Acknowledgement of Traditional Territory

The University of Alberta celebrates its Aboriginal heritage and acknowledges the ancestral lands on which the university is located. This traditional territory is a welcoming place for peoples from around the world.

We wish to acknowledge the diverse Indigenous peoples whose footsteps have marked this territory for centuries, including Cree, Saulteaux, Blackfoot, Métis and Nakota Sioux. Today, the University of Alberta is home to a thriving community of over 1,000 Aboriginal students from across the country while the city of Edmonton is itself home to the second-largest Aboriginal population of any city in Canada.

The University of Alberta honours Aboriginal peoples’ stewardship of this land by striving to ensure the history, heritage and traditions are part of our sustainability journey.

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Foreword

Note from the President

TO BE COMPLETED

David H. Turpin, CM, PhD, LLD, FRSC
President and Vice-Chancellor
Note from the Chief Sustainability Officer

Inspired. This is how I feel about the future of sustainability at the University of Alberta.

I joined UAlberta in 2009 as the inaugural director of the Office of Sustainability. Since then I have had the opportunity to work with many leaders championing the campus sustainability initiative across the university. Together we have accomplished a lot.

The University of Alberta has made major progress on sustainability including: introducing an embedded sustainability certificate for undergraduate students, accelerating the implementation of the energy management program, recognizing spaces for their sustainability actions, launching our greenhouse gas management plan, and growing engagement of students, faculty and staff in sustainability initiatives. Together we have achieved a Gold Rating in the Sustainability Tracking, Assessment and Rating System™—an accomplishment to be very proud of.

As we move beyond thinking solely about organizational efficiencies, people are recognizing the interconnections of sustainability. We are thinking about the environment and the economy, and expanding our thinking to include aspects of justice, health, well-being and other values. More and more people are embracing their role as change agents and working together to integrate sustainability into the culture of our institution.

Throughout the development of this plan we have listened to the campus community, improved our understanding of the challenges and opportunities before us, and sought out ways to grow collaboration and improve our institution’s position as a national model for sustainability.

Whether you’re interested in taking courses, getting involved in hands-on learning experiences, piloting new ideas or are interested in conducting research using our campus as a living lab, there are many ways for you to participate in this plan, and develop innovation solutions that better the planet. Together our students, faculty and staff have the talents needed to progress on our sustainability ambitions and to develop tomorrow’s sustainability leaders.

I am looking forward to working with you as we gain fresh momentum towards building a sustainable future!

Trina Innes, MF, MBA, ICD.D
Chief Sustainability Officer
Introduction

In 2008, the University of Alberta committed to a continuous effort to instill sustainability into the many aspects of university life, on our campuses, in our institutions, and in the larger community of which we are part. To this end, sustainability is recognized in UAlberta’s Institutional Strategic Plan.

Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs. Sustainability is a holistic approach that considers ecological, social and economic dimensions together in pursuit of lasting prosperity. It includes healthy, natural environments and strong communities.

As one of the world’s great universities for the public good, the University of Alberta can make positive contributions to the economy, to protecting the environment and to strengthening social resilience.

While there are many reasons to take sustainability seriously, there is no better reason than graduating students with the knowledge, skills and motivations to make the world a better place. By investing in sustainability we are also strengthening our institutional mission to provide educational and research opportunities that equip the next generation of leaders to address global challenges.

There is no single blueprint for sustainability. Every nation, city, organization and individual needs to understand and respond to the unique pressures they face from climate change, resource scarcity, pollution and other issues related to local capacity, economics, social justice, health and well-being.

Sustainability starts with doing things differently here, where we live, study, research and play. By integrating sustainability into the many aspects of university life, we are creating knowledge with value across Alberta and the world. Through application and experiential learning, our students, faculty and staff will better understand the socio-ecological challenges we face and help build the solutions to these challenges.

This Sustainability Plan provides more information to help guide UAlberta’s path forward. The plan provides our whole community with a sense of purpose, direction and energy in the form of aspirational and strategic goals to guide our journey to the year 2020. Some strategies involve quick wins and incremental changes to existing practices. Other strategies may require longer-term review, input, and work in areas of policy and practice. Together they allow us to create a future where we continuously improve on our journey to sustainability while also giving consideration to the pressures, complexities and risks facing post-secondary education.

