has a secure bike rooms and individual bike lockers located in the residence areas, close to housing. UVic cycling amenities map:

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

Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

UVic has approximate 2900 outdoor racks all located close to campus classroom and office buildings, many of which are covered. There are also 130 secure bike lockers available for rent in convenient locations across campus. Student residence has a secure bike rooms and individual bike lockers located in the residence areas, close to housing. The Centre for Athletics, Recreation and Special Abilities has 70 indoor parking stalls. UVic cycling amenities map:

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

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:

Yes

A brief description of the bicycle and pedestrian plan or policy:

UVic promotes courtesy between pedestrians and cyclists through the on-going #sharethespace campaign. The purpose of the #sharethespace campaign is to help make sure UVic stays both pedestrian and bicycle-friendly. See:

<http://www.uvic.ca/sustainability/involved/share-the-space/index.php>

UVic also supports active transportation and it presently sits on two Active Transportation Advisory Committees for the municipality of Saanich and the Capital Regional District.

UVic is just beginning to develop an updated Cycling Master Plan for its campus. While UVic does not have dedicated cycling-only lanes on campus, our campus is very bike friendly with paths all across campus wide enough to accommodate both cyclists and pedestrians. The campus cycling/pedestrian pathways connect with cycling paths coming into campus from different directions (through the municipalities of Oak Bay and Saanich). Large sections of the centre of campus are off limits to vehicle traffic making it very safe for cyclists and pedestrians.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

SPOKES is a unique bicycle up-cycling and loan program where volunteers give new life to and use of old bikes. Since 2003, SPOKES has been innovatively diverting waste, improving community health and taking action on climate change. See:

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

UVic SPOKES bicycle program loans students, staff and faculty a used, refurbished bikes for as long as they are affiliated at UVic. There are presently over 500+ on loan. Bikes are loaned at a \$40 deposit, with \$20 refunded when the bike is returned. The loan also includes a helmet and a lock. SPOKES will also rent and sell refurbished bikes, but the loan program is the most popular. SPOKES is run by volunteers who refurbish used bikes donated by the community.

The UVic School of Environmental Studies also runs its own on-campus bike share for its students. Free bikes and communal locks are provided.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit programs:

All UVic undergraduate and graduate students are provided the mandatory Universal Bus Pass (U-Pass) that gives them unlimited access to the regional transit system at a significantly reduced price. This program covers close to 20,000 students. Since the U-Pass was introduced 15 years ago, transit ridership has increased over 55%.

UVic also offers campus staff and faculty an Employee Bus Pass (E-Pass) discount of 55% off the price of a regular monthly transit pass. On average over 650 employees take advantage of this program each month.

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:

No

A brief description of the guaranteed return trip program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

UVic is a partner in the Jack Bell Rideshare program, an online system that matches campus commuters with other students and employees traveling at similar times along similar routes. The program is free for anyone with a UVic email address. Preferential parking is designated for vehicles registered in the car pool or ride share program. See:

<http://www.uvic.ca/sustainability/topics/transportation/drivingalternatives/index.php>

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

UVic has two carshare companies on campus: Modo and Zipcar:

Modo is part of UVic's carshare program designed for employees, faculty and students living in family student housing - who do not have a parking permit - to join Modo for free (use is paid for by the individual). UVic owns a block of shares in our local Modo. Graduate students may also receive a membership for only \$25. Members are then responsible for personal usage fees. UVic also supports the use of Modo vehicles for business use so employees can commute to campus without bringing their car to campus on days they need a vehicle for business purposes, or if they do not have personal access to a car. Two Modo co-op vehicles are located on campus, with many others in the surrounding region and Vancouver.

Zipcar is available for all students, staff and faculty to use. Five vehicles are conveniently located across campus. Users are responsible for their own administration and usage fees.

See:

<http://www.uvic.ca/sustainability/topics/transportation/drivingalternatives/index.php>

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

UVic has three Level 2 electric vehicle charging stations accessible to the campus community and visitors 24/7. Five more Level 2 electric vehicle charging stations are scheduled to be installed in early 2017. See:

<http://www.uvic.ca/sustainability/topics/transportation/drivingalternatives/index.php>

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Individual departments at UVic can offer employees a telecommuting option at the department head's discretion based on individual circumstances. There is no formal Human Resources policy regarding telecommuting.

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:

Yes

A brief description of the condensed work week option:

While there is no formal Human Resources policy regarding condensed work weeks, individual departments at UVic can offer employees this option at the department head's discretion based on individual circumstances.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:

Yes

A brief description of other strategies to reduce the impact of commuting:

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 the regional transit authority to improve transit service to campus and surrounding neighbourhoods with an expanded bus exchange that opened September 2014. UVic also works with the surrounding municipalities to improve cycling access to campus including dedicated bike lanes on routes serving the campus.

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 Saanich Active Transportation Advisory Committee, Capital Regional District's People Power Advisory Committee and BC Transit, which offer support and integration of sustainable transportation options to and from campus.

Student engagement also plays an important role with promoting sustainable transportation, such as through the sustainability and art mural project located in the Campus Bike Centre, the funding of bike repair and maintenance workshops, the availability of the UVic Carshare program (with Modo) to Family Student Housing, and Zipcar for all students, and with the loaning of over 500 bikes primarily to students through SPOKES.

See:

<http://www.uvic.ca/sustainability/topics/transportation/transit/index.php>

<http://www.uvic.ca/sustainability/topics/transportation/cycling/index.php>

<http://www.uvic.ca/sustainability/topics/transportation/drivingalternatives/index.php>

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

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Since UVic conducted its first comprehensive travel mode study in 1996, the portion of persons choosing to travel to campus by means other than the single occupancy vehicle (e.g. transit, cycling, walking, and carpooling) has increased from 42.5

percent to 60.3 percent. This increase is the result of a number of successful Transportation Demand Management (TDM) programs including the student UPASS program, the employee subsidized bus pass program, and the UVic Carshare program.

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization and Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Responsible Party

Nadia Ariff

Waste Reduction Coordinator
Facilities Management Group

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

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, electronic, 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	531.40 Tons	563.70 Tons
Materials composted	743.43 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	548.80 Tons	748 Tons
Total waste generated	1,823.63 Tons	1,965.10 Tons

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

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

	Start Date	End Date
Performance Year	Sept. 1, 2015	Aug. 31, 2016
Baseline Year	Sept. 1, 2010	Aug. 31, 2011

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

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 and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	19,068	16,975
Full-time equivalent of employees (staff + faculty)	4,576	4,982
Full-time equivalent of students enrolled exclusively in distance education	842	1,800
Weighted campus users	17,719.50	15,677.75

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.10 <i>Tons</i>	0.13 <i>Tons</i>

Percentage reduction in total waste generated per weighted campus user from baseline (0-100):

17.89

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

69.91

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

69.91

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
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:

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Average contamination rate for the institution's recycling program (percentage, 0-100):

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

The University of Victoria conducts a waste audit every three years. The most recent audit was conducted in 2014. In order to characterize the material stream, visual observations and samples were obtained from various collection areas. These collection areas were identified from labels placed on the waste bags. The assessment material was collected in a designated location separate from the waste collection areas. 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 (e.g. by minimizing packaging and purchasing in bulk):

UVic Purchasing Services and Food Services work with suppliers to reduce waste in a variety of ways, mostly in terms of minimizing packaging materials. Many perishable food items are now delivered in reusable rubber containers rather than cardboard and softplastic (e.g. baked goods and meat). UVic's two office supply vendors offer reusable/returnable packing boxes and trays. Administrative and academic units are encouraged to order supplies in bulk. The vending machine supplier has a computerized system that informs them when a machine needs refilling, reducing trips to campus. See a summary of UVic's waste reduction programs:

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

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 (e.g. of electronics, furnishings, books and other goods):

UVic Free Store

The UVic Free Store is run by a team of dedicated staff and volunteers and offers all UVic students access to food essentials

stars.aashe.org

and free household items. Students can come and take anything they need and miscellaneous items are donated regularly to replenish available stock.

Links:

<https://uvss.ca/services/food-bank/>

<http://www.uvic.ca/sustainability/topics/waste/free-store/index.php>

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

UVic does not offer any free printing for students in computer labs or libraries. All printers default to double-sided printing (single sided is the exception, not the norm).

See Library policy:

<http://library.uvic.ca/clientservices/copier.html>

See Computer Lab policy:

<http://www.uvic.ca/systems/facilities/printingrepro/index.php>

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) 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, timesheets,

Employee payroll is now almost exclusively performed with automatic deposit, as are payments between the university and the province and other large funders. Union voting and other employee surveys are done exclusively online. The Board of Governors have all been provided with tablets to review board meeting documents on rather than being provided with large amounts of paper documents prior to each meeting.

A brief description of 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.

stars.aashe.org

Special E-Waste collection days are also hosted each April to collect recyclable personal electronic items. More details can be found on the Move Out brochure:

https://www.uvic.ca/sustainability/assets/docs/Studentmoveout_2013.pdf

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.

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Responsible Party

David Perry

Director, Capital Development
Facilities Management Group

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.

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

Construction and demolition materials recycled, donated, or otherwise recovered during the most recent year for which data is available within the previous three years:

529.84 Tons

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:

85.06 Tons

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

86.17

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

The most recent major building projects conducted resulted in an athletics facility opened in 2015 and an addition to an existing building, which opened in 2016. UVic requires all contractors working on new building construction to achieve a waste diversion rate of at least 75% and most have to date gone far beyond that. As no renovations or demolition were considered major over the last three years, these stats are not relevant to this credit.

Construction waste from renovations, demolitions or building additions has not been formally tracked, but will be in the future.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

stars.aashe.org

Data source(s) and notes about the submission:

Construction waste from smaller projects performed on campus have not been formally tracked, but will be in the future.

Responsible Party

Amanda Muench

OHSE Consultant

Occ Health, Safety & Envir

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

UVic instituted a mercury thermometer exchange program which removed the majority of mercury thermometers from the science labs. On a go forward basis, labs are encouraged to use only non- mercury thermometers.

Also, UVic promotes hazardous waste reducing initiatives in labs through our Green Labs website. One example is the use of MIT's Green Chemical Substitution Tool (

<http://ohs.uvic.ca/environment/greenlabs.php>

) where faculty, staff and students can look up chemicals used in their labs and identify less hazardous alternatives.

Another example of a chemical substitution we are promoting is the use of SYBR® Safe DNA Gel Stain instead of Ethidium Bromide, a potent mutagen, which has been the standard in microbiology for decades. Many labs on campus have already made the switch to eliminate Ethidium Bromide from their lab environment which has significantly reduced the hazard level in the lab, and has also significantly reduced the toxicity of the hazardous waste produced.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

UVic's Hazardous Waste Management program utilizes specialized contractors to collect, package and dispose of hazardous wastes generated on campus. The waste is transported to various off-site facilities for treatment and final disposal. The program ensures compliance with Federal, provincial and local municipal regulations, namely, 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 required to maintain an inventory of their chemicals on a central university database. Through the use of this online inventory, labs are able to search the database and share chemicals with other labs upon request.

Also, there is a lab clean-out protocol which offers any unused chemical to alternate labs before going for final disposal through the hazardous waste system.