With this plan, we are continuing to build on the innovations and solutions developed by our campus community. We are continuing to grow as leaders and we are continuing to nudge the next generation to generate sustainability solutions.
Sustainability at the University of Alberta

Since 1975 there have been significant achievements towards building a sustainable future at the University of Alberta. A university-wide sustainability initiative was launched in 2008, the university’s centenary year. The Office of Sustainability was opened in 2009 to serve as the hub of the initiative which seeks to inform, inspire and enable students, faculty and staff to adopt sustainable practices. The focus areas of the initiative are: outreach & engagement, teaching & research and facilities & operations. These areas largely mirror the categories used by the Sustainability Tracking, Assessment and Rating System™ (STARS®) which is used to measure and report on our institution’s sustainability performance.

In 2011, the university developed its first Sustainability Plan. The plan included broad input from the campus community, including the voices of students, staff and faculty. Contributors included administrative units and committees, as well as the award-winning Deliberation on Campus Sustainability Project. Since the release of the first Sustainability Plan, the university has made progress on sustainability by:

- Developing a Greenhouse Gas Emissions Reduction Plan
- Launching the Envision energy management program
- Certifying new and existing buildings for sustainability features and performance
- Increasing the amount of waste diverted from landfills
- Launching the Certificate in Sustainability for undergraduate students
- Initiating the Green Spaces Certification Program for residences, labs, food vendors, offices and events
- Creating working groups for waste diversion & sustainable purchasing

Sustainability is an important component of UAlberta’s Institutional Strategic Plan. The Sustainability Plan provides more information about our institution’s ambitions and invites the campus community to collaborate and coordinate their efforts to build upon the innovations and solutions of faculties, administrative units and student associations.

Sustainability is an approach that requires consideration to our current and ever-changing social and environmental needs. This plan provides goalposts to measure progress in the right direction and shows consideration for economic, social and environmental performance (also known as the triple-bottom-line).

1 2012 Case Study Award, Association for the Advancement of Sustainability in Higher Education
Measuring Sustainability Performance

UAAlberta backs up its promises with action.

The Sustainability Tracking, Assessment and Rating System™ (STARS®) is the world’s most widely recognized framework for reporting on sustainability in higher education. It is developed by the Association for the Advancement of Sustainability in Higher Education (AASHE®). It is fully transparent and enables meaningful comparison of our performance over time, and benchmarking of our institution against others through a common set of measurements.

Using STARS® is an appropriate, standard way to track our progress on the sustainability plan and our journey towards sustainability. Reporting is comprehensive, covering: Academics, Engagement, Operations and Planning & Administration. STARS® is updated frequently, challenging even the highest-performing institutions to strive for continuous improvement.

The Office of Sustainability collaborates with representatives from across the university to prepare an updated STARS® submission every two to three years. Regular reporting keeps stakeholders across the institution engaged with new strategies that fill gaps in our performance.

Current Performance

In October 2014, the University of Alberta received a STARS Gold rating.

Eighteen Canadian schools hold a rating in the 1.X versions of STARS®. Of these, the University of Alberta achieved the highest score under Education & Research as well as Planning, Administration and Engagement. Only four other Canadian institutions have received Gold ratings in these versions. At the time of submission, the University of Alberta achieved the second highest rating in Canada.

The university previously received a STARS® Silver rating in 2012.

Stakeholder Engagement

In the fall of 2014 the Office of Sustainability designed a consultation process to engage the campus community in conversations to reveal visions and strategies for a refreshed sustainability plan.

Launched in spring 2015, the consultation process recognized the importance of capturing ideas from a diversity of students, staff, faculty, alumni, community members and key decision-makers. Our process included face-to-face interviews facilitated workshops, an online conversation kit, an open houses and a review period. Together, these processes provided anyone in the campus community the opportunity to contribute toward sustainability planning at the University of Alberta.

Read the University of Alberta’s 2014 STARS submission and the Campus Sustainability Initiatives Report 2012-15 for more.
**Engagement Principles**

Throughout this journey, the planning team was guided by the following principles:

- Ensuring the whole university community has opportunities to participate
- Building on current knowledge and expertise
- Recognizing the value of collaboration and interconnection in our community
- Maintaining the flexibility to adapt our approach as we learn our way forward
- Assuring transparency in the plan’s development process

**Consultation Process**

The consultation process was implemented in four phases:

1. **Vision** (January/February 2015): The exploratory phase sought to understand our shared vision for campus sustainability in the year 2020.

2. **Obstacles and Strategies** (March/April 2015): The focused dialogue asked participants to suggest ways of overcoming obstacles and developing strategies to help realize our shared vision in the next five years.

3. **Campus-Wide Review** (Fall 2015): The draft plan, including accountability measures and reporting methodology, was shared for university-wide review and feedback.

4. **Action Planning** (Spring 2016 onward): For each strategy, key individuals responsible for the university’s sustainability performance are offered the opportunity to use action planning tools to develop tactical plans.

**Participation**

Just over 600 people were engaged in the consultation as follows: individual or group interviews (~100), group consultations/committees (~70), 33 facilitated workshops (~400), online conversation kit (~90). Feedback on the preliminary draft was gathered at an open house, via face-to-face meetings, web-based tools and email. In addition to requesting feedback from key areas of responsibility, members of the general campus community were involved in the discussions and review activities including: undergraduate and graduate students, non-academic staff, faculty, professional staff, senior administrators, alumni and community members. Over 70 departments, faculties, units and organizations were involved.
**Guiding Documents**

In addition to the university-wide consultation, this plan is informed by the following documents:

- UAlberta Draft Institutional Strategic Plan (2016)
- University of Alberta Sustainable Food System Opportunity Assessment (2014)
- Sustainability Tracking, Assessment and Rating System™ Report (2014)
- Long Range Development Plan (2013 and 2014)
- Sustainability Plan 2012-2016 (2012)
- Next Generation Energy Management Program (2012)
- *The Way We Green:* The City of Edmonton’s Environmental Strategic Plan (2011)
- *Integrating Sustainability into the Academic Experience.* Companion Document to Dare to Deliver (2010)
- Statement of Action, G8 University Summit (2010)
- Torin Declaration on Education and Research for Sustainable and Responsible Development, G8 University Summit (2009)
- Sustainability Commitment and Guiding Principles (2008)
- Sapporo Sustainability Declaration, G8 University Summit (2008)
- Changing Our Travel Habits (2007)

**Opportunities & Challenges**

To develop the most effective strategic plan, we must consider our place and our context. The following opportunities and barriers to sustainability at the University of Alberta were derived from our consultation process. To be the most effective change-makers, we need to be critically aware of these as we work to achieve our goals. These opportunities and challenges were considered to help frame the goals and strategies in this plan.

**Keys to Success**

Participants identified the following points as worthy of note for improving the university’s sustainability performance. These keys to success are to be considered by everyone when implementing the goals and strategies outlined in this plan:

**Leadership Support:** In order to achieve our sustainability goals, support and direction from senior leadership is critical. Leaders are essential in establishing sustainability as a priority for our institution and ensuring that sustainability is integrated into our business planning.
**Accountability:** Every individual should be responsible for UAlberta’s sustainability progress. We all play a role in our resource use, programming and our work as advocates. There are potential collaborators identified for every goal and strategy outlined in this plan.

**Collaboration:** Partnerships and effective collaboration are important to achieve sustainability goals. There should be strong collaboration across faculties and central units for the identification of shared priorities, communication, programming and engagement of students in curriculum and research, whenever possible.

**Communication:** Open and frequent communication among those active in achieving our sustainability goals is required. This includes effective internal strategic communication and outreach to our target audiences. Accessible and clear messaging, based on reliable research, should be used for all sustainability-related programming.

**Monitoring & Measurement:** It is important to treat strategic plans as living documents that are revisited frequently by all responsible parties in order for us to measure our performance and use this information to guide future efforts. Being transparent and public about this process provides legitimacy and enables improved sustainability performance.

**Obstacles and Challenges**

Participants identified the following obstacles and challenges worthy of note as we move forward on the sustainability plan. We need to give consideration to these challenges as we implement the strategies that move us towards our goals:

**Lack of Resources:** Concerned that the availability of resources (including labour, finances and time) may inhibit the progress of sustainability-related programs, initiatives and action.

**Uncertainty:** Changes to the political climate, economy and the involvement of external stakeholders create competing interests for limited resources.

**Culture:** Competition in society is seen as something that drives excellence and can inhibit collaboration and progress towards community well-being and sustainability. Collaboration is required to achieve collective impact. Many people have a regimented perspective on educational outcomes, which hinders the progress on non-traditional learning outcomes such as global citizenship and training of students as social change agents.

**Planning & Coordination:** Existing decision-making structures should give consideration to competing strategic directions and resource allocation. This creates challenging conditions for innovation, collaboration and behaviour change. Sustainability should be given consideration at all levels of decision-making.

**Silos:** The university is large and complex which can lead to challenges that inhibit collaborative and integrated systems and processes. Decentralized decision-making and operations can be barriers to developing institution-wide plans, goals and programming.
Vision, Goals & Strategies

The vision, goals and strategies in this plan represent our institution’s sustainability aspirations. The plan also recognizes the importance of being flexible, and finding creative ways to collaborate, complement and support other institution-wide initiatives and plans as they emerge.