It is also encouraged to order chemical in minimum quantities.

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 e-waste is collected by UVic's surplus assets coordinator and either re-purposed, or sent to local recycling facilities. Nothing is sent to the landfill or shipped overseas.

See:

<http://web.uvic.ca/purc/asset.php>

and

<http://web.uvic.ca/purc/ewaste.php>

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Once or twice a year, UVic hosts e-waste recycling days where students and staff can drop off personal used electronics for recycling, free of charge, and are given a pizza coupon for participating.

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 (

<http://recyclemyelectronics.ca/bc/wp-content/uploads/2013/05/EPRABCStewardshipPlan.pdf>

). Encorp Pacific LTD agents on Vancouver Island provide electronic waste recycling for the University of Victoria. The chain is a bit complicated, but the Encorp agents, are considered 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.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

The website URL where information about the programs or initiatives is available:

<http://ohs.uvic.ca/environment/waste.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

See also

<http://www.uvic.ca/sustainability/topics/waste/recycle/index.php>
regarding e-waste.

Water

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
Water Use
Rainwater Management

Responsible Party

Gary Bridgens

Director of Operations

Facilities Management Department

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

"---" 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's Aqueduct Water Risk Atlas:

Low to Medium

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	146,493,594.06 Gallons	175,893,648.32 Gallons

Potable water use:

	Performance Year	Baseline Year
Potable water use	146,493,594.06 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 Year	Jan. 1, 2015	Dec. 31, 2015
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the water use baseline was adopted:

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 and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	19,068	16,975
Full-time equivalent of employees (staff + faculty)	4,576	4,982
Full-time equivalent of students enrolled exclusively in distance education	842	1,800
Weighted campus users	17,719.50	15,677.75

Potable water use per weighted campus user:

	Performance Year	Baseline Year
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Potable water use per weighted campus user	8,267.37 <i>Gallons</i>	11,219.32 <i>Gallons</i>
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Percentage reduction in potable water use per weighted campus user from baseline (0-100):

26.31

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	4,274,393 <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	34.27 <i>Gallons / GSF</i>	45.63 <i>Gallons / GSF</i>

Percentage reduction in potable water use per unit of floor area from baseline (0-100):

24.89

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):

Yes

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	124.50 <i>Acre</i>	124.50 <i>Acre</i>

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	1,176,655.37 <i>Gallons / Acre</i>	1,412,800.39 <i>Gallons / Acre</i>

Percentage reduction in total water use per unit of vegetated grounds from baseline (0-100):

16.71

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

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 six other campus buildings through a separate plumbing system. The grey water fills a tank that is pressurized and supplies the fixtures. If the grey water is not keeping up with demand, the tank is filled with city water to make up the difference.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

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.

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic has been very successful in reducing overall water use on campus over the past few years even though the campus population has continued to grow. Between 2010 and 2015, water usage fell by almost 17%, while the campus population grew by almost 12%. These savings were the result of implementing many significant water savings initiatives and the termination of a particularly water research enterprise. The university replaced outdated, inefficient toilets and urinals in two large campus buildings, and recycles grey water from the Outdoor Aquatics Research Facility into toilets and urinals in 6 buildings. More information on water conservation initiatives can be found here:

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

Responsible Party

Bentley Sly

Manager, Grounds and Environmental Services
Facilities Management

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. state/provincial government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" 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 practices on all campus projects for new buildings and existing areas.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, guidelines and/or practices that supports the responses above:

The university has a comprehensive storm water management plan that is used to guide new building and landscape maintenance, see:

<https://www.uvic.ca/sustainability/assets/docs/policy/integrated-stormwater-management-plan.pdf>

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

stars.aashe.org

Data source(s) and notes about the submission:

UVic's Intergrated Stormwater Management Plan (see:

<https://www.uvic.ca/sustainability/assets/docs/policy/integrated-stormwater-management-plan.pdf>

) layouts out guidelines for stormwater and rainwater management practices on campus including the use of raingardens, green roofs, stormwater rentention ponds, and porous pavers in new building and landscape design processes, where appropriate.

The LEED green building process followed in all new buildng design and construction on campus also includes points for sustainable landscape design. See here for more info on sustainable water practices:

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

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Planning & Administration

Coordination & Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Participatory Governance

Responsible Party

Neil Connelly

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

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or 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.

"---" 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:

UVic has a multi-stakeholder Sustainability Advisory Committee chaired by the Director of Campus Planning and Sustainability. The committee meets 4 times per year and is informed and advised on the activities of the Office of Campus Planning & Sustainability and other sustainability-related activities on campus. The full terms of reference can be found here:

<https://www.uvic.ca/sustainability/assets/docs/SAC%20Terms%20of%20Reference-09.pdf>

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UVic also has a Cycling Advisory Committee to advise on cycling issues, and a Healthy Campus Advisory Committee that advises on campus health issues including the physical health of the campus, as well as mental and physical well-being of students.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

The UVic Sustainability Advisory Committee is chaired by the Director of Campus Planning & Sustainability and membership consists of: 5 faculty, 6 staff (representative of various related operational units), and 5 undergraduate and graduate

students. The two Sustainability Coordinators serve as resource persons to the committee.

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

UVic has an Office of Campus Planning and Sustainability (under the Vice-President, Finance and Operations) consisting of one director and two full-time sustainability coordinators. The Office is supplemented with co-op and work study students, and volunteers when required. Sustainability is also incorporated into the job descriptions of staff in many other operational units on campus including the Waste Reduction Unit, Capital Development, Parking and Transportation Services, Purchasing and Food Services. The School of Business also has a full-time Coordinator for their Centre for Social and Sustainable Innovation.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

4

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Neil Connelly, Director. Susan Kerr, Sustainability Coordinator. Matt Greeno, Sustainability Coordinator. Rachel Goldsworthy, Sustainability Coordinator (Gustavson School of Business).

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

This is obviously very difficult to briefly summarize as there have been many, many accomplishments of UVic's Office of Campus Planning and Sustainability and all of the other operational units and departments on campus that work together to make the campus a model of sustainability. Some recent highlights include:

- The completion of a Sustainability Action Plan for Campus Operations 2014 - 2019 and the preparation of a 2016 Progress Report on the Plan.
- Reducing greenhouse gas emissions by 31%, relative to 2010 as the base line year, in 2015 due to efficiency measures in buildings and behaviour change programs across campus.
- Increasing the waste diversion rate to an average of 69% due to increased recycling and composting facilities and rates.
- Increasing the sustainable transportation modal split to 60% due to improvements in transit and cycling amenities.
- Launching a sustainability fund in 2016 to provide financial assistance to projects across campus that help advance the goals of the Sustainability Action Plan 2014 - 2019.
- Installing three electric vehicle charging stations on campus.

- Implementing a sustainability awards program for staff and students.
- Hosting many successful sustainability outreach events including, Bike To Work Week and Day, Love-A-Mug campaigns, a green office (GO!) program, residence sustainability programming, and cycling safety "lighten up" campaigns, to name a few.

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic has an Office of Campus Planning and Sustainability (under the Vice-President, Finance and Operations) consisting of one director and two full-time sustainability coordinators, and is supplemented with co-op and work study students, and volunteers. The office acts as coordinator and resource for students, staff, faculty and administration working towards shared goals of environmental sustainability at the University of Victoria. This includes conducting the annual greenhouse gas inventory, other sustainability reporting, sustainability communications, special events, classroom speaking, and community relations. Learn more about our office here:

<https://www.uvic.ca/sustainability/operations/about/index.php#section0-2>

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Sustainability is also incorporated into the job descriptions of staff in many other operational units on campus including the Waste Reduction Unit, Capital Development, Parking and Transportation Services, Purchasing and Food Services. The School of Business also has a full-time Coordinator for its Centre of Social and Sustainable Innovation.

Responsible Party

Neil Connelly

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

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The Mission contained in the current Strategic Plan (Feb. 2012) for UVic includes, "promoting the development of a just and sustainable society through our programs of education and research and the stewardship of our own financial and physical resources" (p 6). It also contains a section on Developing and Sustainably Stewarding Our Resources, with Objective 34 to update the Campus Plan that is informed by our commitment to sustainability, and Objective 35 to "demonstrate leadership in sustainability through the continued development and implementation of innovative operational practices and their integration with institutional planning activities." (pp 40-41)

A copy of the strategic plan:

[strategicplan.pdf](#)

The website URL where the strategic plan is publicly available:

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

Does the institution have a published sustainability plan (apart from what is reported above)? :

Yes

A copy of the sustainability plan:

[action-plan-2014.pdf](#)

The website URL where the sustainability plan is publicly available:

<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

Does the institution have a published climate action plan (apart from what is reported above)? :

Yes

A copy of the climate action plan:

[cnar15.pdf](#)

The website URL where the climate action plan is publicly available:

<http://www.uvic.ca/sustainability/assets/docs/reports/cnar15.pdf>

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :

Yes

stars.aashe.org

A list of other published plans that address sustainability, including public website URLs (if available):

University of Victoria Campus Plan 2016

<http://www.uvic.ca/campusplanning/assets/docs/Campus-Plan-Update-2015/UVicCampusPlan.01.26.2016-reduced.pdf>

University of Victoria Strategic Research Plan 2016 - 2021

<http://www.uvic.ca/research/assets/docs/researchplan/UVicStrategicResearchPlan2016-2017Final.pdf>

University of Victoria Employment Equity Plan 2015 - 2020

<https://web.uvic.ca/eqhr/equity/eep2015.pdf>

University of Victoria International Plan 2017-2022

<http://www.uvic.ca/assets2012/docs/international-plan.pdf>

University of Victoria Indigenous Academic Plan (Draft) 2016-2021

<https://www.uvic.ca/vpacademic/assets/docs/indigenousacademicplan/DraftIAP.pdf>

UVic Strategic Plan 2012:

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

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:

Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

The Indigenous Academic Plan (2016-2021) "Pillar 3: Programs" outlines three specific goals:

- 1) Ensure the quality, sustainability and relevance of the university's Indigenous academic programming.
 - a. Ensure that students in existing professional programs that serve and intersect with Indigenous people and communities (e.g., business, civil engineering, cultural heritage and resource management, education, environmental studies, health and human service professions, law, social work) are exposed to the realities of Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities.
- 2) Support the development and delivery of select new Indigenous academic programs where there is identified student/community interest, where we have existing or emerging faculty expertise, and where we can provide quality programming, develop essential resources and be seen as a national leader.
- 3) Develop opportunities for all students of UVic to gain a better understanding of Indigenous peoples, history and culture, and the realities and impact of colonization.

This "Programs" section of the Indigenous Academic Plan set the foundation for academic courses to be developed and offered to indigenous and non-indigenous students. Many of UVic's indigenous are sustainability courses or include sustainability within the curriculum. Listed below are some of the many academic courses offered in the 2016-17 academic year:

- Indigenous Language Teaching and Learning Practicum (IED 251), Indigenous Education, Faculty of Education
- Indigenous Studies Foundations (IS 200A), Indigenous Studies, Interdisciplinary Programs
- Coast Salish Culture and Contemporary Life (ANTH 433), Anthropology, Faculty of Social Sciences
- Traditional Systems of Land and Resource Management (ER 326), Environmental Restoration, School of Environmental Studies
- Ethnoecology (ES 321), School of Environmental Studies, Faculty of Social Sciences
- Ethnobotany: Plants and Human Cultures (ES 421), School of Environmental Studies, Faculty of Social Sciences
- Indigenous Women in Canada (GNDR 203), Gender Studies, Faculty of Humanities
- Indigenous Resurgence (IGOV 382), Indigenous Government, Faculty of Human and Social Development
- Indigenous Politics in Canada (POLI 363), Political Science, Faculty of Social Sciences
- Governance in Indigenous Communities (ICDG 301), Indigenous Community development and Governance, Department of Public Administration

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:

Yes

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

The UVic Strategic Plan (2012) includes in its Mission:

"Promoting the development of a just and sustainable society through our programs of education, research and the stewardship of our own financial and physical resources."

UVic's Sustainability Policy has been established to further the goals set out in the University's Strategic Plan.

Sustainability Policy:

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0800_1794_.pdf

Policy 8.0: Sustainability Activities will support the academic, teaching and research priorities and will draw upon the abilities and expertise of the University Community.

UVic's Sustainability Policy defines "Activities" as including, but not limited to, the university's operations, practices, teaching, research, decisions, events, strategies, actions and planning.

Furthermore, one of UVic's Strategic Research Plan (2016-2021) priorities to "expand its 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.

An excellent example of one of the deliverables of this policy is the research associated with the creation of

bikemaps.org

by the UVic Geography SPAR Lab (Spatial Pattern and Analysis Research). The website was developed to collect data on cycling safety.

Further information:

<http://journal.frontiersin.org/article/10.3389/fpubh.2015.00053/full>

Website:

www.bikemaps.org

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

UVic's Sustainability Action Plan: Campus Operations (2014 -2019) contains several goals relating to campus engagement.

Section 4 of the UVic Sustainability Action Plan sets out goals for Campus Engagement. For example, Goal 2.2 is to "work with campus partners to increase the awareness of local and global sustainability issues within the campus population and the surrounding community." The university has measured the success in this category using various social media platforms including Facebook, Twitter, Hootsuite, website and e-newsletter to share and promote sustainability news and programs. As

stars.aashe.org

of November 2016, the Facebook page has over 600 likes and the Twitter page has almost 1,600 followers. Further, collaboration with Communications maximized the reach of university sustainability content through UVic's primary social media accounts, and produced a video in the fall of 2016, entitled Sustainability in Action at UVic. The video profiled various campus partners through engaging web content and has over 9,300 views on Facebook alone (this does not include the views on Twitter, through our sustainability newsletter, and SnapChat, etc.).

Another example is Goal 2.3 which is to "create new programming for the Sustainability Action Team program with offices, labs, and residences."

Progress on this goal has been measured in the Sustainability Action Plan: Progress Report 2014-2016. Three new programs have been established including the Student Residence Green Team, Green Labs Program and the Staff Sustainability Network.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

UVic's Sustainability Action Plan: Campus Operations (2014 -2019) contains several goals relating to Public Engagement.

For example, goal 2.4 in the Plan is to "engage the local community in the university's sustainability initiatives and develop programs to work collaboratively on issues of mutual interest and benefit." Progress on this goal has been measured in the Sustainability Action Plan: Progress Report 2014-2016. The Sustainability Office coordinated with several departments to donate more than \$3,000 to the Capital Regional District's (CRD) Ready, Set, Solve! Program. It aimed to connect inter-disciplinary teams of students from post-secondary institutions with local government, non-profit organizations and institutions to address climate related challenges and provide real solutions for the region. In all, the program engaged thirteen student teams from UVic, most of which were made up of undergraduates, in valuable experiential learning projects. Project partners included the CRD, the Township of Esquimalt and the Greater Victoria Compost Education Centre.

The Sustainability Office also maintains relationships with cycling related organizations in the community. UVic provides a \$8,000 sponsorship each year to the Greater Victoria Bike to Work Society to help promote cycling. The Bike to Work Week/Day events mobilizes those already commuting by bike as leaders in the workplace and each year draws new participants into commuter cycling. Nearly 1,000 UVic students, staff, and faculty participate each year, which helps to increase the cycling mode share on campus. Similarly, the Sustainability Office has collaborated with the Greater Victoria Cycling Coalition, who advocate for better cycling infrastructure and help educate the cycling community in the region. This included promoting events, and sharing and distributing information about issues of mutual interest and benefit. The Office of Campus Planning and Sustainability also sit on Active Transportation committees with the CRD and the District of Saanich, and liaises with nearby City of Victoria.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:

Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published

plans in which each objective is included:

2014 - 2019 Sustainability Action Plan goals:

- Achieve a total institutional greenhouse gas emissions reduction of 30%, relative to 2010 as the baseline year.
- Reduce campus electricity consumption intensity by 8% by 2019, relative to 2010 as the baseline year.
- Reduce campus natural gas consumption intensity by 12% by 2019, relative to 2010 as the baseline year.
- Implement renewable energy demonstration projects on campus that help reduce greenhouse gas emissions and overall energy use.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

Sustainability Action Plan 2014-2019 goals

- Ensure all new buildings and major renovation projects achieve the standard of LEED Gold or equivalent certification
- Utilize sustainable green building practices for all renovation and building construction projects that are below the threshold for mandatory LEED Gold or equivalent certification
- Utilize sustainable operational and building maintenance practices in all campus buildings and facilities
- Develop systems that provide for the reduction, measurement and reporting of construction and demolition waste.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:

Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

Sustainability Action Plan 2014-2019 goals:

- Reduce campus electricity and natural gas consumption intensity
- Increase our renewable energy portfolio.

Additional goals:

- Campus Integrated Energy Master Plan implementation
- Campus Plan 2016 Energy and Greenhouse Gas Reduction (Section 4.3)

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:

Yes

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Sustainability Action Plan 2014-2019 goals:

- Benchmark and increase the number of local food producers and suppliers and maintain an active preference for Island produced products.
- Enhance waste reduction and diversion practices in campus food outlets.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:

Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

Sustainability Action Plan 2014-2019 goals:

- Reduce the quantity and improve the water quality of stormwater on campus that enters the local drainage and stream networks
- Protect and manage the ecological diversity of the natural areas on campus and enhance the use of native species in campus landscape management
- Develop a formalized Integrated Pest Management Plan as part of the overall grounds management system.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:

Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

Sustainability Action Plan 2014-2019 goals:

- Review purchasing procedures and develop refinements that assist in furthering the incorporation and formal application of triple bottom line sustainability criteria in procurement decisions
- Further develop reporting systems that include information on the source and environmental footprint of goods and services purchased by the university.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:

Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

Sustainability Action Plan 2014-2019 goals:

- Increase the use of transit, cycling, walking and carpooling to 70% of the campus transportation modal split by 2019.
- Improve the sustainability of the campus fleet by reducing fuel consumption by 10% through staff training and the gradual replacement of vehicles with the most fuel efficient versions on the market.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

Sustainability Action Plan 2014-2019 goals:

- Increase the waste diversion rate to 75% by 2019.
- Reduce the total amount of waste produced as measured in kilograms per campus user (students, staff and faculty) by 2019, relative to 2010 as the baseline year
- Provide for responsible hazardous waste management on campus and reduce where possible the use of hazardous materials.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

Yes

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

Sustainability Action Plan 2014-2019 goals:

- Reduce water consumption by 25% by 2019, relative to 2010 as the baseline year
- Retrofit 25 water fountains in campus buildings for easy refilling of personal water bottles.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

Yes

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

The UVic Strategic Plan, states as it's first objective: "To be a diverse, welcoming learning community, with a demonstrated commitment to equity and fairness", with 4 key strategies which include identifying and reporting on equity, diversity and fairness issues across the university including the recruitment, retention and experience of students, faculty and staff. (p.15)
See:

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

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

Yes

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

UVic's Sustainability Action Plan: Campus Operations (2014 -2019) Goal 1.3: Enhance responsible investment policies to reflect industry best practices.

Beginning in 2011, the University of Victoria Foundation Board (the Board) began the process of documenting its investment beliefs. Since 2015, the Board has expanded its Summary of Investment Beliefs, as related to Responsible Investing, to include the requirement that the Foundation's investment managers (1) provide a report on responsible investing activities each year; and, (2) that the report also include a record of the manager's proxy voting activity. In an effort to be more transparent about these initiatives, the Foundation's first Responsible Investing Report was included in the 2014-15 Annual Report. Environmental, Social and Governance (ESG) principles are incorporated into the investment decision making process through proxy voting which demonstrates the Board's commitment to responsible investing. The Board has delegated voting rights to be exercised by the investment managers. Equity investment managers are expected to vote all proxies in the best interests of the Foundation and to remain active participants within their equity portfolios.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

Yes

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

UVic Strategic Plan 2012 - Objective 1(d) - The University of Victoria actively promotes and communicates coordinated practices of inclusion, respect, wellness, accessibility, safety and accommodation as the foundations of a healthy campus community.

Source:

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

As a campus community we recognize that we all play a part in an inclusive community. We are committed to a supportive campus which includes a comprehensive approach to Mental Health and well-being. The following components are part of a preventative and systematic approach to address Mental Health and wellness for faculty members, librarians and staff.

Institutional Policies & Practices/Supportive Policies and Procedures can be found on the University Secretary's website at

<http://www.uvic.ca/universitysecretary/policies/index.php>

Representative examples of policies and programs are:

Discrimination and Harassment Policy

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf

Employee Accommodation

http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6115_1110_.pdf

Employment Equity

http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6100_1100_.pdf

Policy on Human Rights, Equity and Fairness

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf

Employment Equity Plan 2015 – 2020

<http://web.uvic.ca/eqhr/equity/eep2015.pdf>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

Yes

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

The Sustainability Action Plan includes the following goals for Computing

- Maximize the energy efficiency of information systems infrastructure across campus
- Develop systems and procedures that help reduce paper use in computer labs, offices and in administrative procedures across the university
- Ensure that green manufacturing standards and energy saving criteria are applied to all computing services purchasing decisions (EPEAT Gold and Energy Star rated).

A goal in the Engagement section of the Action Plan references working with campus partners to increase the awareness of local and global sustainability issues within the campus population and the surrounding community.

The Campus Plan in Section 3.2.2.5 Public Art and Cultural Expression includes sustainability objectives that relate to strengthening campus identity, increasing awareness and engagement and celebrating First Nations' and other diverse cultural character.

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :

Yes

The formal statement in support of sustainability:

Sustainability Policy GV0800 adopted by the Board of Governors in March 2009. Policy reviewed and updated in January 2017.

The institution's definition of sustainability (e.g. as included in a published statement or plan):

"Sustainability is the state of achieving the ecological balance that allows social development and economic prosperity to be achieved across generations." from UVic Sustainability Policy, see:

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0800_1794_.pdf

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

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.

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic integrates various strategic planning processes and administrative/management functions that include sustainability as a central theme or an important component. The UVic Strategic Plan (<http://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf>) contains many references to sustainability in its Mission and various Objectives (34 & 35 in particular).