The plan also acknowledges that budget holders retain responsibility for making decisions about their unit’s priorities and spending. The Sustainability Enhancement Fund and Green Grants programs of the Office of Sustainability are available to assist all members of the campus community interested in advancing sustainability.

How the plan is structured

Vision statements: What will the University of Alberta look like five years from now if we continue to make progress to become a more sustainable campus? These statements articulate a vision for each category.

Goals: What do we need to accomplish in order to achieve these visions? The goals in our plan frame our aspirations and the path forward on our journey to sustainability.

Strategies: The strategies in our plan outline how we intend to make progress on our goals. For each strategy potential collaborators involved with making progress on a strategy are identified in an internal implementation framework. This living document will be the focal point for implementing and reporting progress. Indicators for reporting progress on strategies will be established by the collaborators.

About the vision

In early 2015, approximately 600 university and community members participated in a series of facilitated conversations and online engagements. These activities were designed to unveil the vision for sustainability at the University of Alberta. Participants were asked “What does sustainability at the University of Alberta look like in 2020?” Their responses contributed to the overarching vision statement found below. Expanded vision statements are provided for each theme area later in the plan.

The vision statements describe where we want to go as an institution in terms of our sustainability performance and help illuminate the steps we need to take to get there. A clear vision is crucial to framing the goals and strategies which are organized into five themes:

- Our leadership should take action on our commitment and guiding principles by including sustainability in our institution’s vision, mission, academic plans and business plans.
- Our education & research efforts should integrate sustainability into the advancement of the university’s mission.
• Our **operations & infrastructure** should continuously evaluate solutions that embody sustainability principles.
• Our **community & culture** should strive to build connections that model and advance sustainability in our day-to-day activities.
• Our **health & well-being** should create a safer, inclusive, diverse, and respectful environment that meets the needs of the whole person.

**About the themes**

The Sustainability Plan weaves together input from diverse stakeholders representing varying disciplines, roles and responsibilities. Gathering the talents of such a diverse group is a key condition for tackling the complex challenges we face at our institution. Consequently, the plan’s goals and strategies are organized in a way that encourages interdisciplinary approaches.

By organizing goals and strategies into these five themes, we are working to engender new interactions and encourage an integrated, systems approach to sustainability planning and action. The five themes also intersect and incorporate the three pillars of sustainability:

**Environmental Sustainability**

Ecological integrity is maintained, all of earth’s environmental systems are kept in balance and natural resources are consumed no faster than they are able to be replenished.
Economic Sustainability

Human communities across the globe are able to maintain their independence and access the resources they require (financial or otherwise) to meet their needs. Economic activities are available to everyone in order to secure a good source of livelihood.

Social Sustainability

Universal human rights and basic necessities are attainable by all people to foster their personal well-being and to build healthy, livable, safe communities. Institutions support social amenities, citizen engagement, community connectedness, employment, housing, education, diversity, culture and protect all people from discrimination.
1. Leadership

Vision

Creating a more sustainable campus strengthens our institutional vision and mission to build one of the world’s great universities for the public good. We envision sustainability is a core value to be considered in our vision, mission, policies, academic planning, business planning and decision-making. Our leaders and students are visible champions of sustainability to internal and external audiences. The university is transparent and accountable to our community, publicly committing to measure and report on sustainability practices and outcomes.

Goals and Strategies

1.1 Pioneer innovations in policy, practice, knowledge and leadership that advance sustainability at our institution.

   a. Ensure the university’s strategic guiding documents, policies and procedures are informed by a sustainability plan that recognizes sustainability as a key value at our institution.
   b. Encourage academic and operational units incorporate sustainability into their strategic plans, decision-making, and reporting.
   c. Seek synergies between the university’s sustainability planning and other regional and provincial plans.
   d. Contribute service to national and international sustainability-related organizations, dialogues, agreements and initiatives that advocate and transform sustainability in higher education.
   e. Senior leaders and governing bodies visibly support and communicate the importance of sustainability to our institution.
   f. Collaborate with Campus Alberta members on joint initiatives to improve their sustainability performance.

1.2 Report, recognize, reward and profile sustainability solutions and accomplishments of students, staff, faculty, administrators and alumni.

   a. Elevate awareness and profile of the university’s sustainability innovations and success stories.
b. Report annually to the campus community on sustainability performance.

c. Participate in a select number of reputable, third party sustainability performance measurement systems, recognition programs and rankings that show progress towards sustainability.

d. Recognize and reward sustainability innovation and leadership within the institution.

1.3 Foster growth of sustainability initiatives and problem-solving on all campuses.

a. Continue to allocate funding where possible to sustainability initiatives.

b. Create and increase participation in working groups that foster collaboration and address sustainability challenges with particular attention to: waste diversion, sustainable purchasing and sustainable food.

c. Identify and support a sustainability champion for each faculty, central unit and strategic committee to review and implement initiatives.

d. Mitigate environmental impact of the university’s major events and communicate these measures to participants.

1.4 Explore opportunities for incorporating sustainability-related approaches into the university’s investments.

a. Explore opportunities and implications of incorporating environmental, social and governance concerns into the university’s investment policy.

b. Explore providing donors with a segregated but diversified sustainability-focused endowment/investment stream.

c. Evaluate investing in renewable energy and other sustainability-related infrastructure as an inflation hedging strategy.

d. Elevate awareness of the university’s investments within the campus community and of sustainable investing methods (within the investments management team).
2. Education & Research

Vision

We envision students having opportunities to learn, research and apply sustainability using interdisciplinary approaches. Through outreach and partnerships, the university brings research and new knowledge to the community, enabling individuals, communities, organizations and industries to achieve sustainability. The university is recognized as a leader for taking significant action on climate change and for capitalizing on the knowledge and strengths of our academic and research communities.

Goals and Strategies

2.1. Encourage the campus community and the public to learn about sustainability.

   a. Create awareness of resources, research findings, demonstration projects and expertise.
   b. Promote sustainability-related programs.
   c. Encourage diverse educational approaches for teaching about sustainability.

2.2 Encourage exposure to interdisciplinary and transdisciplinary teaching and research connected to sustainability.

   a. Build the capacity to include aspects of diversity and inclusivity within research, and honour diverse research methods.
   b. Celebrate professors with a stated commitment to and/or expertise in sustainability.
   c. Create opportunities to connect faculty and staff with common interests and to promote interdisciplinary and engaged scholarship.
   d. Promote opportunities for students and faculty to participate in sustainability initiatives. Encourage departments and faculties to develop long-range sustainability plans encompassing operational practices, teaching, research and degree programs.

By providing the highest level of educational opportunities and research resources, universities will help create the next generation of leaders: exceptional people with the capacity to challenge problems on a global scale and to support sustainable and healthy societies.

- G8 University Summit Statement of Action (2010).
2.3 Support faculty members to integrate sustainability into their teaching.

a. Develop initiatives to integrate sustainability into curriculum and academic program.

b. Build on existing community-based teaching and research partnerships and internships.

c. Explore opportunities to assess and report on sustainability literacy.
3. Operations & Infrastructure

Vision

We envision a transformed institution where business planning and projects are developed, piloted and implemented to conserve energy, reduce waste, build accessible and inclusive spaces and foster a sustainable food system. We see the university taking proactive action to reduce our greenhouse gas emissions at practicable rates through innovative solutions focused on energy efficiency, energy management, renewable and alternative energy.

The university’s natural and built environments are planned, designed and operated for long-term ecological and human health and are inclusive, safe and productive for all. Universal design principles and sustainable transportation options are well-integrated into campus planning.

The university seizes opportunities for waste reduction, reuse, recycling and composting through a robust waste management system. Faculties, departments and vendors demonstrate responsible purchasing for goods and services giving consideration to life cycle and sustainability principles.

Goals and Strategies

3.1 Embed social, economic and environmental sustainability into the development and care of the university’s indoor and outdoor spaces.

a. Maintain space stewardship principles for capital planning and space utilization.

b. Maximize preservation of green space on campus, pilot projects with native species and use university campuses as living labs.

c. Expand number of existing buildings certified using BOMA BESt green building rating system.

d. Explore opportunities to certify new construction and major renovation projects using third-party systems.

e. Explore and implement low impact methods for grounds management.

f. Continue water use reduction plan informed by water audits that outlines baseline water use and set reduction targets to be reached by the year 2025.

We shape our buildings and afterwards, our buildings shape us.

-Winston Churchill
g. Catalogue and manage information related to sustainability features and management practices for all university buildings.

h. Elevate awareness and increase number of accessible and all-gender washrooms on university-owned properties.

i. Develop programs to reduce energy use, increase waste diversion and water in lab environments.