The Sustainability Action Plan: Campus Operations, 2014 -2019
<http://www.uvic.ca/sustainability/assets/docs/policy/action-plan-2014.pdf>

Many other plans and departments incorporate sustainability with diversity, equity, health and wellness into their work with students, staff, faculty and the community. UVic has a Diversity and Equity Advisor to the Provost, a multi-stakeholder Healthy Campus Advisory Committee, and Work-Life consultants assigned to each department.

The School of Business includes a Centre for Social and Sustainable Innovation which has as its purpose to promote sustainability into the teaching, research and operations of the school, see:
<http://www.uvic.ca/gustavson/cssi/>

Responsible Party

Neil Connelly

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

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
 - Local government and/or educational organizations;
 - Private sector organizations; and/or
 - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit 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).

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

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

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :

Yes

Do the institution's students have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

UVic's undergraduate and graduate students have multiple opportunities to participate in university governance bodies including being elected by peers to either the undergraduate Students Society (UVSS):

<http://uvss.ca/>

or the Graduate Students Society (GSS):

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

. They can also be elected to the Board of Governors (

<http://www.uvic.ca/universitysecretary/governors/>

) and the University Senate (

<https://www.uvic.ca/universitysecretary/senate/>

),

Students may also be appointed to the Campus Planning Committee (

<http://www.uvic.ca/campusplanning/about/committees/campusplanningcommittee/index.php>

) and the Sustainability Advisory Committee (

<https://www.uvic.ca/sustainability/home/about/index.php#section0-2>

).

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:

Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

UVic's employees have multiple opportunities to participate in university governance bodies including being elected by peers (staff and faculty) to the Board of Governors (

<http://www.uvic.ca/universitysecretary/governors/>

) as well as selected for the Planning and Priorities Committee (

<https://www.uvic.ca/universitysecretary/otherbodies/planningandpriorities/index.php>

), the Campus Planning Committee (

<http://www.uvic.ca/campusplanning/about/committees/campusplanningcommittee/index.php>

) and the Sustainability Advisory Committee (

).

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:

Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :

Yes

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

The UVic Board of Governors consists of two elected faculty members. The Senate consists of 32 elected faculty members (two members from each faculty, with the remainder elected as at-large faculty members). See:

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

.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:

Yes

A copy of the written policies and procedures:

[UVic Engagement Framework Dec 13- 2012 Version 1 0.pdf](#)

The policies and procedures:

The University's Community Engagement Framework for Campus Land Use Planning and Development Projects represents a commitment to working with community stakeholders to successfully implement campus developments that advance UVic's academic mission.

The Framework provides a methodology that the university will use in consultation with the community to determine the overall approach to an engagement program for a capital or planning project on campus.

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	No
Private sector organizations	No
Civil society (e.g. NGOs, NPOs)	No

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UVic students, staff and faculty have many opportunities to be involved in the governance of the university. The primary governance body of the university is the Board of Governors which includes seats for elected students (2), staff (1) and faculty (2). The Board of Governors is responsible for the management, administration and control of the property, revenue, business and affairs of the university.

<http://www.uvic.ca/universitysecretary/governors/index.php>

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The Senate is the other primary governance body. It includes students (16) and faculty (32). The Senate is responsible for the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, fellowships, scholarships, exhibitions, bursaries, prizes, admissions, student appeals, and the granting of degrees (including honorary degrees, diplomas and certificates). See:

<http://www.uvic.ca/universitysecretary/senate/index.php>

.

UVic's undergraduate and graduate students have other opportunities to participate in university governance bodies including being elected by peers to either the undergraduate Students Society (UVSS):

<http://uvss.ca/>

or the Graduate Students Society (GSS):

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

.

Student, staff and faculty can also be appointed to the Planning and Priorities Committee (

<https://www.uvic.ca/universitysecretary/otherbodies/planningandpriorities/index.php>

), the Campus Planning Committee (

<http://www.uvic.ca/campusplanning/about/committees/campusplanningcommittee/index.php>

) and the Sustainability Advisory Committee (

<https://www.uvic.ca/sustainability/home/about/index.php#section0-2>

).

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Affordability and Access

Responsible Party

Grace Wong Sneddon

Director Academic Leadership Initiatives and Advisor to the Provost on Diversity and Equity
VPAC

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 trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

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:

Special efforts and initiatives are required to achieve these goals, particularly in relation to issues concerning women, racialised men and women, persons with a disability, Indigenous persons and sexual and gender minorities.

The Director of Academic Leadership Initiatives and the Advisor to the Provost on Equity and Diversity have the responsibility of providing equity and diversity support to senior leaders and the academic units across campus. The combination of these two areas ensures that academic leadership is infused with diversity and equity seamlessly. This role is to foster a welcoming and diverse learning, teaching and working environment by contributing funding for equity projects and events, coordinating and communicating equity and diversity across campus, and providing advice and information to units on the dynamic and changing landscape of equity, diversity, and human rights current practices, policies and new legislation. The position also chairs a Diversity and Equity Steering Committee.

See:

<http://www.uvic.ca/vpacademic/administrators/diversity/index.php>

and

<http://www.uvic.ca/vpacademic/administrators/diversity/diversity-forum/index.php>

The Provost's Diversity and Equity Steering Committee is composed of chairs of departmental equity and diversity committees and is chaired by the Diversity Advisor. The committee provides a forum to share information between and among faculty members and departments/ faculties. There is also an annual professional development session on a relevant topic. The committee provides opportunities to discuss critical issues related to equity and diversity, and a process for moving forward on identified goals.

The University Human Rights Committee is an advisory committee to the President on equity and human rights issues. The intent is to develop as consistent an approach to human rights and equity as possible across all employee and student groups, to enhance communication and co-ordination between groups and committees serving common ends, and to foster the acceptance of individual and institutional responsibility to respect the human rights of all members of the campus community.

The University Human Rights Committee is made up of two advisory groups, one concerned with employment equity - Employment Equity Advisory Group (EMAG), and the other with educational equity - Educational Equity Advisory Group (EDAG). The committees have a very broad and inclusive representation of campus community members who meet about eight times a year including an annual meeting with the President to raise issues of concern.

The Equity and Human Rights (EQHR) office champions UVic's commitment to practices of equity, fairness and inclusion. In partnership, EQHR fosters communities where strength is found in diversity, and respect for differences provides dynamism and vibrancy to university life. Specifically, the EQHR office provides leadership in the development and coordination of plans, policies, and procedures which support the University's organizational and legislative commitments to provide equitable access to and participation in employment and educational opportunities. This includes the development and implementation of educational programs, investigating human rights complaints, assisting with dispute resolution, providing consultation on implementing equity plans, and advising the University on reaching its strategic goals in these areas. EQHR Office also oversees the University Human Rights Committee. See:

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

- International Plan - Takes our university's global commitment another step further by identifying key objectives and strategies to move us forward in this era of heightened connectivity, complex geopolitics and increased international collaboration. See:

<https://www.uvic.ca/international/inbound-students/international-plan/index.php>

- Employment Equity Plan – Largely consists of a chart which identifies all the major players in equity in each faculty at UVic and their responsibilities for leadership and accountability, messaging and communication, consulting and participating, training and education, policy, employment practices, accommodation, collaboration, support and sponsorship, planning, monitoring and reporting. Each faculty will submit annual plans and summaries created and will submit the results and plan in stars.aashe.org

2016 to the Director of Academic Leadership Initiatives and the Advisor to the Provost on Equity and Diversity. See:

<http://web.uvic.ca/eqhr/eep.htm>

- Indigenous Plan (IAP) (nearly completed) - The IAP Planning Committee has been meeting to develop the framework for the Indigenous Plan, informed by the current status of Indigenous student enrolment and programming at UVic, the goals, aspirations and concerns of Indigenous student and faculty, and the wishes and needs of Indigenous community members. Framing documents include the university's Strategic Plan, the Strategic Research Plan, the Truth and Reconciliation Report and Calls to Action, Universities Canada Principles of Indigenous Education, and other documents. The IAP Planning Committee held a retreat in October 2015 to develop pillars of a draft plan, and to begin discussing objectives and actions that would support the goals of the plan. We have consulted on the draft IAP with UVic's Indigenous Academic Advisory Council, the Executive and Deans. We are undertaking additional consultations and seeking broad input as we move forward to complete the plan.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):

All

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Most

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

The Office of Equity and Human Rights (EQHR) provides education for all employees and specifically for managers and supervisors on preventing and addressing discrimination and harassment, diversity, fair and equitable hiring practices, intercultural communication, creating and maintaining an inclusive workplace & other related issues.

We educate senior leadership, managers, supervisors and all employees about the changes to the BC Workers Compensation Act that defines workplace harassment and bullying as a safety hazard. This education is contextualized with the university's commitment to creating and maintaining a welcoming, equitable and inclusive working and learning environment. This same group assisted with the development of a training session for supervisors and managers on their responsibilities under this amended legislation.

Office of the Vice-President Academic and Provost holds workshops annually for academic leaders to articulate the alignment of policies and practices with leadership preparation and needs as well as with institutional resources in ways that complement our mission, values and culture. A coordinated academic leadership program provides effective strategies and tools for academic leaders for guiding their units forward. The workshops include training in the areas of recruiting for diversity and support for accommodation. This is also an opportunity to build and maintain a network of peers to discuss leadership challenges and to learn from experiences of other leaders. We have a series of 8 full-day workshops for faculty

members to develop their leadership skills. Some of these workshops are offered with staff from Student Affairs. A new initiative this year is to strengthen mentoring for faculty members and librarians with a coordinated program which includes information, training and networking events for both mentors and mentees. There is an annual Orientation for New Academic Leaders, and one for new faculty members and librarians and a third for sessional instructors.

UVic applies for and obtains an exemption from the BC Human Rights Tribunal that allows us to engage in preferential, limited, and equity planning hiring of women, Aboriginal Peoples, members of visible minorities, and people with disabilities.

A revised committee of the Staff and Faculty Aboriginal Cultural Training (SFACT), called ICAT, Indigenous Cultural Acumen Training has implemented a video to welcome people to the territory and three ladder workshops that will address the historical and contemporary contexts of Indigenous experiences in Canada, the definition and use of appropriate terminology and how to better support Indigenous student success.

The Indigenous Advisory Council, which is designed to provide a forum for senior academic leaders, Indigenous faculty and academic staff, staff of the First Peoples' House and Student Affairs, and Indigenous students to bring forward and make recommendations with respect to the critical elements that will support Indigenous education, research and engagement at the university. It is advisory to the Vice-President Academic and Provost on all matters related to Indigenous education in the university.

A new group has been formed through the Community Engagement Office and the Learning and Teaching Centre to discuss strategies and support needs for Indigenous curricular initiatives.

UVic has policies and procedures that aim to prevent and where necessary address discrimination and harassment. The policy addresses discrimination and harassment on the prohibited grounds contained in the BC Human Rights Code (e.g. race, sex, disability, religion, sexual orientation, etc.) and personal harassment. All new and revised university policies are reviewed by the Director of Equity and Human Rights using an equity lens.