3.2 Establish the university as an innovative leader in addressing climate change and make progress on reducing the university’s greenhouse gas emissions to 17% below 2005 levels by 2020.


b. Work towards minimizing fossil fuel use by university owned vehicles by converting portions of our fleet to alternative fuels and power sources and reporting fuel consumption on an annual basis.

c. Implement innovations, upgrades, preventative maintenance and best practices in energy management, climate change mitigation and environmental protection.

d. Improve understanding about how the greenhouse gas inventory can be more comprehensive and include more emissions, such as those generated by air travel, commuting and the embodied energy of goods and services.

e. Create an energy use reduction plan informed by the Envision program that outlines baseline energy use and sets reduction targets to be reached by the year 2025.

f. Explore the opportunity to create a climate change working group focused on facilitating initiatives for climate change mitigation and adaptation.

g. Commit to being a leader in climate change mitigation by connecting with institutions in northern communities to research best practices in energy management and climate change mitigation.

3.3 Sustainable and accessible transportation options are encouraged and well-integrated into campus planning.

a. Work in alignment with institutional plans such as the Long Range Development Plan and smart growth sustainable principles to reduce the number of people driving to a bike-friendly and walkable campus.

b. Continue to encourage the use of carpooling and car sharing.

3.4 Advance a sustainable food system that provides fresh and healthy food in collaboration with the university community.

a. Establish the Sustainable Food Working Group to advance sustainable food initiatives.
b. Work with local authorities to develop a safe system for recovering and donating leftover food from dining and catering operations to increase recovery of usable food and reduce food waste.

c. Work with interested groups to explore opportunities to grow food in underutilized spaces.

d. Encourage food providers to increase, where feasible, access to healthy food, including options for specialty diets.

3.5 Encourage vendors and primary dining contractor to increase the purchase of food produced in Alberta and/or food with recognized sustainability certifications.

a. Collaborate with existing on-campus gardens to explore opportunities to supply produce to food vendors, campus and local community.

b. Continue to work with external partners to find Alberta food producers to supply food vendors.

3.6 Build capacity within the purchasing system to assess and make sustainability-informed decisions.

a. Build awareness about the university’s stated preference for products registered with the Electronic Product Environmental Assessment Tool (EPEAT).

b. Embed lifecycle cost analysis and EPEAT registration into the requests for proposal process for computer supplies, computer equipment and multi-function printers.

c. Identify 3-5 major purchases that impact the entire university community, perform life cycle analyses, and make recommendations to address impact based on findings.

3.7 Build capacity for departments and faculties to engage in sustainable purchasing.

a. Explore the development of a Code of Conduct for university vendors and suppliers.

b. Elevate awareness of the environmental benefits of multi-function printers.

c. Create a system that increases the use of the surplus by departments and faculties.

d. Encourage units making high volume purchases of promotional items encouraged to assess opportunities to reduce their impact through sustainable purchasing practices.

3.8 By 2020, divert 90% of waste from landfill and continue to reduce waste per campus user.

a. Increase source-separation and collection of organics to 1,500 tonnes per year by 2017.

b. Introduce “Zero Waste” collection of mixed paper, other recyclables, organics and landfill waste across university facilities.
c. Elevate awareness of the university’s waste diversion goal and engage campus community in ambition to become a “Zero Waste” campus.

d. Assess high impact opportunities for reducing packaging waste for lab supplies and equipment.

e. Assess high impact opportunities for reducing paper consumption and increasing the purchase of recycled-content paper.

f. Explore opportunities to reduce the chemical waste footprint of teaching and research activities.

g. Increase diversion of construction, demolition, and renovation waste.

h. Expand Reusable Dish Program to include more food vendors across North Campus.

i. Work with food vendors to eliminate polystyrene food service ware and replace it with recyclable or compostable alternatives.

j. Explore opportunities to reduce paper towel waste by installing hygienic, energy efficient hand dryers.
4. Community & Culture

Vision

We envision all members of the university community sharing responsibility for our future. Through orientation, community and campus partnerships, outreach and community-building initiatives, the university provides resources for individuals to be ambassadors for sustainability and global citizenship. Individuals understand how their daily activities contribute towards the university’s sustainability goals. Developing sustainability leadership is a priority for all. To this end, the university offers financial support, programming, coaching, tools and opportunities to pilot and implement projects across the institution.

Goals and Strategies

4.1 Demonstrate that diversity and equity are institutional values by strengthening a culture of inclusion within the campus community.

   a. Work to embed principles of equity, diversity, and inclusion in the university’s strategic guiding documents, policies and practices.

4.2 Enhance awareness of the university’s sustainability features, practices and resources to the campus community and to the public.

   a. Communicate sustainability features of campus to the public.
   b. Feature sustainability messages, resources and tools in student and staff orientation.
   c. Purchase the university’s branded clothing from producers registered with the Fair Labor Association.

4.3 Improve accessibility and opportunities for success in post-secondary education.

   a. Develop strategies to provide improved services from application through to graduation.
b. Increase number of students and faculty from traditionally underrepresented groups, including Aboriginal peoples, persons with disabilities and visible minorities.

4.4 Seek opportunities to ensure the university is an inclusive place for work and learning with full participation from diverse, historically underrepresented communities. NOTE This goal and a few others connected to

   a. Provide support and opportunities for building community and social justice to individuals and groups who experience discrimination, exclusion and/or oppression.
   b. Develop and communicate respectful engagement principles for work and study spaces.
   c. Improve campus community’s understanding of diversity and inclusion.
   d. Encourage inclusion of underrepresented groups in advisory and planning committees at the institutional, faculty and unit level.
   e. Explore opportunities to gather information and report on attitudes, perceptions and experiences of campus stakeholders as they relate to diversity.

4.5 Promote healthy eating and explore the use of edible landscapes as an inherent part of the university’s sustainable food system.

   a. Educate the campus community about participating in a sustainable food system.
   b. Explore opportunities to great a community garden network to enhance collaboration between campus community gardens.
   c. Explore additional opportunities to implement community gardens on campuses accessible to university and community.

4.6 Deliver activities to improve understanding and engagement in actions for climate change, including research, interactive programs and strategic planning.

   a. Explore opportunities to make public transit more accessible to people working, living and studying on UAlberta campuses.
   b. Investigate solutions to campus parking that encourage alternatives to single occupant vehicle travel.
   c. Participate in and host conversations on climate change mitigation and adaptation on campus and across Alberta.
4.7 Provide frequent, diverse and motivational opportunities for students, staff and faculty to engage in change-making for sustainability.

a. Continue to increase opportunities for students living in residence to engage in sustainability initiatives.

b. Tailor sustainability programming and communications to reach diverse audiences.

c. Encourage development of and participation in professional development opportunities that enable staff and faculty to be effective sustainability champions.
5. Health & Well-Being

Vision

We envision that all members of the university feel welcomed, safe and connected. We see health, equity and well-being integrated into all aspects of the university experience. The university’s policies, practices and services foster a safe, inclusive, diverse and respectful community. Individuals are encouraged to prioritize self-care and given an opportunity to make contributions to sustainability. Services are provided by many providers across the university to meet the needs of the whole person, paying attention to individuals’ unique abilities, identities and experiences.

Goals and Strategies

5.1 Support health, wellness and safety by delivering relevant, responsive and accessible services and initiatives.

   a. Encourage strong and visible commitments and supports for mental health.
   b. Further develop plans for improving health and well-being and increasing awareness, understanding and participation in related services.
   c. Recognize and reward leadership in advancing health and well-being.
   d. Adopt standardized indicators for measuring student health and well-being.
   e. Explore opportunities to deliver a faculty and staff engagement strategy.
   f. Maintain safe work and study environments.

5.2 Foster opportunities for learning about health and well-being.

   a. Empower student groups to improve their capacity to deliver health and wellness programs.
   b. Incorporate health and well-being information into orientation programming for new staff and students.

Healthy places are places in which people can grow up, live, work, play, study and pray in ways that allow them to be safe and healthy, to thrive, and to reach their full potential. The resources necessary for optimal health and well-being, and uplifting of the whole people, are many of the same things that contribute to a sustainable community. Access to supports for personal and group well-being are prerequisites for full participation in cultural, environmental and economic initiatives linked to sustainability.
c. Implement communications and outreach activities to improve student, staff and faculty awareness, understanding and use of health and wellness services.
Accountability & Reporting

Strategic Accountability

This institutional-scale plan is supported by the President, and championed by the Vice-President (Facilities and Operations) and the Deputy Provost on behalf of the senior leadership team and broader campus community. As the hub of the university’s campus sustainability initiative the Office of Sustainability will coordinate collection and promotion of sustainability initiatives, offer facilitation and support to assist with implementation of sustainability initiatives, and coordinate reporting on progress of the Sustainability Plan.

Operational Accountability

The Office of Sustainability will maintain an internal-facing implementation framework. The framework plays a critical role in coordinating campus-wide efforts to achieve the goals and strategies outlined in the Sustainability Plan. This tool will help build connections between potential collaborators, identify the need for resources or funding, establish performance indicators, and collect the information needed for the progress report.

Progress Report

An internal report will be provided to executive champions of the Sustainability Plan after the first two years. Produced by the Office of Sustainability, the report will include:

- A description of the work that has been completed in the past year to mark progress on each goal or strategy.
- Identification of any issues or challenges faced in advancing each goal or strategy to help understand what is needed to make progress.
- An indication of progress toward achieving each goal or strategy, using the following scale:
  - Not Started – Work has not started.
  - On Track – Work has started and is proceeding on schedule. Wherever possible, an approximate indication of what percentage of each goal or strategy is complete.
  - At Risk – Implementation issues may be limiting or prohibiting the strategy from being achieved. Barriers and challenges should be identified for strategies with this progress indicator.
  - Delayed – Implementation is significantly delayed or placed on hold. Barriers and challenges should be identified for strategies with this progress indicator.
  - Achieved – The strategy has been completed.
Sustainability Performance

Sustainability performance will be assessed in 2016/17 using the Sustainability Tracking, Assessment & Rating System and feedback collected from a range of responsible parties and measurement tools used by the university.

Next Steps

Moving forward, the Office of Sustainability will provide services to help change agents achieve our institution’s sustainability goals and strategies. These include:

**Funding programs** to help improve sustainability on campus will be profiled including the Sustainability Enhancement Fund and Green Grants.

**Capacity-building opportunities** will be offered to build sustainability leadership competencies for students, staff and faculty including the Leading Sustainability at Work course and the Student Sustainability Summit.

**Workshops for action planning and a companion workbook** will be developed to help with program design and delivery.

**Periodic progress reports** will be published to help connect collaborators and inspire action.

**Facilitation expertise** will be offered to help units identify and clarify project ideas, operational improvements and other pilot projects.

Stay Connected

Please join the movement to make UAlberta sustainable. There are many ways to get involved.

Visit the Office of Sustainability’s website for more information, and sign up for our newsletter to learn about the many ways to get involved throughout the year.
Acknowledgements

Executive Champions

The executive champions for the sustainability planning process were Don Hickey, Vice President (Facilities & Operations) and Dr. Wendy Rodgers, Deputy Provost. We also acknowledge the support of past Deputy Provost Dr. Roger Epp.

Planning Team

The following staff connected to the campus sustainability initiative participated in the planning, coordination and facilitation of all workshops, conducted interviews with stakeholders, reviewed supporting documents and synthesized what they heard and learned into the finished plan.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Trina Innes</td>
<td>Chief Sustainability Officer, Office of Sustainability</td>
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<tr>
<td>Apryl Bergstrom</td>
<td>Academic Assistant, Sustainability Scholarship and Education, Office of the Provost and Vice-President (Academic)</td>
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Consultation and Facilitation Support

Volunteers helped the planning team implement the consultation process for the Sustainability Plan. Staff from other units on campus, campus sustainability volunteers and student interns were involved in the promotion of the consultation process and in the delivery of the workshops.
Process Participants

This Sustainability Plan would not have been successfully developed without the dedicated time and participation of many, many on-and off-campus community members. Their rich contributions, enthusiasm and passion for sustainability were inspiring and were an invaluable contribution to the planning process.

Just over 600 people were engaged in the consultation as follows: individual or group interviews (~100), group consultations/committees (~70), 33 facilitated workshops (~400), online conversation kit (~90). Feedback on the preliminary draft was gathered at an open house, via face-to-face meetings, web-based tools and email. In addition to requesting feedback from key areas of responsibility, members of the general campus community were involved in the discussions and review activities including: undergraduate and graduate students, non-academic staff, faculty, professional staff, senior administrators, alumni and community members.

Representatives from over 70 departments, faculties, units and organizations were engaged throughout the planning process. The following units, governance bodies, working groups and advisory committees also participated in preparation and review of this plan.

- Administrative Strategic Council
- Executive Committee – Facilities & Operations
- Graduate Students’ Association
- Office of the Vice-President – Academic
- Office of the Vice-President – Advancement
- Office of the Vice-President – Facilities and Operations
- Office of the Vice-President – Finance and Administration
- Office of the Vice-President – Research
- Office of the Vice-President – University Relations
- President’s Executive Committee—Operations
- Provost’s Academic Advisory Committee on Sustainability
- Senior Administrative Officers
- Sustainability Advisory Committee
- Sustainable Operations Advisory Committee
- Sustainable Purchasing Working Group
- Students’ Union
- Waste Diversion Working Group