Other activities and groups include:

Sexualized Violence Awareness Week, Clothesline Project, Academic Women's Causus, Women in Engineering and Computer Science, Distinguished Women Scholars Lecture Series, National Day of Remembrance and Action on Violence on Women, MIWIN (Minority and Indigenous Women Instructors' Network), Let's Talk Mental health - Roundtable Conversations, Exploring The Experience of Immigrant Employees Through Theatre, Immigrant Employee Support Network (IESN), Asian Heritage Celebration, Elders' Voices program, The Positive Space Network (LGBTQ), permanent rainbow crosswalk on campus, and Pride.

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/vpacademic/administrators/diversity/index.php>

Additional documentation to support the submission:

[VPAC Equity and Diversity Tool Kit_2016.pdf](#)

Data source(s) and notes about the submission:

In 2016, UVic was named one of Canada's Top Diversity Employers for the fifth year in a row in a national competition. It was recognized for its workforce representation, diversity programs, employee resource groups, formal commitment, and unique diversity initiatives. See:

<http://content.eluta.ca/top-employer-university-of-victoria#section-18>

Responsible Party

Grace Wong Sneddon

Director Academic Leadership Initiatives and Advisor to the Provost on Diversity and Equity
VPAC

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:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) 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.

"---" 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:

The university conducted an Employment Systems Review (ESR) involving extensive consultation with university employees. With the full support of the senior executive team, the university retained a team of two external consultants through a competitive procurement process to conduct the ESR. 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 has been leading consultation with a wide range of campus groups stakeholders on the recommendations provided in the ESR.

Equity planning & reporting are well integrated into regular planning and reporting cycles. All unit leaders engage annually in equity planning & goal setting and report on the previous year's goals through their vice-president. These reports are compiled and submitted to EQHR from each vice-president. Increasingly managers & supervisors are held accountable for stars.aashe.org

equity through its incorporation into performance planning. All deans are evaluated in part on their implementation of equity strategies in their faculties. All management excluded staff position descriptions incorporate a section that outlines their responsibilities vis-à-vis broader equity objectives. The UVic staff and leadership competencies include competencies that relate to equity.

As a post-secondary institution our major customers are students and we are committed to recruiting and retaining a diverse group of exceptionally talented students. This is achieved through specific outreach activities like the Indigenous summer camp and International recruitment and programs/services specific to the needs of diverse groups of students like LE, NONET and the Resource Centre for Students with a Disability.

The following diversity measures are tracked at UVic:

- number of employees from diversity groups
- Recruiting from diversity groups
- Employee perceptions of discrimination and harassment
- Management and leadership behavior
- Benchmarking external best-practices
- Overall progress in creating an inclusive workplace

We track employees who are women, members of visible minorities, Aboriginal Peoples or people with disabilities. We have some information on recruiting from diversity groups as our applicant tracking system, UVic Careers, permits applicants to voluntarily identify as a member of one or more diversity groups. Employee perceptions of discrimination and harassment are currently being considered as part of the employment systems review. See: See:

<http://web.uvic.ca/eqhr/statistics.htm>

In terms of management and leadership behaviour on the academic side, all the deans submit an annual report to the Vice-President Academic and Provost (VPAC) which includes equity and diversity initiatives. We review the faculty data from the equity groups and discuss strategies on increasing those members as well as strategies for an inclusive climate such as increasing more opportunities for engagement in the academic units which includes recognition of achievement for faculty and staff, informal socials and get-togethers and other opportunities for networking.

There is a process in place in VPAC to ensure that there is accountability of fairness, consistency and effectiveness of recruitment, selection and hiring of faculty members that is working well. The annual report of exit interviews with faculty members and librarians who resign is a tool used to identify and address barriers in retention and to strengthen existing best practices.

On the administrative side, managers and supervisors submit annual accounts of equity plans and goals; however, tracking diversity measures is a difficult concept to measure but overall our efforts seem to be resulting in a greater integration of equity into all we do and a perception that it is a big part of what we are about. This is translating into overall progress on creating and maintaining inclusive workplaces.

New employees at UVic are given an opportunity to complete an Employment Equity Survey, the results of which are used to assist with internal employment equity planning and reporting. Equity reporting is done annually as part of the Federal Contractor's Program that requires the university to report membership of employees in four categories: 1) women 2) Aboriginal 3) persons with a disability and 4) members of a visible minority. See:

<http://www.uvic.ca/vpacademic/administrators/diversity/equity-reporting/index.php>

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:

Yes

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:

Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

The UVic Strategic Plan states in Objectives 2, 3, 4, 5 and 6 demonstrate the university's commitment to recruiting and retaining a diverse group of outstanding students, faculty and staff. Equity Planning and Reporting is an integral part of ensuring these objectives are met. Each year,

A list of university policies related to equity, diversity and human rights can be found here:

<http://web.uvic.ca/eqhr/policies.htm>

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The results of the Employment Systems Review (ESR) and the consultations guided a renewal of the university Employment Equity Plan 2015-2020. One improvement to the renewed Employment Equity Plan was to look beyond the four groups designated by the Federal Contractors Program and address the complex intersections of various identities that may disadvantage or advantage individuals and groups in employment. Thought has been given to approaching this from the perspective of looking at what anyone considers their contribution to equity, diversity or inclusion in the workplace. A particular focus of the new plan is the strengthening systems of accountability for equity practices and results.

New Employment Equity Plan – Largely consists of a chart which identifies all the major players in equity in each faculty at UVic and their responsibilities for leadership and accountability, messaging and communication, consulting and participating, training and education, policy, employment practices, accommodation, collaboration, support and sponsorship, planning, monitoring and reporting. Each faculty will submit annual plans and summaries created and will submit the results and plan in 2016 to the Director of Academic Leadership Initiatives and the Advisor to the Provost on Equity and Diversity.

The University's Employment Equity Plan consists of three overarching goals. These goals have been reordered so that they move from the general to the more specific and shift the emphasis from numbers to practices first. They are:

1. To promote and implement employment practices which advance equity and access for all.
2. To ensure the principles of equity and fairness are incorporated into all aspects of employment, including recruitment and hiring, training and promotion, retention and accommodation in the workforce.
3. 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.

UVic has an equal access policy, guaranteeing equal access to all services for everyone.

The university strives to ensure that all UVic websites are accessible to everyone, including people with disabilities. All top level UVic websites are required to follow the W3C (World Wide Web Consortium) accessibility guidelines.

On UVic's hiring website the following statement is made: "Persons with disabilities who anticipate needing accommodations for any part of the application and hiring process, may contact Grace Wong Sneddon, Adviser to the Provost on Equity and Diversity at

gwongsne@uvic.ca

or call (250) 721-6143. Any personal information provided will be maintained in confidence"

Indigenous Plan - The IAP Planning Committee has been meeting to develop the framework for the Indigenous Plan, informed by the current status of Indigenous student enrolment and programming at UVic, the goals, aspirations and concerns of Indigenous student and faculty, and the wishes and needs of Indigenous community members. Framing documents include the university's Strategic Plan, the Strategic Research Plan, the Truth and Reconciliation Report and Calls to Action, Universities Canada Principles of Indigenous Education, and other documents. The IAP Planning Committee held a retreat in October 2015 to develop pillars of a draft plan, and to begin discussing objectives and actions that would support the goals of the plan. UVic has consulted on the draft IAP with UVic's Indigenous Academic Advisory Council, the Executive and Deans. We are undertaking additional consultations and seeking broad input as we move forward to complete the plan. See:

<https://www.uvic.ca/vpacademic/resources/indigenousplan/index.php>

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:

The results of the assessments and related research are shared in a number of areas within the University:

Equity and Human Rights, Employment Equity Plan 2015-2020:

<http://web.uvic.ca/eqhr/eep.htm>

Equity reporting webpage:

<http://www.uvic.ca/vpacademic/administrators/diversity/equity-reporting/index.php>

Diversity Research Forum – The 2017 January conference will explore our diverse and intersecting connections with each other while reflecting on the past ten years of the Diversity Research Forum and the impact it has had on the community, attendees and the University of Victoria. See:

stars.aashe.org

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

Campus Update sessions: Campus Updates are a regular series of town hall meetings bringing university leaders to the podium to brief the campus community on major initiatives, opportunities and matters of institutional interest. The sessions are also an opportunity for campus leaders to hear from you in an open and respectful collegial environment. All UVic faculty and staff are invited to attend. See:

<https://www.uvic.ca/current-faculty-staff/home/updates/>

Collaboration with the Division of Student Affairs to ensure students have access to reports and findings that address equity and diversity on campus. See:

<http://www.uvic.ca/studentaffairs/home/about/index.php>

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:

[Employment Equity Plan 2015.pdf](#)

The website URL where the report or summary is publicly posted:

<http://web.uvic.ca/eqhr/eep.htm>

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/vpacademic/administrators/diversity/index.php>

Additional documentation to support the submission:

Responsible Party

Grace Wong Sneddon

Director Academic Leadership Initiatives and Advisor to the Provost on Diversity and Equity
VPAC

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, staff and/or faculty from underrepresented groups.
 - 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
 - 5) Programs that specifically aim to support and prepare students from underrepresented groups for 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 faculty members.
 - Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

"---" 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."

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf

or

<http://web.uvic.ca/eqhr/policies.htm>

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. See:

<http://web.uvic.ca/eqhr/assistance.htm>

or

<http://web.uvic.ca/eqhr/policies.htm>

The university's strategic plan A Vision for the Future: Building on Excellence was renewed in January 2012 after an extensive consultation process led by the university President. The plan includes a clear objective: "To be a diverse, welcoming learning community, with a demonstrated commitment to equity and fairness". See:

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

All University postings on the university website includes this proactive statement to promote diversity in hiring: "The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, members of visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the university. Persons with disabilities who anticipate needing accommodations for any part of the application and hiring process may contact Grace Wong Sneddon, Director, Academic Leadership Initiatives and Advisor to the Provost on Equity and Diversity at

gwongsne@uvic.ca

. Any personal information provided will be maintained in confidence." See:

<http://www.uvic.ca/hr/careers/home/join-uvic/index.php>

(view any job posting to see statement).

Does the institution have 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?:

Yes

stars.aashe.org

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

UVic has a Discrimination and Harassment Policy that defines discrimination and harassment, and lays out complaint procedures, see:

http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf

The Equity and Human Rights Office employs Human Rights Advisors to consult on, resolve and investigate complaints and concerns about harassment and discrimination from students, staff and faculty. See:

<http://web.uvic.ca/eqhr/assistance.htm>

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:

Yes

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

The guidelines on preferential and limited hiring were used to create a user-friendly guide & competitions were identified as preferential or limited hires. All postings are distributed to organizations for equity seeking groups through Equitek. Many faculty UVic units include an equity representative on hiring committees. Chairs on faculty hiring committees are requested to attend a required workshop on equity and diversity. Many chairs of departments also attend the Provost's Diversity and Equity Steering Committee. New Chairs are always invited. Most departments have an equity committee. Many of the programs described in (b) offer development opportunities for diversity group members and assist with retention. Groups like the Academic Women's Caucus, the Faculty Disability Caucus and the International Employees Support Network are both a resource and an affinity group for employees.

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" 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.

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

Yes

A brief description of the institution's programs to support students, staff and/or faculty 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 VPAC, EQHR and HR to staff, faculty and students.

Indigenous UVic students have access to many sources of support on campus. Before, during and after their time at UVic, indigenous students are encouraged to explore programs and services, such as Indigenous counselling services and the Elders in Residence, as well as non-academic programs that may be of interest. UVic has special programming in place to support the recruitment and retention of Indigenous students including Indigenous counselling services, Indigenous Week of Welcome, the Elders' Voices Program and the LE,NONET program (a suite of programs designed to welcome and support Indigenous students). See:

<http://www.uvic.ca/services/indigenous/students/index.php>

. The Faculty of Engineering also offer special support for Indigenous students pursuing engineering studies. See:

<http://www.uvic.ca/engineering/prospective/home/iam/indigenous.php>

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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, co-chaired by the Associate Vice President Academic Planning and the Director of Indigenous Academic and Community Engagement, that creates space for faculty and academic administrators to discuss existing, emerging and potential academic programs with Indigenous content and/or focus. See:

<http://www.uvic.ca/services/indigenous/facultystaff/index.php>

The University will soon be releasing its first ever Indigenous Plan that also includes a strand focussed on recruiting and retaining Indigenous faculty. Prospective faculty members can view the current opportunities for employment at the university.

Indigenous Cultural Acumen Training (students, staff, faculty): The first module of the Indigenous Cultural Acumen Training (ICAT) is designed to offer foundational information about the colonial context (historical and current) of Indigenous people in Canada to all members of the university community (students, student leaders, staff, faculty, and executive). It is delivered as an 80-minute, face-to-face presentation and discussion, and it serves as the basis for future modules being developed in response to needs identified by participants. See:

<http://www.uvic.ca/services/indigenous/facultystaff/icat/index.php>

Students with a disability are supported through the Resource Centre for Students with a Disability with services that include coordinating academic accommodations, providing alternative text formats, providing assistive technology, and direct learning assistance, coaching and assessments. See:

<http://www.uvic.ca/services/rcsd/>

Central Accommodation Fund: The Central Accommodation Fund has been established by the University to assist in the fulfilment of its legal duty to accommodate University employees with disabilities as regulated by the British Columbia Human Rights Code and to provide departments with a source of funds to assist in their provision of necessary and reasonable accommodations. See:

<http://www.uvic.ca/hr/services/home/health/central%20accommodation%20fund/index.php>

CanAssit is an organization at the University of Victoria that is dedicated both to helping people with disabilities improve their quality of life and to increasing awareness of disability issues. See:

<http://www.canassist.ca/EN/index.html>

The UVic Global Community provides opportunities for students, faculty and staff to celebrate diversity, advance inter-cultural competency and cultivate an inclusive and globally minded campus. Programs support international students with the transition to living in Canada, helping them adjust to embrace Canadian culture. See:

<http://www.uvic.ca/international/home/global-community/index.php>

International and ESL students are supported through the International Commons that designs, delivers, hosts, organizes and co-creates workshops, intensive courses, and groups studies specific to international students' needs, plus offers mentorship. See:

<http://ltc.uvic.ca/servicesprograms/InternationalCommons.php>

UVic values inclusivity and diversity on campus and is working on a number of initiatives specifically developed to support the transgender community. These include:

- Identifying and creating scholarships and bursaries that are non-gender specific
- Developing protocols across faculties and units to educate faculty members and staff about creating safe spaces and including gender-neutral language and name preferences
- Professional and front-line staff in both Counselling and Health Services have been participating in specific professional development opportunities to improve and enhance their practices in support of LGBTQ and transgender students

The Equity and Human Rights offices offers staff, students and faculty services to report issues related to discrimination and harassment. See:

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

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:

Support for graduate students (master and PhD levels) from underrepresented groups in the pursuit of a professional career in academia is available in several complementary forms at UVic. Below are some examples:

Programs, Workshops, Conferences:

The Learning and Teaching Centre support tutorial assistants (TA) and graduate students from underrepresented groups through a variety of programming, conferences, workshops, and resources, all of which are designed for students who are either considering or just beginning their academic teaching careers. See:

<https://www.uvic.ca/learningandteaching/ta/pro-d/index.php>

- A variety of TA Conferences and workshops available throughout the academic terms at no cost that introduce and prepare graduates/TAs in teaching at UVic. For example, UVic's Centre for Academic Communication offers professional development workshops such as "Intensive Lab in English" which is a retreat for students at UVic whose first language is not English. See:

<https://www.uvic.ca/learningandteaching/ta/pro-d/workshops-courses/index.php>

;

<https://www.uvic.ca/learningandteaching/ta/resources/assistants/international/index.php>

- Learning and Teaching in Higher Education (LATHE) certificate program focuses on the knowledge and practical skills required to teach effectively in higher education. Many of the students who participate in the program are from underrepresented groups, such as women, persons of colour, and international students. The program goal is to “create a future professoriate fluent in the foundational principles of post-secondary instruction. It challenges participants to reflect on their practical teaching activities in a scholarly way within their disciplinary context.” See:

<https://www.uvic.ca/learningandteaching/ta/pro-d/programs/lathe/index.php>

- Teaching Assistant consultants (TACs) – TACs mentor new TAs; in other words, creating a learning community in which they can help one another become better instructors. Both TACs and TAs consist of persons in underrepresented groups from multiple disciplines. This program supports graduate students and encourages the involvement of International TAs in the program.

<https://www.uvic.ca/learningandteaching/ta/pro-d/programs/tac/index.php>

Service Plans:

The Aboriginal Service Plan (ASP) is comprised of a series of year-round activities, initiatives and events to support Indigenous students in their post-secondary journeys. Such support programs are imperative to the success of indigenous students pursuing a career in academia, as graduate students in research positions, TAs and future faculty. Presently, the Faculty of Social Sciences is piloting a programming for new-to-UVic Indigenous students in collaboration with the LE, NONET Campus Cousins student leadership program. Other Indigenous student support staff and centres across campus (including the Indigenous Student Support Centre in the Faculty of Human and Social Development, the Cultural Support Coordinator in the Faculty of Law and the Indigenous Advisor in the Faculty of Education) continue to collaborate with the Office of Indigenous Affairs (INAF) to plan, implement and communicate programming and events that strengthen the Indigenous community on campus. See ASP:

<https://www.uvic.ca/services/indigenous/assets/docs/UVic%20ASP%20Three%20Year%20Plan%202016%20A>

[ug.pdf](#)

Scholarships

The Chair in Transgender Studies has developed a new scholarship program that is offering financial scholarships and fellowships in the following categories:

1. Doctoral, master's or undergraduate degree students pursuing trans-related research in any field
2. Doctoral and master's degree students who self-identify as trans or non-binary pursuing research in any field
3. Community-base scholars who are pursuing research at UVic in any field which will benefit trans and gender nonconforming people
4. Visiting university-based scholars and professions who are pursuing trans-related research at UVic.

For all categories, priority is given to those who self-identify as trans or non-binary, and preference will be given to students who demonstrate financial need. Such scholarships and fellowships support the recruitment and retaining persons of the trans group who could instruct as a TA, professor and researcher. See:

<http://www.uvic.ca/research/transchair/what-we-do/scholarship/index.php>

Best practices:

Robust faculty hiring techniques are practiced that ensure underrepresented groups are considered for the short-list during the hiring process. Through the Advisor to the Provost on Equity and Diversity, annual training workshops and regular consultation is provided to the Deans, Directors, Chairs and Search Committees to recognize non-traditional academic CVs that could lead to the hiring of faculty from underrepresented groups. This best practice has enriched and continues to build the diversity of professors and researchers at UVic. For example students pursuing a faculty position often have unpaid or volunteer work on their resumes, which is now weighted fairly in the hiring process. Often these students are women with family responsibilities, as well as persons of colour, indigenous, disabilities, and transgender. Persons with financial need is also weighted fairly. There are also no age limits to the scholarships and the hiring process that lead to professorship. Preferential hiring statement is included in every job advertisement: "In accordance with the university's equity plan and pursuant to Section 42 of the BC Human Rights code, preference will be given to [members of the following designated groups: Aboriginal peoples, persons with disabilities, members of visible minorities, women]. Candidates from [these groups/this group] who wish to qualify for preferential consideration are encouraged to self-identify." For more info:

<https://www.uvic.ca/vpacademic/resources/howto/preferential-hire/index.php>

Exploration and Pilot Programs:

The Graduate Studies Office, graduate advisors, Deans and graduate students participate in a training workshop that focusses on the mental health of graduate students, with particular attention with the intersection of International Students and pursuing graduate studies. The purpose of this workshop is for staff and faculty to understand the mental health stressors and challenges that can occur for graduate students and support student in their careers in professional academia. This pilot workshop was endorsed by the Advisor to the Provost on Equity and Diversity, with plans to continue with the workshops in order to encourage graduate students to continue learning and pursue academia and instructing as a professional career.

Campus Networks:

UVic's Academic Women Caucus and the Minority Indigenous Women and Instruction Networks supports students who wish to become faculty through training, mentoring and recruitment preparation.

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

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/residence/future-residents/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The UVic Chair in Transgender Studies aims to act as a catalyst in motivating and supporting academic and community-based scholars, advanced students, transgender community activists, and thought leaders to work together to enhance the lives of transgender people. See:

<http://www.uvic.ca/research/transchair/>

As of September 2016, UVic began implementing more gender inclusive washrooms on campus (from 40 to 75). See:

<https://www.uvic.ca/ring/2016+gender-neutral-washrooms+ring>

Community Living Handbook: See pg. 28 for programs to support the special needs of the diverse residence community:

<http://www.uvic.ca/residence/assets/docs/Community%20Living%20Handbook.pdf>

Responsible Party

Lori Nolt

Director, Student Awards and Financial Aid
Office of the Registrar

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
 2. The graduation/success rate for low-income students
 3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
 4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
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"---" indicates that no data was submitted for this field

Does the institution have policies and programs to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Disbursement of student awards and financial aid to eligible students directly supports UVic's Strategic Plan as outlined its following:

- Objective 2: To actively recruit and retain outstanding students from diverse regions and backgrounds and remove barriers to admission and retention other than academic and creative potential.
- Objective 3: To continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.

For the 2015-16 academic year, UVic awarded \$13,635,000 in student financial aid including bursaries, scholarships and work study subsidies. Bursaries (non-repayable awards) are available for undergraduate and graduate students based on financial need and reasonable academic standing.

Student loans are available from the government, also based on financial need.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Departments and schools across the campus are encouraged to hire part time students under the subsidized work study program for students demonstrating financial need. Student Awards and Financial Aid has regular direct contact with departments, as well as through the use of an on-going newsletter to assist in informing schools, departments and students of financing available.

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

UVic hosts many events, such as "Discover UVic" or "Explore UVic", which invites local high school students to visit UVic and learn about what programming is available to potential students. A prominent part of this event is the presentation and availability of funding choices for students, which includes a "funding and living expenses" calculator. In addition, Student Awards and Financial Aid accompanies Outreach recruitment teams to high schools across BC and other regions of Canada with explicit information on how to acquire financing. Examples of funding made available are:

UVic Bursaries:

<http://www.uvic.ca/registrar/safa/bursaries/index.php>

UVic Scholarships:

<http://www.uvic.ca/registrar/safa/entrance-scholarships/index.php>

UVic Work Study program:

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

BC Government student aid (StudentAidBC):

<https://studentaidbc.ca/>

Federal government student aid (CanLearn):

http://www.esdc.gc.ca/en/student_financial_aid/index.page

A brief description of the institution's scholarships for low-income students:

Scholarships at UVic are awarded based on academic merit; however, some Entrance Scholarships do consider financial need as well, such as the Schulich Leader Scholarships entrance award. Bursaries are awarded based on financial need and reasonable academic standing. UVic also has an emergency loan fund which provides short term assistance to students experiencing an unanticipated and urgent financial crisis. See:

<http://www.uvic.ca/registrar/safa/>

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

The bursaries for low income students, scholarship funding and the work study part time employment program are widely advertised as part of UVic student recruitment efforts. 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" 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.

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

UVic's Student Awards policy (AC1130) clearly recognizes that student awards are available to assist students in overcoming financial barriers that could otherwise jeopardize the successful completion of their studies, and to support the university's goal to recruit and retain a diverse group of exceptionally talented students. See:

http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1130_2310_.pdf

. This policy also supports UVic Strategic Plan (2012).

An example of making the institution accessible and affordable to low-income students is demonstrated in a program designed to support and encourage youth out of government care: UVic Youth in Care. This program offers up to 8 academic terms for the first degree free for youth from this vulnerable population. Bursaries are also available to assist in the cost of living for this group. UVic promotes this program to high school counselors across BC.

Does the institution have policies and programs to support non-traditional students?:

Yes

A brief description of the institution's scholarships provided specifically for part-time students:

Many scholarships and bursaries are available for UVic students studying part time, especially for those students who are sole-support parents. In addition, the work study program provides additional financial assistance through on-campus part-time employment opportunities for students with documented financial aid. International students may also be eligible for student awards and financial aid including entrance scholarships and work study. See:

<http://www.uvic.ca/registrar/safa/>

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

UVic has an onsite child care facility that accepts the children of students, staff, faculty and alumni. Child care fees are at market rates. Funding support in the form of bursaries are available for undergraduate and graduate students requiring child care services. See:

<http://www.uvic.ca/services/childcare/index.php>

A brief description of the institution's other policies and programs to support non-traditional students:

UVic's Family Student Housing Complex provides subsidized on-campus housing for 181 undergraduate and graduate students with children, conveniently located beside UVic Child Care.

<http://www.uvic.ca/home/about/campus-info/maps/maps/r01.php>

. 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/>

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

23

The graduation/success rate for low-income students (0-100):

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

62

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

49

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 (0-100):

38

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/registrar/safa/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The percentages in PART 2 are based on funding distributed to students in financial need after they have received their loans from other sources (i.e. government loans, scholarships based on academic merit). The remainder of the funds correspond to student unmet need.

The Canadian federal and provincial governments do not provide numbers to higher education institutions on the number of low-income students that have received financial aid. UVic in particular will only know if a student has received financial aid from government sources if the student then applies for funding through UVic's programs.

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 2015-16 academic year, UVic managed \$37,157,000 of student funding in total for entrance scholarships, in-course scholarships, bursaries, work study, and loans and grants.

Investment & Finance

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.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Responsible Party

Andrew Coward

Treasurer
Budget Office

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 faculty, staff, and/or students (and may also include alumni, trustees, and/or other parties).

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or 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.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Data source(s) and notes about the submission:

An active committee on CIR is not being considered at this time.

Responsible Party

Andrew Coward

Treasurer
Budget Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Does the institution wish to pursue Option 1 (positive sustainability investment)?:

Yes

Total value of the investment pool:

400,000,000 *US/Canadian \$*

Value of holdings in each of the following categories:

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	25,000 <i>US/Canadian \$</i>

A brief description of the companies, funds, and/or institutions referenced above:

UVic has seed funded \$25,000 towards a fossil fuel-free fund endowment that supports the Revolving Sustainability Fund on an annual basis. This fund is available for other donors to contribute towards.

The Fossil Fuel Free Fund option for donors is an alternative investment from the Foundation's Main Investment Fund that will not invest in investment instruments which are issued by companies that have proven and probable thermal coal, oil or natural gas reserves. Due to few investment options, the Fossil Fuel Free Fund is not a typical balanced (equity and fixed income) fund.

Contributions to endowment funds managed by the University of Victoria Foundation, the donor thereby is investing in the long term sustainability of the university. Donors who support this ensures that the fusion of dynamic learning, vital impact and extraordinary academic environment, will continue to benefit students and the pursuit of knowledge well into the future.

More info:

<https://www.uvic.ca/universitysecretary/otherbodies/foundations/new/index.php>

Also, a \$250,000 Revolving Sustainability Fund was initiated in 2011/12 from Operating Funds to finance projects that have a quantifiable monetary savings to increase the conservation and efficiency of UVic's energy and water use.

More info:

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

The Fossil Free Fund also supports the Campus Sustainability Fund which provides one-time allocations, that focus on energy or water saving, sustainability awareness or learning opportunity. The fund also provides seed money for projects relating to the Sustainability Action Plan where no financial paybacks are required.

More info:

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

Percentage of the institution's investment pool in positive sustainability investments:

0.01

Does the institution wish to pursue Option 2 (investor engagement)?:

Yes

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

[Summary_of_Investment_Beliefs_February_2016.pdf](#)

The sustainable investment policy:

The investment policies are available with these links:

http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5215_1790_.pdf

[http://www.uvic.ca/universitysecretary/assets/docs/obfoundations/SummaryOfInvestmentBeliefsMay20](http://www.uvic.ca/universitysecretary/assets/docs/obfoundations/SummaryOfInvestmentBeliefsMay2013.pdf)

[13.pdf](#)

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

The endowment board adopted a Responsible Investing Brief in May of 2012 and managers are now reporting annually on ESG initiatives and how ESG issues are incorporated into the investment decision making process. Managers are also including how proxies are voted. No new investments managers have been hired since the policy was adopted.

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

N/A

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues

stars.aashe.org

during the previous three years:

N/A

Does the institution have a publicly available investment policy with negative screens?:

No

A brief description of the negative screens and how they have been implemented:

N/A

Approximate percentage of the endowment that the negative screens apply to:

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

The website URL where information about the programs or initiatives is available:

<https://www.unpri.org/>

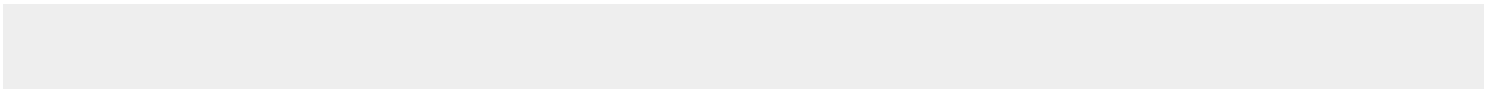
Additional documentation to support the submission:

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. No new investments managers have been hired since the policy was adopted. The following links provide more details on UVic's investment policies:

http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5215_1790_.pdf

<http://www.uvic.ca/universitysecretary/assets/docs/obfoundations/SummaryOfInvesmentBeliefsMay2013.pdf>



Responsible Party

Andrew Coward

Treasurer
Budget Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

"---" 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:

[2015-16 Portfolio Holdings.pdf](#)

The website URL where the holdings snapshot is publicly available:

<https://www.uvic.ca/vpfo/accounting/resources/financial-statements.php>

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All of the investment holdings are or will be soon disclosed online. Operating fund holdings are made available upon request and will be posted online starting in fiscal13-14. Foundation holdings are made available at the website below and are available upon request. See:

<https://www.uvic.ca/vpfo/accounting/resources/financial-statements.php>

and

<https://www.uvic.ca/vpfo/accounting/assets/docs/financial/foundationfinancialstatements/2012fdnstatements.pdf>

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Wellbeing & Work

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.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Responsible Party

Neil Connelly

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

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions 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),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

The local living wage (based on a family of four and expressed as an hourly wage):

20.02 US/Canadian \$

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):

85

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:

No

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):

The total compensation provided to the institution's lowest paid regular (i.e., permanent) 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, including any in-kind benefits included as part of the total compensation figure :

- 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?:

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:

A brief description of the institution's commitment to a student living wage:

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Approximately 75% of employees working at UVic are covered by the collective bargaining agreements of either the Professional Employees Association (PEA), the Canadian Union of Public Employees locals (CUPE) or the Faculty Association (which includes librarians). Of all employees working at UVic, 85% earn at least a "living wage" as defined in urban areas of the Province of British Columbia as \$20 per hour. The only union local not paying \$20 per hour is one section of CUPE 4163, specially the Academic and Cultural Assistance (while at the junior level). These figures do not include work study students employed part time at the university.

Information on collective agreements for staff, plus benefits and leave information can be found on the Human Resources website,

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

. Information on collective agreements for faculty, librarians and teaching assistants, sessional and lab instructors can be found here,

<http://www.uvic.ca/info/bargaining/fac-assn/>

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Responsible Party

Neil Connelly

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

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" 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 (staff and faculty) assessed, directly or by representative sample (0-100):

75

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Methods of evaluation:

1. Two very large university portfolios surveyed every employee in their unit to understand its culture, employee satisfaction and level of service excellence (through the view of the employee and their relations with the rest of the university communities). Feedback of the surveys were anonymous to encourage 100% participation. Portfolios Finance & Operations and Student Affairs both conducted these surveys. Since these two portfolios are the two largest employee divisions at the university, it provides a robust representative sample of the entire staff body.
2. The UVic Faculty Association conduct satisfaction evaluations independently within their departments or schools.

<http://www.uvicfa.ca/>

3. UVic hosts Connect U, a two-day staff conference in which every employee is invited to attend. The purpose of the staff event is to connect employees across divisions to create a sense of belonging and build strength in community.

stars.aashe.org

<http://www.uvic.ca/connectu2015/>

4. Quarterly Town Hall meetings are hosted by senior executives in which all community members are invited to attend: Campus Update sessions (hosted by the Vice-Presidents), President's Forum (hosted by the President). Staff and faculty (and students) are encouraged to ask questions either at the sessions or via email.

<https://www.uvic.ca/current-faculty-staff/home/updates/>

5. New employees complete an Employment Equity Survey, see:

<http://web.uvic.ca/eqhr/equity/federal.htm>

6. Person applying for a job at UVic are encouraged to complete an Applicant Experience Survey

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Three examples:

1. Service Excellence: The university responds to the results and outcome of the surveys. For example, based on findings and to strengthen employee satisfaction, VP Finance and Operations shared the outcome with all its employees and discussed ways to address any issues and reinforce employee connections to their place of employment and the work that they do. A service excellence committee was created, events of celebration and networking take place regularly, and an up-to-date website for communication and reference. Supervisors support this initiative by ensuring service excellence (employee satisfaction) is at the forefront of day-to-day operations. See:

<http://www.uvic.ca/vpfo/excellence/index.php>

2. Connect U staff conference: All staff are invited to attend the 2-day conference. Engagement is through speaker panels, workshops, tours, scavenger hunt, breakfasts and lunches, information tables, communication media, fund raising for charity. This event is well received by staff at all levels. The event fosters a strong sense of campus community and sense of belonging. After each conference, a satisfaction survey is sent to every employee. The feedback is reviewed by the Connect U committee and addressed accordingly.

<http://www.uvic.ca/connectu2015/>

3. Methods of communication to staff and faculty are addressed in forms through email, newsletter Campus Checklist (all staff), posters (hard copy and digital), through supervisors, feedback surveys, lunch and learns, town hall meetings, Sharepoint sites, listservs, and in person. A multitude of methods to capture staff and faculty who communicate more easily in person, on paper, online, or email, depending on their specific job.

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/vpfo/excellence/index.php>

Additional documentation to support the submission:

[UVic_VPFO employee satisfaction survey_2015.pdf](#)

Data source(s) and notes about the submission:

Human resources provides many services and support for employees to promote their well being and satisfaction at work:

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

Responsible Party

Neil Connelly

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

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

"--- " 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 staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

Wellness and other work-life support including sick leave, return-to-work, medical accommodation services, are provided to faculty and staff by UVic's Human Resources. These services include online resources, and a free Lunch and Learn, "Work-Life" series. See:

<http://web.uvic.ca/hr/worklifesupport/>

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UVic's Employee and Family Assistance Program (EFAP) is an employer paid benefit for all eligible faculty and staff (most unionized positions and faculty association members), and their dependents. It includes free professional counselling, information and referral services. See:

<http://web.uvic.ca/hr/benefits/efap.html>

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There is also an independent university Ombudsperson available to students, staff and faculty to deal with information and disputes regarding UVic regulations and procedures. See:

<http://www.uvss.uvic.ca/ombudsperson/>

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Resources related to Mental Health and Well Being, Balanced Living, Ergonomics and Employee and Family Assistance is available on the UVic HR website.

<http://www.uvic.ca/hr/services/home/health/index.php>

The website URL where information about the programs or initiatives is available:

<http://www.uvic.ca/hr/services/home/health/index.php>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Wellness and other work-life support including sick leave, return-to-work, medical accomodation services, are provided to faculty and staff by UVic's Human Resources. These services include online resources, and a free Lunch and Learn, "Work-Life" series. See:

<http://web.uvic.ca/hr/worklifesupport/>

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<http://web.uvic.ca/hr/benefits/efap.html>

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There is also an independent university Ombudsperon available to students, staff and faculty to deal with information and disputes regarding UVic regulations and procedures. See:

<http://www.uvss.uvic.ca/ombudsperson/>

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Responsible Party

Elizabeth Errington-Wynans

Administrative Coordinator

Occupational Health, Safety and Environment

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	91	81
Full-time equivalent of employees	4,576	4,705
Number of injuries and cases per FTE employee	0.02	0.02

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

	Start Date	End Date
Performance Year	Jan. 1, 2015	Dec. 31, 2015
Baseline Year	Jan. 1, 2013	Dec. 31, 2013

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline (0-100):

0

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:

1.99

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

UVic's Department of Occupational Health, Safety and Environment provides services to the university that assist in promoting and maintaining employee health in the workplace including ergonomics, occupational hygiene (including indoor air quality, respirators, hearing protection, and a smoke-free program), and the disposal of hazardous waste. The department also provides safety training and hosts workshops on various topics including biosafety, lab safety awareness, WHMIS, radiation and laser safety. WorkSafeBC claims for staff and faculty are also processed and submitted through our office.

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

[2015_performance.xlsx](#)

Data source(s) and notes about the submission:

UVic's Department of Occupational Health, Safety and Environment provides services to the university that assist in promoting and maintaining employee health in the workplace including ergonomics, occupational hygiene (including indoor air quality, respirators, hearing protection and a smoke-free program), and the disposal of hazardous waste. The department also provides safety training and hosts workshops on various topics including biosafety, lab safety awareness, WHMIS, radiation and laser safety. WorkSafeBC claims for staff and faculty are also processed and submitted through our office.

See here for more information:

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

stars.uvic.ca

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The total number of reportable workplace injuries and occupational disease cases can vary greatly from year to year, but overall the numbers of reported cases continues to decline.

Innovation & Leadership

Exemplary Practice

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review 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).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

Credit
Green Laboratories

Responsible Party

Amanda Muench
OHSE Consultant
Occ Health, Safety & Envir

Criteria

Institution has or participates in a green laboratory benchmarking or certification 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 for lab users on sustainable practices

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

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	---
Training for lab users on sustainable practices	Yes

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.

Green lab waste optimization projects:

■ Optimization of non-anatomical biological waste pails – initiative to educate lab users on proper lab waste disposal requirements. See:

<http://www.uvic.ca/ohse/assets/docs/yellowpail.pdf>

■ Non-hazardous wastewater disposal - 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 significantly reduces our environmental disposal footprint. See:

<http://www.uvic.ca/ohse/environment/waste/wastewater/index.php>

■ Liquid Biological Waste disposal - Also part of a multi-phase hazardous waste optimization project, OHSE rolled out the disposal Liquid biological waste disposal protocol regarding level I and Level II Liquid Biological waste (i.e. cultures, supernatants, media) which allow this type of waste to be disposed of using safe sink disposal following either autoclave or bleach treatment methods. Again, allowing this criteria of waste to go for safe sink disposal significantly reduces out transportation and disposal footprint. See:

<http://www.uvic.ca/ohse/research/bio/liquid/index.php>

■ Mercury thermometer Replacement Program

<http://www.uvic.ca/ohse/assets/docs/thermometers.pdf>

■ Lab Glassware recycling protocol -

<http://www.uvic.ca/ohse/assets/docs/glasswareprotocol.pdf>

Energy conservation and efficiency:

■ 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 in the fall of 2014 by using the night set back mode and

stars.aashe.org

also supported safety measures with respect to accurate fume hood usage. The program is embedded into that particular building and will be expanded to other Science buildings over the next few years.

Water conservation and efficiency:

- The Science Labs switched out water powered aspirators for electrical and air powered pumps.
- As well, recirculating chilled water system are now used in lieu of continuously flowing cold water in Bob Wright building labs, one floor of Elliott building and a program is in place to determine feasibility for remainder of Science labs in Petch and Elliott buildings on go forward basis.

Training for lab users on sustainable practices:

- Sustainability and Green Labs awareness are weaved into Lab Safety training as well as embedded into the annual lab inspections via OHSE annual department as well as interdepartmental OHSE inspections. The Office of Campus Planning and Sustainability also visits individual labs to provide training on shutting the sash/ using setback mode to conserve energy.

See:

<http://www.uvic.ca/ohse/research/laboratory/inspections/index.php>

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation A
Innovation B
Innovation C
Innovation D

Responsible Party

Matt Greeno

Sustainability Coordinator

Office of Campus Planning & Sustainability

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

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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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Name or title of the innovative policy, practice, program, or outcome:

Waste Reduction Mascot

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:

In 2010, UVic launched "Love-a-Mug-Week" which is a campaign designed to highlight reusable coffee cup use as a socially desirable behaviour. Until the fall of 2013 the campaign subsidized the sale of reusable mugs when a number of campus coffee outlet started offering inexpensive reusable cups at cost. That fall, the program shifted. Volunteers began distributing free coffee or tea vouchers to people carry reusable mugs. The university tracked coffee cup use before and after Love-a-Mug-Week in order to better understand the impact of the campaign on the use of reusable mugs. Unfortunately, the campaign had little impact as only marginal difference in coffee cup use was observed after the campaign.

In an effort to improve the effectiveness of the Love-a-Mug-Week, the Office of Campus planning and Sustainability collaborated with the UVic Facilities Management Waste Reduction unit to create "Muggo" the reusable coffee cup mascot as a second program element. Muggo, travels around campus during "Love-a-Mug Week", drawing significant attention from students, and raising the awareness of the campaign significantly. Muggo and the Green Team volunteers reiterate the Love-a-Mug message constantly as they travel around campus and provide a stronger social media presence for the campaign.

Muggo's impact was immediate. By tracking reusable vs disposable mug use before and after each semester's Love-a-Mug week since September of 2014, UVic has observed an increase in reusable cup use from 22% to 34%. The changes are attributed to the deployment of the Mascot because no other changes were made to incentivize reusable cup use or disincentivize disposable cup use during the period in question.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement

Waste

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

Additional documentation to support the submission:

Responsible Party

Neil Connelly

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

Criteria

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Name or title of the innovative policy, practice, program, or outcome:

UVic Community Mapping Collaboratory

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 vision of the UVic Community Mapping Collaboratory is the engagement of citizens in the creation of healthy, vibrant and sustainable communities. Their mission is to facilitate processes for community engagement, student learning, globally-relevant research, sustainable community development and planning through participatory community and green mapping.

Using in person and virtual spaces, the wisdom of communities, the research of academics and the passion of educators and students, the Mapping Network is working toward a new kind of knowledge co-creation.

List of completed projects:

<http://uviccmcc.geog.uvic.ca/section/completed-cmc-projects>

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement

Public Engagement

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:

Responsible Party

Neil Connelly

Director, Campus Planning and Sustainability
Financial Planning and Operations

Criteria

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Name or title of the innovative policy, practice, program, or outcome:

BikeMaps.org

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:

[BikeMaps.org](https://bikemaps.org)

is a tool for mapping bike collisions and near misses and is built with free and open-source tools. It was created at the Spatial Pattern Analysis and Research (SPAR) Lab in the Department of Geography at the University of Victoria. Launched in 2014, it has grown considerably with collisions being reported in many different countries and is now translated into several languages.

The goal of BikeMaps is to map peoples' cycling experience to make biking safer. These individuals who contribute to the map know local cycling trouble spots and this application provides a tool to map them. Their knowledge of cycling safety, hazards, and even bike thefts will be analyzed using GIS and statistics to identify hot spots of cycling safety, risk, and crime. BikeMaps now has dedicated staff who are constantly updating their maps and technology as well as continuing to build and promote the tool.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Public Engagement

Transportation

Coordination & Planning

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

<https://bikemaps.org/about/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

[BikeMaps.org](https://bikemaps.org)

: a global tool for collision and near miss mapping (journal article):

<http://journal.frontiersin.org/article/10.3389/fpubh.2015.00053/full>

Responsible Party

Neil Connelly

Director, Campus Planning and Sustainability
Financial Planning and Operations

Criteria

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Name or title of the innovative policy, practice, program, or outcome:

Campus Sustainability Fund

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 Campus Sustainability Fund empowers members of the university community to create stakeholder-driven projects that further the Sustainability Action Plan and advance leadership in sustainability, whether they provide a direct financial payback, or not. It launched in February 2016.

The Fund provides one-time allocations to projects that focus on energy or water savings, sustainability awareness or learning opportunity. It will provide seed money for a project or money for a continuing project for incremental changes.

Completed projects to date:

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

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Curriculum

Campus Engagement

Coordination & Planning

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

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

Additional documentation to support the submission:
