Sustainability Summary Report & Recommendations

University of Alberta Students' Union

"We value ensuring the ability to serve current and future generations by being socially, environmentally, and economically responsible."

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Introduction

The process to create an assessment of the University of Alberta Students' Union's sustainability practices began in the summer of 2010. At that time, a Sustainability Assessment Coordinator was hired with the task of conducting an audit of our current operations and making recommendations for moving forward. Throughout the year, it became apparent that the task was much more complicated than originally anticipated. At the end of the summer in 2011 the process was still happening, though at a much slower rate. Ultimately this report will be different than was originally intended, and represents only the beginning of the Students' Union's contribution to sustainability.

The boundaries on the recommendations and assessment became an area of much debate. The SU is a unique organization in that it has many different capacities. The SU runs events, owns businesses, provides services, owns and maintains space, and advocates on behalf of students. The possibilities of where the organization could contribute to sustainability are many when all of these capacities are explored. In any new initiative the SU undertakes, we must always ensure that we are serving and representing U of A undergraduates, in order to support their pursuit of knowledge and enhance their university experience. This mission provides some boundaries to our actions but is broad enough to allow for much discussion of what our commitment to sustainability should be. This debate will, and should, continue when prioritizing any sustainability initiatives, including the recommendations below.

Ultimately, this is a very different document than anyone, including the Sustainability Assessment Coordinator, envisioned. At this point, the audit is not one hundred percent complete, but as sustainability is an ongoing process, so too should be the SU's assessment of it. The below document is a compilation of work done by the Coordinator, elected officials, and SU staff. There have been substantive edits to the Coordinator's original submission, but every effort to maintain the spirit and goals of the document has been made.

This document should pave the way for the Students' Union to improve its commitment to sustainability, but is just the first step. Continuous review and assessment are key aspects to this commitment and, in the future, external audits should be conducted if possible. We should also explore a partnership with the Office of Sustainability in reporting progress on these and new recommendations. This report is not a conclusion, but only the beginning, of the SU's commitment to sustainability.

Goals of the Sustainability Assessment

1. To provide a snapshot of where the UASU stands with regard to sustainability in its operations.

2. To identify areas where sustainability performance can be improved and to develop recommendations and short term priorities and long term targets to further the sustainability of the UASU's operations.

3. To develop a sustainability management system and reporting structure within the UASU for continual annual monitoring of indicators through Annual Progress Reports in order to assess trends based on baseline data collected in this audit.

4. To work with Canadian student associations and the Sierra Youth Coalition to develop a framework specific and relevant to student organizations for comparison between organizations and to strive to excel together.

5. To communicate to the student body the importance of sustainability to the UASU, leading students, the University of Alberta and the broader community of which we are a part. This will contribute to creating a culture of sustainability on our campus.

UASU's Definition and Vision for Campus Sustainability

In the context of the University of Alberta's 2010 Working Definition, the University of Alberta Students' Union accepts the following as our definition of sustainability:

> *"Sustainability is the process of living within the limits of available physical, natural and social resources in ways that allow the living systems in which humans are embedded to thrive in perpetuity."*

The UASU envisions a campus community at the University of Alberta that provides a meaningful experience in its academics and beyond. We envision a campus that has a positive impact on the larger communities locally and globally of which it is a part. Recognizing that the role of the university in our society is to allow students a space and guidance to practice, learn, question and innovate, the UASU envisions a University of Alberta that graduates socially and environmentally responsible individuals who will move our greater community towards sustainability. We recognize that our students will become engaged, responsible citizens and workers by a combination of the following:

1. Being exposed to and inhabiting an innovative and sustainable physical space conducive to responsible behaviours
2. Having sustainability issues incorporated into coursework across all fields of study, and having opportunities to work creatively with peers from across disciplines to solve sustainability problems through experiential learning
3. Encountering sustainability student leaders and becoming involved in community action and volunteerism on campus through the Students' Union government, SUSTAIN SU, or student groups

The UASU will lead by example in the communities of which it is a part by modeling social, ecological and economic responsibility in its operations and advocacy. The UASU will engage students in issues relating to sustainability to help graduate conscious leaders for our future.

History of Sustainability in the UASU

Sustainability has been an important issue to the University of Alberta Students' Union for a long time. In 1991, the Green Team, with the help of an environmental auditor, prepared a Green Plan for improving the environmental responsibility of the Students' Union Building. With the creation of the environmental service, the Environmental Coordination Office of Students (ECOS) in 2002, the UASU declared the value of sustainability. As stated in ECOS' mandate, as determined in the 2006/2007 Development Taskforce, ECOS should "research and recommend environmental and social policies to the Students' Union Executive, which strive to make the Students' Union a model of sustainability." The UASU recognizes that its own operations should reflect the value it holds in sustainability by leading by example for the students it represents, and the institution and communities of which it is a part.

The student sustainability movement is an important one as students play a huge role in determining the kind of world ours becomes. Students' Unions, as the representative voice of students, then play a very important role in ensuring that students create a better future.

The Sierra Youth Coalition (SYC) plays a large role nationally in the student sustainability movement. SYC is the youth arm of the Sierra Club of Canada and has a *Sustainable Campuses* Campaign and a national campaign called *Student Unions for Sustainability*. The UASU, through SUSTAIN SU, has been involved with SYC for a long time.

"Student unions hold a long history as progressive voices on campuses across Canada. Well-organized student unions are powerful stakeholders that can channel student ideals into campus realities. Student unions have a unique position to strategically leverage sustainability within campus communities. As organizations that represent and lobby for the interests of thousands of students across Canada, student unions are the most influential student groups on campus. Existing to enhance the student experience, their operations and business practices have significant purchasing power and large ecological footprints. Each student union that develops as a model of sustainability becomes justified in advocating for more sustainable practices on campus, in communities, government, industry and business."
-- Sierra Youth Coalition, Student Unions for Sustainability

The University of Alberta Students' Union is the representative student association for all undergraduate students of the University of Alberta, as mandated by the Post Secondary Learning Act, with a mission to serve students in ways that meet student needs. The UASU meets student needs through its four pillars, which are:

- Advocacy: to all three levels of government and the university
- Business: whose profits are all reinvested back into the Students' Union to improve services and strengthen advocacy campaigns
- Space: in the form of the Students' Union Building (SUB) houses all of our services and the majority of our businesses as a hub of student activity.
- Services: exist to ensure that the student experience is as rewarding, fun and as barrier-free as possible.

Businesses, buildings and services have large ecological footprints and the UASU can work to improve operations to promote sustainable practices. Through its advocacy department, the UASU plays an important role in ensuring that students' voices are heard in decision-making processes at the university, and in the governments of Edmonton, Alberta, and Canada. If a student association can lead best practices in its operations, it will be in position to advocate to its larger communities for improved social, ecological, and economic performance. Interactions with students (and opportunities for engagement) lie in our services, businesses, SUB as well as through our programming

UASU Sustainability Timeline

1991- Green Plan & audit for the Students' Union Building
2002- Creation of the environmental service, ECOS (the Environmental Coordination Office of Students)
2004- Student Union Building (SUB) Energy Audit
2006/2007- Environmental Planning Political Policy created
2007/2008- Student Life Sustainability Advisory Committee (SLSAC) is created.
2009- Creation of the Students' Union Social Responsibility Committee
2010/2011- Sustainability Assessment

In September of 2002, the Environmental Coordination Office of Students (ECOS) was created as an environmental service of the UASU. At it's inception, ECOS' mission was "to increase student environmental awareness and leadership, educate and involve the community, and strengthen the environmental network of U of A students, faculty, and administration." In 2011, ECOS was renamed SUSTAIN SU, which now makes its mission the following:

- We educate and involve the campus community regarding the ecological, social and economic aspects of sustainability.
- We research and recommend environmental and social policies to the Students' Union Executive, which strive to make the Students' Union a model of sustainability.
- We provide resources to the campus community which will network and assist community members to be leaders in sustainability.

Campus Sustainability & the University of Alberta

"Higher education is beginning to recognize the need to reflect the reality that humanity is affecting the environment in ways which are historically unprecedented and which are potentially devastating for both natural ecosystems and ourselves. Since colleges and universities are an integral part of the global economy and since they prepare most of the professionals who develop, manage and teach in society's public, private and non-governmental institutions, they are uniquely positioned to influence the direction we choose to take as a society. As major contributors to the values, health and well being of society, higher education has a fundamental responsibility to teach, train and do research for sustainability. We believe that the success of higher education in the twenty-first century will be judged by our ability to put forward a bold agenda that makes sustainability and the environment a cornerstone of academic practice."

-- University Leaders for a Sustainable Future

The University of Alberta approved the creation of its Office of Sustainability in 2008. The purpose of the Office of Sustainability is to help the university make progress towards sustainability, to measure sustainability in the institution and to create a campus sustainability plan, all through academics, operations, and outreach.

The university has signed on to the G8 University Summit Sapporo Sustainability Declaration and is a member of the Association for Advancement of Sustainability in Higher Education (AASHE). The U of A has committed to promoting a culture of sustainability through integrative, multi-stakeholder, and collaborative solutions, education and outreach, research, improvements to operations and practices and stewardship (http://www.uofaweb.ualberta.ca/sustainability/pdf/Commitment.pdf).

The University of Alberta submitted to the Sustainable Endowments Institute's College Sustainability Report Card in 2008, 2009 and 2010, improving in their grade each year with C, B & B+ respectively. It was also named one of Canada's Greenest Employers in 2009 and 2010. The university's Office of Sustainability is working towards completing the Association for the Advancement of Sustainability in Higher Education's (AASHE's) STARS (Sustainability Tracking Assessment Rating System) in coming years. For this reason, STARS indicators have been incorporated into the CSAF structure for easy access and to give an idea of how the Students' Union's activities will be appreciated in the larger campus community.

The UASU has been working with the University's Office of Sustainability since its inception. The Office of Sustainability has supported a number of ECOS/SUSTAIN SU projects, working together to improve student sustainability initiatives on campus. The SU has also helped the Office of Sustainability to engage students in their projects such as the 2010 Green Scene Sustainability Video Contest. Since 2008, the UASU has been a stakeholder in the annual Sustainability Awareness Week hosted by the Office of Sustainability. The UASU, through ECOS, has also worked with student groups and organizations on sustainability projects in the past. Student sustainability groups on campus are plentiful, including the Campus Sustainability Coalition, the Energy Club, Campus Vert, Greenpeace on Campus, etc. The three focus areas of the Office of Sustainability are Outreach & Engagement, Academics & Research, and Facilities & Operations. Though the Students' Union has played a large role in the Outreach & Engagement component within the Office of Sustainability in the past, the UASU has yet to take a leadership role in the areas of Facilities & Operations or Academics & Research.

Methodology

There are a number of different organizational systems to take into consideration when ensuring that sustainability is incorporated holistically into the Students' Union. The Campus Sustainability Assessment Framework (CSAF) and AASHE's Sustainability Tracking and Assessment Rating Systems (STARS) are the two major frameworks that are used across North America to assess campus sustainability. The Sierra Youth Coalition, the youth branch of the Sierra Club of Canada, which the UASU is involved with, believes that the CSAF model provides a more comprehensive and holistic view of social and environmental sustainability. The UASU has adopted the CSAF framework for the major framework of which to assess sustainability on campus and the Students' Union's contributions to these areas, while fitting STARS indicators into the CSAF where appropriate.

Student Unions for Sustainability The most relevant of project frameworks, though not an actual assessment tool is the Sierra Youth Coalition's (SYC) Student Unions for Sustainability program. SYC is a national youth sustainability movement organization and a chapter of the Sierra Club of Canada. The UASU has partnered with SYC for a number of years through ECOS/SUSTAIN SU activities. SYC provides support, resources, networking and institutional memory to youth across Canada working in the sustainability movement. In particular, SYC has a Sustainable Campuses project that focuses on student efforts on improving campus sustainability, and a Student Unions for Sustainability (SUS) project that is functioning in Quebec. The SUS works with student associations by providing training to Executive Committees and student association employees, uniting student associations in sharing resources, best practices and joint campaigns, as well as providing support and networking opportunities for those working in student association sustainability. A brief summary of SUS' 4Ps are below:

Sierra Youth Coalition's Student Unions for Sustainability	
People	Terms of reference for existing sustainability, social justice, or environmental committees, boards, and working groups; job profiles for sustainability coordinators, auditors, VPs
Policy	Sustainability, ethical purchasing, or environmental policies and by-laws
Planning	Organizational assessments by using CSAF, GRI, ISO, or other triple bottom line accounting frameworks; strategic, action, and work plans
Projects	Project implementation info such as proposals and budgets for any project relating to sustainability in the broadest sense of the word

Campus Sustainability Assessment Framework - The Campus Sustainability Assessment Framework (CSAF) was developed by a Lindsay Cole as her Masters thesis and assesses sustainability from a holistic view including environmental and social indicators using processes of participatory action research from a student-base level. While this assessment framework is comprehensive it is not focused on student associations' role in campus sustainability but on an overview of campus sustainability. Also, while the indicators' strict, metric reporting system provides a scientific basis in which to monitor sustainability progress (or regress), the strict nature of the indicators also makes it much more difficult to gather the information required. For these reasons, CSAF has been chosen as the best option at this time to provide a general framework for assessing the UASU's sustainability efforts though indicator information is not available for all indicators at this time. The CSAF provides guidance for the information that should be monitored into the future as well as general areas of focus to base assessment and projects off of.

Eco-Subsystem

Dimensions	Materials	Energy	Air	Land	Water
Elements	• Buildings • Paper • Food • Equipment • Hazardous Materials • Solid Waste	• Sources • Management • Intensity of Use	• Indoor • Outdoor	• Managed Green Space • Natural Areas • Intensity of Use	• Consumption • Management • Storm & Wastewater

People Subsystem

Dimensions	Governance	Knowledge	Economy & Wealth	Health & Well-being	Community
Elements	• Policy • Implementation • Monitoring	• Training • Research • Curriculum	• Individual • Institutional	• Recreation • Food • Safety • Health Services • Environment	• Involvement • Diversity • Services

Below are the Subsystems, Dimensions and Elements of the CSAF. Indicators have been chosen from each Element based upon the researcher's judgment of relevancy and accessibility of information. Please view the entire CSAF http://www.sustainabilitysolutions.ca/downloads/15.%20CSAF.pdf for a complete list of indicators that could be chosen to assess for the UASU or the entire campus into the future.

For each Element there will be a number of different Indicators collected to assess performance in that area based upon review of targeted suspects. For each Element, the following information will be collected:

Sustainability Assessment Layout

Context	will give the context within the department, Students' Union, University or province that are relevant to this Element. This may include barriers, resources available, amount of control over such indicators, past initiatives and insight on the University's action in this area which will all contribute to the performance of this Element.
Reporting Responsibility	will give the titles of the positions to which this assessment has judged to be relevant to this indicator.

CSAF Indicators	will be provided *where available* as described in the CSAF. Where data is not available at this time, the indicators will be included in order to provide insight into information that should be monitored and that is not being monitored at this time.
STARS	will be provided where indicators vary from CSAF indicators.
Recommendations	will be suggested by the author from research on best practices, recommendations from CSAF, AASHE, Student Unions for Sustainability and interviews with stakeholders in campus sustainability or UASU operations. Recommendations will be sorted into Short-term (2012), Medium-term (2015) and Long-term (2020) priorities.

Sustainability Tracking, Assessment and Rating System – The Association for the Advancement of Sustainability in Higher Education (AASHE) has also developed a campus sustainability assessment tool called Sustainability Tracking, Assessment and Rating System (STARS). While STARS and CSAF share a number of similarities, they differ in a few ways as well. Firstly, CSAF uses a more holistic view of sustainability taking into consideration social and environmental aspects with equal weight in its Eco and People subsystems whereas STARS organizes its categories into the following.

- Education and Research
- Operations
- Planning, Administration & Engagement

STARS' indicators are also less stringent than CSAF's. Finally, the processes used for the completion of the two are quite different with CSAF being a grassroots, collaborative, student led, bottom-up initiative and STARS working as an administrative, top-down approach where the President signs off on the information provided to ensure its accuracy. Due to news that the Office of Sustainability is to pursue STARS tracking over the next year, STARS indicators are added into this report where different from CSAF indicators.

Additional frameworks that have been studied in the implementation of this audit include the Association for the Advancement of Sustainability in Higher Education's (AASHE's) STARS (Sustainability Tracking Assessment Rating System) as well as the Sustainable Endowments Institute College Report Card.

Data

Data has been collected from input from relevant Students' Union and University employees based off of email questionnaires and in-person interviews. The positions that have contributed to this data include:

- Past and Present ECOS Directors
- Senior Manager of Facilities & Operations
- Senior Manager of Food & Beverage Services
- Senior Manager of Marketing & Communications
- Senior Manager of Programming & Venues
- Senior Manager of Finances & Administration
- University of Alberta Energy Management
- University of Alberta Buildings & Grounds Services
- University of Alberta Office of Sustainability

The positions chosen to target were again, based upon targeted suspects and responsibility for specific indicators and elements. However, recognizing that each employee of the Students' Union must take responsibility over this issue for their own department and responsibilities, a Sustainability Questionnaire was composed to draw attention to behaviours that departments are practicing, as well as to identify areas of concern that we should look into.

Executive Summary

The following summary is simply a compilation of the recommendations that came out of the Assessment. For more on the history, background, process, indicators and topics, please see the full report.

Buildings
Short-term
1. Modify building operating policies to reflect sustainability values.
2. In order to begin the process of providing lower impact space in SUB as soon as possible, the UASU should look at Building Owners and Managers Association (BOMA) Best Practices standards, which has 4 different levels. Level 1 BOMA certification should not be the end goal but will set the foundation for continuous improvement to the sustainability of our building management. In the Short-term, the UASU should strive to meet the following BOMA BESt criteria in collaboration with the University of Alberta and an environmental design consultant:
     - Energy: Energy Audit every 3 years, Energy Management Plan, Preventative Maintenance Program for HVAC
     - Water: Water conservation policy, Water Audit every 3 years
     - Waste Reduction Plan, to the extent of local infrastructure, Construction waste reduction policy
     - Emissions & Effluents: Management Plan for Ozone Depleting Substances (refrigerant inventory, leak testing, reporting, staff training), Phase-out plan for ODS, Hazardous Building Survey & Inventory, Hazardous Products management plan
     - Indoor Environment: means for addressing tenant and occupant concerns
     - Environmental Management System: Building Materials Policy, Communication system with tenants & occupants)[i]
3. For small renovations, such as in the Lower Level of SUB, the UASU should consult an environmental design consultant for advice on sustainable renovation practices.

Medium-term
4. The UASU should strive to improve its environmental performance in SUB annually through the increasing standards of the different levels of BOMA BESt Practices by increasing its score on the BOMA GoGreen Plus survey. Therefore, in 2013, the UASU would strive for Level 2 BOMA BESt standards, in 2014, Level 3 and by 2015 Level 4.

Long-term
5. In the new discussions surrounding the UASU's SUB expansions, the UASU should strive for LEED Certifed Interiors to meet or exceed the standards set by the University of Alberta's and the Government of Alberta's commitment for LEED Silver certification. If intangible to receive third party certification, the UASU should consult a LEED professional and comply with their recommendations without receiving certification.

Paper
Short-term
1. Policy: Adopt a Paper Policy in compliance with SYC's PaperCut program in an effort to lead the University of Alberta to follow suit. This policy will call for an immediate 5% reduction in paper use from all departments and will require departments to report on paper consumption.[ii]
2. The offices should move towards 100% PCW Communications: All staff should have "Please consider the environment before printing this email" added to their email signatures.
3. Communications: It should be mandated that all marketing materials be printed with the FSC logo to strengthen the communication of the UASU's support for FSC.

4. Moving Orientation paper materials over to have it all on USB sticks would reduce paper consumption substantially.
5. Moving Students' Council's agendas and minutes to electronic mail send outs and displaying on a projector would reduce paper consumption substantially.
6. SUBmart and SUBtitles should move towards a mandate of only selling paper products with post-consumer recycled content.
7. Accounting: Sustainability accounting should be provided for improved monitoring.
8. All printers should have double-siding capabilities.

Medium-term
9. Strive for 30% reduction in paper consumption by 2015 as per SYC's PaperCut national campaign.

Long-term
10. Work with the Office of Sustainability's Academic Advisory Committee to approach instructors about offering electronic or online texts, print-free notes and electronic assignment submissions. Offer electronic textbooks in the SUBtitles consignment textbook store.

Solid Waste Materials
Short-term
1. As found from SUSTAIN SU's Waste Audit, the percentage of waste by weight that is compostable and recyclable is much higher than waste that must be land-filled. Therefore, as seen in the area assessment of garbage bins, waste bins should not be more prevalent than composting and recycling bins. Wherever there is a garbage bin there could be a larger composting bin, with a recycling bin accompanying. If garbage bins were replaced by composting bins, that said NO plastic, glass or metals as this could encourage composting over land-filling. Overall more consistent visuals would help make responsible waste disposal easy and convenient for students. This might include ensuring that waste bin visuals are consistent with the University's Recycle Stations.
2. Many schools have worked on implementing composting of paper towels in public washrooms, which is something that could be pursued by the Students' Union to expand its composting program and reduce its land-filled waste.
3. More comprehensive waste assessments should take place in collaboration with SUSTAIN SU and possibly external consultants who could work with students as a learning opportunity. This would help to better monitor progress and waste issues in the building. Inclusions would be to not only assess landfill bins but also recycling and composting bins to assess contamination levels and to come up with recommendations each year. The waste audits should not only be used as an awareness raiser but as a tool to help improve practices.
4. Working towards integrating SUSTAIN SU's Reuse-a-Dish program into the SUB food court could lead the University towards waste-free food courts. This could be made possible through the use of reusable eco-takeout containers being piloted in Lister Hall in the Fall of 2010. Exploring opportunities that are financially viable and flexible.
5. Education about how to dispose of waste responsibly on campus must be provided in order to make the systems provided more effective. This presently is done through SUSTAIN SU's Green Rez presentation but could reach many more students if incorporated as a mandatory piece of knowledge needed to new students at Orientation.

Medium-term
6. Source reduction is the most important component of waste reduction. Procurement policies and practices should be modified to ensure minimal packaging, pallets, food containers, eco discounts, paper recycled content, double-siding docs, catering using reusable dishes, ethical companies and suppliers, construction materials.

<u>Hazardous Materials</u>
Short-term
1. Procurement and disposal: Track hazardous waste produced by the Students' Union. Track hazardous material   purchases through the accounting department so these purchases can be reduced over time.

Long-term
2. Provide training to all employees on how to dispose of electronic and hazardous waste.
3. Use eco-labeled chemical products. See Sustainable and Ethical Procurement.

<u>Diversity</u>

1. On Students' Union employee profiles, allow spaces for employees to self-identify as having a disability, being of an ethnic minority, as Indigenous and as a woman or non-male gender.
2. Though the UASU has General Hiring Principles stating that the UASU shall not discriminate or differentiate between members with different backgrounds, the UASU's equity statement should be stated on every job description and in recruitment processes.
3. When candidates are contacted for interviews, accommodation for different abilities should be inquired about.
4. At least one member on hiring committees should have been trained in employment equity and human rights. Hiring committee composition should be assessed for gender balance and diversity.
5. Predetermined criteria for candidate short-listing, interviewing, questioning and reference checks should be created to provide transparency in decision-making in hiring practices.
6. Work with the University of Alberta's Strategic Analysis Office to discuss possibilities for more in depth analysis of marginalized groups of students.
7. Develop surveys or an interview process to collect information from specific marginalized groups on their barriers and challenges at the University of Alberta so as to better serve their needs and break down barriers. These surveys can be developed in partnership with offices such as the Specialized Support and Disabilities Service, Aboriginal Student Services Centre, the Aboriginal Student Council, feminist groups on campus such as the Women's Centre Collective, Adamant Eve or the Women's Studies Undergraduate Student Association.
8. Work with the University to promote the creation of an office, position or committee to coordinate equity issues on campus, possibly within the Office of Sustainability.
9. Require that all staff and volunteers of the Students' Union, including elected members, attend mandatory extensive anti-oppression training given by a qualified trainer. The Alberta Public Interest Research Group (APIRG) is a great place to start for suggestions.

<u>Training</u>
1. Add a statement in the Employee Contracts to commit employees to work with social, ecological and economic sustainability in mind
2. Add a statement to the Services Standards that commits Services staff to work and make decisions with the triple-bottom line in mind
3. Add a section to Annual Reports to report on sustainability efforts and metrics for the year.
4. Recognition of green efforts of SU departments. SUSTAIN SU can take care of this via the website and all-users email.

<u>Research</u>
1. Ensure that the University, in the future categorizes research collaborations by for-profit, non-profit and government and that they release this data annually.
2. Encourage the University to create an Ethical Research Funding Policy with input from students; including a limit on the percentage of research funding that can come from for-profit sources.

3. Push for further sustainability-related and –focused undergraduate research opportunities.

Curriculum

1. Develop a political policy for sustainability in academics that will guide future VP Academics and Executive Committee members to become more involved in the future of sustainability learning on campus. Advocacy is a role that is currently not filled in this area as the Office of Sustainability does not act as an advocate for sustainability on campus.
2. Have the VP Academic take on more of a leadership role in OSAAC, whether that be through appointing a member to the committee or sitting on the committee themselves.
3. Work with the University to set goals for sustainability learning. These may include:
   - 50% of graduating students will take a pledge at convocation by 2012, 100% by 2015.
   - 25% of courses offered having applied research or learning components by 2015, 75% by 2020.
   - 25% of courses to contain sustainability content by 2012, 75% by 2015.
   - 25% of graduates will graduate having taken sustainability courses by 2015, 100% by 2020.
   - 50% of sustainability courses will be taught by tenured or tenure track faculty by 2012, 100% by 2015.
   - 50% of courses will be collaboratively developed by 2015, 100% by 2020.
   - 90% of departments will offer sustainability courses by 2015.
4. Implement a sustainability literacy survey through Orientation 2011.
5. Develop a teaching quality measure for sustainability courses with the University of Alberta.
6. Work on assessing the collaborative course development and for-profit course development of undergraduate courses at the University of Alberta.
7. Work with faculty to create a CSAF course where students can work on assessing campus sustainability in an interdisciplinary research team as well as working on feasibility studies and recommendations to improve the sustainability of our University community.
8. Work with the Office of Sustainability to see if a graduation pledge is adoptable based upon the Graduation Pledge Alliance.
9. Work with the Office of Sustainability to launch an initial sustainability literacy survey as well as a follow-up 4 years later with the same cohort.

Community Involvement & Cohesion & Recreation

Short-term

1. Providing further support to SUSTAIN SU's Green Residence program could provide honorariums to residents to act as Eco-Reps. Further work in residences could see a model dorm being developed, in collaboration with Residence Services. The end goal of the Green Residence program should be to reach every student in the residence and could include infrastructure upgrades in addition.
2. The Students' Union could provide an online space for undergraduate interdisciplinary sustainability research and publications to be posted.
3. Further signage in SUB could include contact information of how to report leaks or air quality complaints, food choice indications and menues.
4. The Students' Union could provide further incentives for student groups involved in recreation and/or sustainability (including environmental and social justice) through granting, special advertising space, use of facilities at reduced costs.
5. Events that the Students' Union hosts now could be "greened". The Office of Sustainability is developing a year-long Green Events program through its upcoming Eco-Reps program. The Students' Union's Events and Programming department could benefit in participating in this program.

Medium-term

6. Explore the possibilities of having CASA sponsor a sustainability position in partnership with the Sierra Youth Coalition, to coordinate sustainability efforts of CASA's student

associations. This position could mirror the Sierra Youth Coalition's Student Unions for Sustainability program in Quebec sponsored by PJDD and CFS.

Long-term
7. Look to expand the amount of space available for recreational use.

Energy Management
Long-term
1. The Students' Union could purchase only third party certified "energy efficient" equipment as certified through EnergyStar, EnerGuide, Ecologo or EPEAT.
2. To keep better tracking, reduce impact of employees while also engaging employees in the sustainability initiative, tracking commuter emissions can be done through a calculator.
3. Hire a consultant to conduct an energy audit of the SUB regularly, on a 3-year cycle, where recommendations will be completed by the time of the next audit to ensure continual improvement.
4. Install vending misers in at least the 5 vending machines that are not located on the Main Level.
5. Install automatic lighting systems in public washrooms, namely in the Lower Level 024 and Main 1-23, 1-26, 1-62 & 1-64.
6. Though the installation of energy meters throughout the SUB would be expensive and complex, meters would allow the Students' Union to monitor tenant energy consumption as well as its own operations in order to better target areas of opportunity.
7. The Public Transit Political Policy could be updated to encompass a more broad view of transportation issues on campus, including the promotion of cycling and other zero emissions modes of transportation through working with the University to create a Bicycle Plan.
8. The Students' Union could rethink Infolink's services the Carpool Registry and Ride Board and establish ways to promote this service for better utility.
9. Advocate for student housing on-campus not only as an accessibility issue, but as part of creating a sustainable community. (Include energy management in advocacy that occurs)

Energy Intensity of Use
Short-term
1. Hire a student to develop a GHG Emissions report for the SUB.
2. Offset all employee air travel through a certified carbon offsetting company.

Medium-term
3. Develop an Energy Management Plan, setting energy consumption and GHG emission targets for the short and Long-term based upon Kyoto protocol standards as a minimum. (Not applicable to us? Do we have the values from 1990)

Long-term
4. Promote and provide incentives for employees to reduce air travel through teleconferencing abilities.

Energy Sources
1. Strive to provide 20% of total energy consumed from renewable sources. This process can include partnering the University or with engineering classes on campus to support them in planning renewable energy options for the campus.
2. Purchase Green-e certified RECs for a section of the SUB.
3. Begin to monitor fuel consumption of fleet vehicles

Food
Short-term

1. Have SUSTAIN SU's Campus Community Garden or other University of Alberta farms provide feature foods for L'express in the Fall after harvest time.
1. Pair with Agricultural and Resource Economics (AREC) course such as AREC 173: The Plate, the Planet and Society to help to determine possibilities for local ingredient integration into SU businesses and the creation of a Sustainable Food Guide. The UASU should strive for 30% of food purchasing to be from within 200 km by 2011/2012, as indicated by CSAF as a short-term benchmark.[iii]
2. Communications: All local food options should be communicated to the UASU's customers through labeling and the creation of a Sustainable Choices Menu. A consistent labeling system for local food products throughout the UASU's businesses would reduce confusion.
3. Internally, the UASU should adopt a Sustainable Food Policy, which will require all departments to purchase sustainable options when catering events and meetings.
4. Make Farmers' Markets on Campus a more regular occurrence by partnering with the University's Office of Sustainability and/or a student group and providing the space for free for this to take place.
5. Consultation of environmental office for menu printing. Work with Nutrition students or AgFor students to help develop a sustainability section. They can help research low-impact recipes. Nutrition students could help to research nutrition labeling.
6. Partner with Nutrition course to have students work on a project to make up nutritional information labels for all food businesses (L'express, RATT, CramDunk, Juicy, Dewey's).
7. Offer vegetarian and vegan options at every meal
8. Ensure 30% of the menu options from UASU food operations cater to the listed above diet types (indicator HW – 3)
9. Provide detailed nutritional information to the consumer at the point of purchase for 30 % of meal servings by UASA food operations
10. Ensure 30% of food products purchased by UASA food operations are certified organic, and/or non-genetically modified, and/or fairly traded food products

Medium-term
11. All local food purchases should be coded through Accounting, which will allow for continuous annual monitoring and assessment. This will also provide an easy way to communicate to staff and for staff to communicate to customers as to which products have this characteristic. Labeling and customer service will increase awareness of the importance of purchasing locally. It will be important, however, through the Purchasing Policy, to create standards for what defines "local". As suggested by the CSAF, a local food product would be defined as a product that has been produced 200km from the Students' Union building. The Food & Beverage Services should work with The Grocery People to work towards a more seasonal menu.
12. Hire a Sustainable Foods coordinator to work on local food initiatives.
13. Explore PAW roof garden possibilities.

Long-term
14. In SUB expansions, have a tenant space dedicated to a student-run sustainable, healthy and alternative café where students can take on this project to learn about sustainable business management while catering to students' interest in sustainable and healthy food options while on campus.

Procurement
Short-term
1. 100% of staff responsible for purchasing for a department will attend a training workshop on sustainable procurement, life cycle cost assessment and ethical business partnerships.
2. Update Sustainable Procurement Policy to include certification systems that are recognized by the organization.
3. Create a Sustainable and Ethical. Procurement Guide and or info-sheets with questions and tips for employees to work through while making a purchase which will prioritize

sustainable criteria and give a 10% price difference standard where if "sustainable" product is within 10% of the price of the "conventional" product, the employee will purchase the sustainable product. Work with the University to come up with targets for sustainable and ethical procurement.

Medium-term
4. Update the Request for Proposals for tenants in SUB to include a life cycle assessment report from businesses applying.
5. Develop an accounting system to track "sustainable" procurement in purchasing.

Long-term
6. Provide reusable food containers for SUB.
7. Purchase only paint that is eco-label certified.

Water
Short-term
1. Permanent signage should be put up in all public washrooms with contact information notifying observers to report any leaks.

Long-term
2. Investigate feasibility of greywater recycling in SUB
3. Install low flow shower heads
4. Install low flush/composting toilets
5. Install aerators on faucets
6. Create a water conservation strategy
7. Install water refilling filling stations
8. Adopt a stormwater management policy, plan and/or strategy for ongoing activities, covering both quantity and quality.

Air
Short-term
1. Ensure that the walk-off matting by all external doors are in place all the time, all year to reduce particulates from shoes getting into the air.
2. Update Chemical Use policy to require EcoLogo or Green Seal cleaning products, including in the Food and Beverage Services department.
3. Develop an Indoor Air Quality policy for SUB involving regular monitoring.
4. Provide clear signage and a communication strategy on how to report air quality complaints.

Medium-term
5. Working with the University, evaluate possibilities for installing monitors on exterior vents of SUB to better monitor outdoor air quality and emissions from the building.
6. Work with the University of Alberta to have them develop an outdoor air quality policy and plan.

Long-term
7. In renovations, consider building designs that allow for fresh air intake and opening windows where possible.

Policy

Short-term

1. Operating Policies could be updated by making additions to existing policies and by adopting new policies so that the UASU will have 100% of the issues above recognized in its policies.

2. For Political Policies that are due to expire, the aforementioned should be updated and renewed. For those policies relating to University environmental advocacy, updates should reflect the changes within the University of Alberta; in particular, the creation of the Office of Sustainability. Political Policies should mirror the structure of the Office of Sustainability to ensure that the Students' Union has input into all aspects of the Office of Sustainability Operations, Outreach & Engagement and Academics.
3. In the writing of the Strategic Plan for the Students' Union, sustainability could be incorporated into the general mission statement of the UASU.

Economy and Wealth
1. Adopt a socially responsible, ethical, environmental and locally focused investment policy.
2. Form a committee tasked with reviewing the sustainability of businesses that the SU invests in or receives sponsorship from.
3. Ensure that an emphasis on student awards remains part of the SU mandate.
4. Institutionalize equitable hiring and wage practices throughout the organization
5. The following is a list of organizations that can assist in determining responsible investment: http://www.socialinvestment.ca/; http://www.socialinvestment.ca/Canadadirectory.htm; http://www.unpri.org/principles/; http://www.socialinvestment.ca/AboutSIO.htm; http://www.eiris.org/; http://www.yourethicalmoney.org/investments/

Implementation
Short-term
1. Develop a Sustainability Committee with multi-stakeholder representation and a direct reporting line to Students' Council. This committee would be mandated to oversee policies relating to sustainability. Stakeholders may include a representative from major environmental and social justice student groups on campus, a member of the indigenous student community, a representative of the Office of Sustainability, a councilor from the Students' Council and a member of the greater Edmonton sustainability community.
2. Ensure 50% of the above policies have committees responsible for their implementation. This can include mandating a new committee to oversee a policy or including sustainability as a responsibility of an existing committee's work.
3. Ensure that sustainability coordinators, office and working groups report directly to the Executive Committee.
4. Incorporate sustainability responsibilities, relevant to each position, into the portfolios of the Executive Committee members. For example, the VP Student Life could oversee student engagement in sustainability initiatives, the VP Operations and Finance could oversee internal sustainable operations, the VP External could advocate on a Sustainability Political Policy, and the VP Academic could advocate for sustainability to be incorporated into the curriculum at the University of Alberta. Alternatively, an additional Vice President position could be created that would be solely responsible for sustainability.
5. The Students' Union could hold a referendum to determine whether students are still interested in paying a sustainability fee that could help to initiate movement in sustainability initiatives in the Students' Union as well as supporting student group-led initiatives.
6. Ensure that relevant, currently existing positions from G-12 take part in the Office of Sustainability's sustainable workplace training. They could form a sustainability committee for internal operations of the Students' Union and receive training and resources from the Office of Sustainability.
7. Hire a full-time Sustainability Coordinator to oversee all sustainability initiatives within the Students' Union to facilitate planning and initiatives with departments and to coordinate efforts with networks such as the SUSJ, a sustainability network for student groups, the Office of Sustainability and other stakeholders.

Medium-term

8. Have 100% of the recommended policies in G2 above have committees responsible for their implementation.
9. Explore possibilities of having CASA support a Students' Unions for Sustainability position that could be supervised through the Sierra Youth Coalition.

Long-term

10. Have 100% of the positions in G-12 have staff allocated to these responsibilities.

Monitoring

Short-term

1. In response to the Sustainability Assessment Report, a Sustainability Implementation Strategy should be adopted along with a Sustainability Policy, which will guide objectives in the short and Long-term. A committee could be allocated to be responsible for recommending updates to policies annually while also prioritizing annual objectives.
2. Beginning with this 2010 Sustainability Assessment Report, annual assessments should be compiled, from Progress Reports by relevant staff, compiled by an allocated committee, that will be available to the campus community via the UASU website. Progress Reports should be submitted with staff Year-end Reports by April 30th. The committee could then work to compile the updated data and publish it by September 1st each year. Each department would be allocated as responsible for collecting certain information annually.
3. SUSTAIN SU's annual reports could be made public via a new sustainability website and SUSTAIN SU's final report could also be submitted to a new-formed committee for review and planning for the upcoming year. The committee could identify indicators and statistics that SUSTAIN SU should collect throughout the year.

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ii (Sierra Youth Coalition)
iii

http://www.ales.ualberta.ca/re/Current_Students/Courses/AgriculturalandResourceEconomi/AREC%20173.aspx

Buildings

Buildings have a large impact on the environment through the quantities of resources required for their design and use. As Canadians, we spend close to 90% of our time inside and in 2007, 55% of Edmonton's GHG emissions were emitted from buildings. [1],[2] This section refers to building design specifically in trying to move towards healthier and lower impact buildings.

Leadership in Energy and Environmental Design (LEED) Green Building Rating System is the standard sustainable building assessment and third-party certification organization that is recognized by CSAF and STARS.[3] LEED certifies for many different building situations including new construction, commercial interiors, core and shell, existing buildings, homes and neighborhood developments. In order to achieve LEED Base Building certification for New Construction and Major Renovations, at the time of major renovation 50% or more of the floor area must be fit-up to LEED standards. Core and Shell certification can be pursued when the owner occupies less than 50% of the building floor area. Commercial Interiors certification is useful when a tenant has no control over the whole building operations but wants to reach LEED standards in their occupied space and can also be used for base building owners. Existing Building: Operations and Maintenance (EBOM) is available to help monitor maintenance, operations, and improvements for existing buildings on a consistent basis by reporting every 5 years.

The UASU owns and operates the Students' Union Building (SUB) located on the University of Alberta North Campus. In 1967 at the official opening of that building, Laura Kilgour (Scott), '69 BA, '72 LLB, dedicated the newly constructed Students' Union Building to the "students of tomorrow" to serve them as "an investment in their individual, educational, cultural, social and recreational needs."[4] The mission of the SUB is "… to serve the University community, but primarily to meet the needs of students - past, present, and future."[5]

The Students' Union Building was built in 1967, much before LEED's inception in 1998. Since SUB's creation there have been several renovations, though in recent years and since LEED's inception, the SUB has had only minor renovations. However, preliminary discussions have taken place regarding the possibilities of SUB renovations to the Lower Level as well as expansions in the future in which there is an opportunity for sustainable design consultation.

Sustainable design that takes into account healthy indoor environments would be beneficial to the Students' Union by improving the indoor environment for its employees, volunteers, tenants and visitors, and would also produce long term savings. However, the initial financial cost associated with this particular certification is quite high. Luckily, there are a number of options for moving forward and continuous improvement should be strived for.

Though it is not recognized by CSAF, the Building Owners and Managers Association (BOMA) has a Best Practices program that certifies buildings for environmental performance. This program contains four levels and uses the Green Globe rating system through BOMA Building Environmental Standards (BESt) Practices.[6,9] This certification system has been used as a standard for both Simon Fraser and Carleton Universities, and is also currently being used on U of A's University Hall's renewal project. It is a much less stringent approach to sustainable building design but would allow the UASU to move forward by taking steps immediately and striving for higher standards into the future.[7, 8]

Whereas the Government of Alberta has developed a commitment to LEED Silver as a standard, the University of Alberta is required to comply for provincially funded buildings.[9,10] Presently, the highest certification on campus is LEED Gold in the Triffo Hall major renovations.[11] In the submission stage for LEED certification is the Centennial Centre for Interdisciplinary Science-II (Silver), the Edmonton Clinic North (Silver), the Cooling Plant on Campus (Silver or Gold), East Campus Village (Silver), and the Chemical Mineral Engineering Building Infill Project (Gold). University Hall is presently being submitted to receive a 3+ out of 5 Green Globes, which is a rough equivalent to a LEED Silver rating.[12]

Initiatives

In the summer of 2009, when the Health Plan Office was created in the Lower Level of SUB it was designed with sustainable principles in mind and used recycled materials where possible. The space applied for LEED certification though it ended up abandoning certification due to many criteria that were difficult to meet in such a small space. Some of these difficulties included HVAC and energy prerequisites, the financial costliness of the certification process in comparison with the renovation itself and finally, time restrictions and lack of pre-planning.[13] Renovations in the Lower Level were completed in Summer 2009 in Infolink which took into account several sustainability factors such as the reuse of previous materials, the purchase of energy efficient equipment, and "environmentally friendly" paints.[14]

Reporting Responsibility

- Senior Manager of Facilities & Operations
- Vice President (Operations and Finance)
- Executive Director of Operations & Maintenance, Facilities & Operations

Indicators

CSAF

Indicator: M-1- LEED Certified Base Buildings

Description: Total number of base buildings completed in the previous three years that have been certified to LEED silver, gold or platinum standard, divided by the total number of buildings completed in the previous three years.

Assessment Summary: The SUB is not LEED Certified for New Construction due to the fact that the building was built in 1967 before LEED certification existed.[15] Therefore 0% of UASU owned space has achieved LEED Certified Base Buildings.

Indicator: M-2- LEED Certified Interiors

Description: Total number of new interiors (including new buildings and major renovations) completed in the previous three years that have been certified to LEED Commercial Interiors silver, gold, or platinum standard, divided by the total number of new interiors completed in the previous three years; multiply by 100.

Assessment Summary: 0% of new renovations have been LEED Certified Interiors to this point.[14]

STARS

Indicator: Building Operation and Maintenance

Description: LEED Existing Buildings: Operations and Maintenance (EBOM) in compliance with policies covering 1. Impact on surrounding site, 2. Energy consumption, 3. Usage of environmentally preferable materials, 4. Indoor environmental quality, 5. Water consumption

Assessment Summary: The UASU has received no LEED certification.

Indicator: Building Design and Construction

Description: LEED for New Construction and Major Renovations on buildings which have had renovations or new construction or using the above five considerations in building.

Assessment Summary: The UASU has received no LEED certification.

Alternative Practices

- University of British Columbia's Alma Mater Society (AMS) is beginning construction on a new SUB in 2012, which will aim for LEED Platinum+, the highest Green Building rating in North America, and achieve the Living Building certification. $110 million total; $25 million of which will be coming from UBC and $85 million through student fees.[16]
- University of Saskatchewan Students' Union is aiming for LEED Certification in their upcoming renovations.[17]

Recommendations

Short-term
1. Modify building operating policies to reflect sustainability values.
2. In order to begin the process of providing lower impact space in SUB as soon as possible, the UASU should look at Building Owners and Managers Association (BOMA) Best Practices standards, which has 4 different levels. Level 1 BOMA certification should not be the end goal but will set the foundation for continuous improvement to the sustainability of our building management. In the short term, the UASU should strive to meet the following BOMA BESt criteria in collaboration with the University of Alberta and an environmental design consultant:
   - Energy: Energy Audit every 3 years, Energy Management Plan, Preventative Maintenance Program for HVAC
   - Water: Water conservation policy, Water Audit every 3 years
   - Waste Reduction Plan, to the extent of local infrastructure, Construction waste reduction policy
   - Emissions & Effluents: Management Plan for Ozone Depleting Substances (refrigerant inventory, leak testing, reporting, staff training), Phase-out plan for ODS, Hazardous Building Survey & Inventory, Hazardous Products management plan
   - Indoor Environment: means for addressing tenant and occupant concerns
   - Environmental Management System: Building Materials Policy, Communication system with tenants & occupants)[18]
3. For small renovations, such as in the Lower Level of SUB, the UASU should consult an environmental design consultant for advice on sustainable renovation practices.

Medium-term
4. The UASU should strive to improve its environmental performance in SUB annually through the increasing standards of the different levels of BOMA BESt Practices by increasing its score on the BOMA GoGreen Plus survey. Therefore, in 2013, the UASU would strive for Level 2 BOMA BESt standards, in 2014, Level 3 and by 2015 Level 4.

Long-term
5. In the new discussions surrounding the UASU's SUB expansions, the UASU should strive for LEED Certifed Interiors to meet or exceed the standards set by the University of Alberta's and the Government of Alberta's commitment for LEED Silver certification. If intangible to receive third party certification, the UASU should consult a LEED professional and comply with their recommendations without receiving certification.

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Paper

Industrialized nations, with 20 percent of the world's population, consume 87 percent of the world's printing and writing papers.[1] The pulp and paper industry is the single largest consumer of water used in industrial activities in OECD countries and is the third greatest industrial greenhouse gas emitter, after the chemical and steel industries.[2] In 2008, Canada produced 5,239,000 tonnes of writing and printing paper, 6,004,000 tonnes or newsprint and 748,000 tonnes of household and sanitary paper.[3]

Universities and offices are large consumers of paper and contribute substantially to paper consumption. The University of Alberta purchased 126,539 reams of copy paper in 2008, as discovered in the Campus Sustainability Coalition's Paper Cut research in 2009.[4] The UASU should continue to set an example to students and University departments on paper reduction, responsible procurement and recycling.

Total paper consumption is dependent on a number of factors including things like the number of visitors in our building, theft, and changing uses and needs of the products, to name a few. Though movement towards more ethical and sustainable paper and pulp products is a very important move, it is important to reduce absolute consumption first. Reducing consumption will not only have the most significant impact on our environment but is also an economic saver, making more expensive sustainability endeavors possible.

The major paper consuming activities for students include textbooks, course packs, notes and assignments. Textbooks are an area where students use huge amounts of paper. The UASU is currently researching online textbook options and currently provides links to those available at this time.[5] SUBtitles also provides consignment used textbooks, which reduces paper waste. Stationary and paper products are also for sale at SUBmart and SUBtitles.

The UASU's print centre, SUBprint, provides the University's course packs and printing for students, University departments and much of the UASU's operations. Internally, the UASU's main consumption of paper occurs in its marketing efforts and its two main offices in 2-900 and in the Centre for Student Development office. Paper products are also consumed in the form of napkins in the Food and Beverage Services and toilet paper and paper towel in the Operations and Facilities department.

Throughout SUB there are eight or so large printers and approximately eight smaller printers. The large ones are all capable of double-siding and it's an easily changeable setting individuals can choose to use (or not). It's not a setting on the printers, it's a setting on each individual computer and for some things each individual program. Using it is something that would likely have to be enforced by policy and not by the tech department. The smaller printers are not, for the most part, capable of double-sided printing. These are generally used by services too far away from main printers, or who handle sensitive information that can't be printed on public machines, or for colour proofs.[6] An inventory of computers and printers is done every second year and is due for this year, 2010/2011 however the previous inventory is unavailable at this time.

The main external printers that are used by the UASU Marketing department are:[7]

- Capital Color (main printer - they do the Student Handbook and they are FSC CoC Certified) http://www.capitalcolour.com/companies.html
- Douglas Printing/Maximum Imaging (any large format printing not done through AICT) – FSC Certified...
- AICT (banners for SUB)
- SUBprint (all posters, some brochure work)
- Menzies (business cards) – FSC Certified & 100% wind powered
- College Copy (specialty work, generally on an urgent basis)

The following charts give a breakdown of the major contributors to paper consumption in the Students' Union and potential areas for paper reduction efforts, cost-savings as well as paper quality improvements where greatest impacts would be seen.
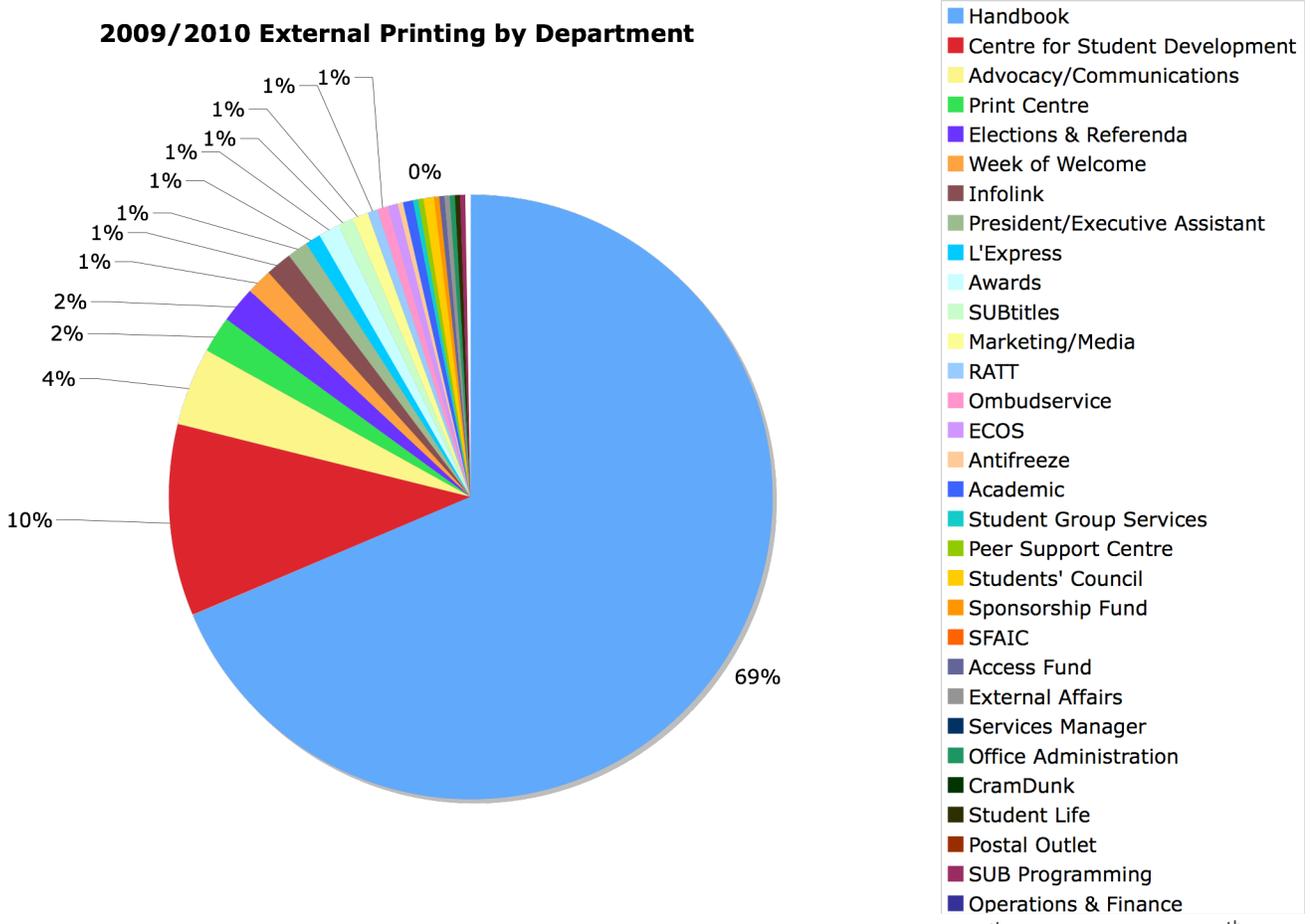
2009/2010 External Printing by Department

Legend:
- Handbook
- Centre for Student Development
- Advocacy/Communications
- Print Centre
- Elections & Referenda
- Week of Welcome
- Infolink
- President/Executive Assistant
- L'Express
- Awards
- SUBtitles
- Marketing/Media
- RATT
- Ombudservice
- ECOS
- Antifreeze
- Academic
- Student Group Services
- Peer Support Centre
- Students' Council
- Sponsorship Fund
- SFAIC
- Access Fund
- External Affairs
- Services Manager
- Office Administration
- CramDunk
- Student Life
- Postal Outlet
- SUB Programming
- Operations & Finance

Fig 1. Based upon expenditures on printing sent to external printers between May 1st, 2009 and April 30th, 2010 a breakdown of total expenditures $103, 938.24 is shown here, sorted from highest to lowest expenditures in the Legend.[8]
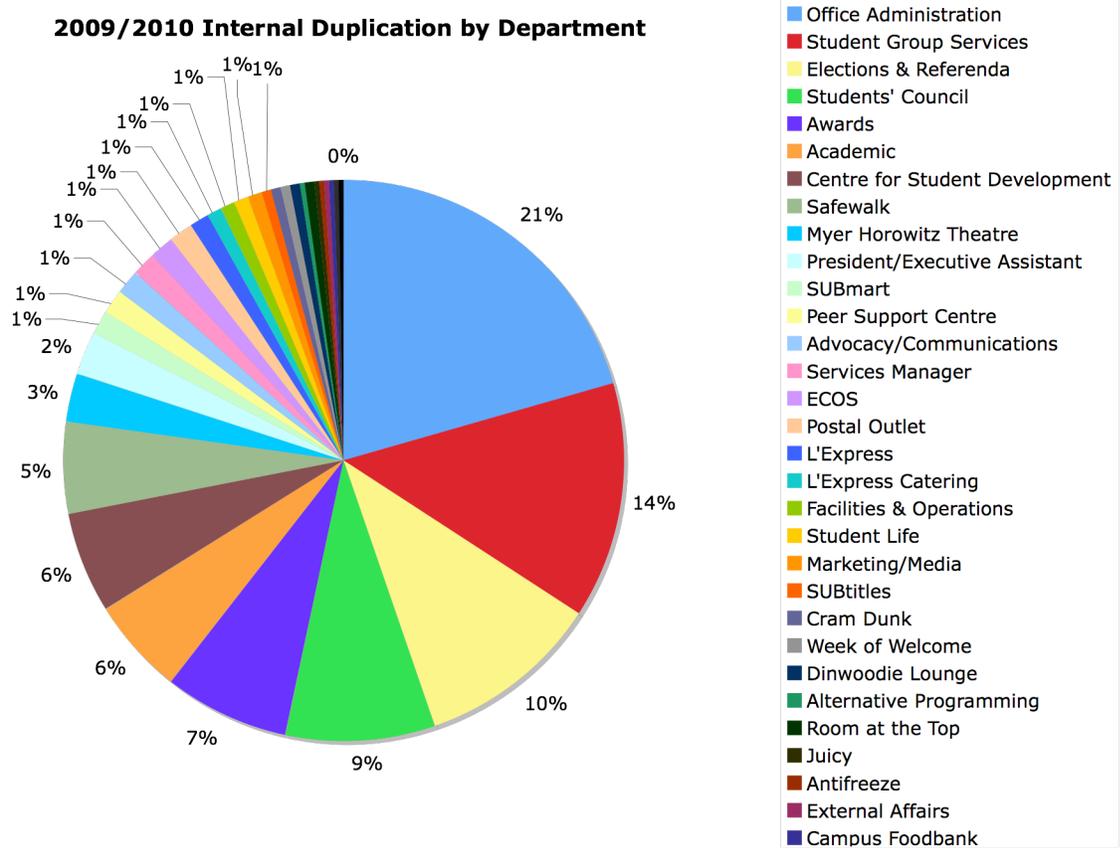
2009/2010 Internal Printing by Department

Legend:
- Centre for Student Development
- Students' Council
- Office Administration
- Student Group Services
- Infolink
- Academic
- SFAIC
- Access Fund
- ECOS
- Myer Horowitz Theatre
- Room at the Top
- Alternative Programming
- President/Executive Assistant
- Dinwoodie Lounge
- Peer Support Centre
- Marketing/Media
- SUBtitles
- SUB Programming
- Elections & Referenda
- Safewalk
- Student Life
- Awards
- Week of Welcome
- Dewey's
- External Affairs
- UPASS
- Facilities & Operations
- L'Express
- Juicy
- Services Manager
- Antifreeze
- L'Express Catering
- Operations & Finance
- Campus Foodbank

Pie chart percentages: 26%, 12%, 7%, 6%, 5%, 5%, 5%, 4%, 4%, 3%, 3%, 3%, 2%, 2%, 2%, 2%, 2%, 2%, 1%, 1%, 1%, 1%, 0%

Fig 2. Based upon expenditures on printing sent to internal printers between May 1st, 2009 and April 30th, 2010 a breakdown of total expenditures $18,678.41 is shown here, sorted from highest to lowest expenditures in the Legend.

2009/2010 Internal Duplication by Department

Legend:
- Office Administration
- Student Group Services
- Elections & Referenda
- Students' Council
- Awards
- Academic
- Centre for Student Development
- Safewalk
- Myer Horowitz Theatre
- President/Executive Assistant
- SUBmart
- Peer Support Centre
- Advocacy/Communications
- Services Manager
- ECOS
- Postal Outlet
- L'Express
- L'Express Catering
- Facilities & Operations
- Student Life
- Marketing/Media
- SUBtitles
- Cram Dunk
- Week of Welcome
- Dinwoodie Lounge
- Alternative Programming
- Room at the Top
- Juicy
- Antifreeze
- External Affairs
- Campus Foodbank

Pie chart percentages: 21%, 14%, 10%, 9%, 7%, 6%, 6%, 5%, 3%, 2%, 1%, 1%, 1%, 1%, 1%, 1%, 1%, 1%, 1%, 1%, 1%, 0%

Fig 3. Based upon expenditures on duplications between May 1st, 2009 and April 30th, 2010 a breakdown of total expenditures $8,667.70 is shown here, sorted from highest to lowest expenditures in the Legend.

The above pie charts show that in terms of external printing jobs the Student Handbook is the largest print job, followed by the Centre for Student Development and the Advocacy and Communications department.

For internal printing to SUBprint, the Centre for Student Development prints the largest quantities followed by Students' Council, Office Administration and Student Group Services (SGS). Together these take up over half of all internal printing.

For internal duplications (photocopying), the largest quantities are produced by Office Administration, Student Group Services, Elections and Referenda, and Students' Council. Together these make up over half of all duplications (by expenditures).

Initiatives

Forest Stewardship Council (FSC) is a third-party, non-profit organization working to set standards for forest management.[9] In the summer of 2009, the UASU's print centre, SUBprint, became FSC Chain of Custody (CoC) certified, which gives them permission to print the FSC logo with monitoring by FSC. At this time, the FSC services are not being made public via the Students' Union's website.[10] FSC certified paper is not held to chlorine-free standards.

In 2008/2009, the Elections & Referenda office moved to an electronic ballot voting system, which reduced paper consumption in that department.

Reporting Responsibility

- Manager of SUBprint
- Manager of SUBtitles & SUBmart
- Senior Manager of Marketing and Communications
- 2-900 Office Administration
- Manager of Infolink
- Each department with a printing and photocopying budget line

Indicator: M-3- Paper Consumption[11]

Description: Total pieces of paper (of all types) purchased by all departments in the SU each year.

Assessment Summary: The following information on total annual paper consumption for selected types of paper products gives a baseline from which to monitor future consumption rates and set targets.

- **Paper towels:**[12]

In 2007, the total sheets of paper towel purchased was 2, 724, 000 sheets, in 2008 the UASU purchased 2, 704, 000 sheets and in 2009 purchased 2, 540, 000 sheets. If 2007 levels are taken as a baseline, 2008 consumption decreased by 0.7% and 2009 decreased by 6.75% from 2007 consumption levels.

- **Toilet Tissue:** [11]

In 2007, the total sheets of toilet tissue purchased was 16, 848, 000 sheets, in 2008 the UASU purchased 16, 848, 000 sheets and in 2009 purchased 13, 680, 000 sheets. If 2007 levels are taken as a baseline, 2008 consumption saw no change and 2009 decreased by 18.8% from 2007 consumption levels.

- **Napkins:**[13]

In the 2009/2010 academic year, 495, 408 napkins were purchased with a total of $6047.83 spent on napkins.

- **SUBprint:** [14, 15]

In 2009/2010, SUBprint purchased approximately 6,694,200 sheets of paper for sales of course packs, internal (UASU department) use, and for sale to other clients.

- **Business cards:** 5,150 business cards were printed in 09/10 for UASU employees.[16]
- **Student Handbook:** 20, 000 copies of 152 pages. 3,040,000 sheets of paper.[17]
- **SUBmart:** $5222.77 worth of paper was sold at SUBmart in 09/10 in the form of stationary.
- SUBtitles: $804.53 worth of paper was sold at SUBtitles in 09/10 in the form of stationary.

Indicator: M-4- Recycled Content of Paper[10]

Description: Total percent recycled content of all tree-based paper used on campus each year. Post- consumer (PC) recycled paper counts as a factor of one where post-industrial (PI) recycled paper counts as a factor of 0.5.

Assessment Summary:

- **Paper Towel:**[18]

The UASU uses Kraft Towels Singlefold & Multifold #101750 & #101751, which calculates to 90% recycled content and this paper is also Ecologo Certified.[19]

- **Toilet Tissue:**[16]

The UASU uses Décor Bath Tissue 1-ply White #4053 which calculates to 80% recycled content and is also Ecologo Certified.[20]

- **Napkins:**[12]★

The Food and Beverage Service uses an array of napkins, calculating out to a 76% recycled content.

- **2-900 and CSD:**

The two main SU offices purchase paper primarily from SUBprint and Domtar 30% PCW, FSC Certified is normally the paper purchased.

- **SUBprint:** In 2009/2010, SUBprint's first year of FSC certification, the print centre's paper as a whole had a recycled content of 1.6%.[14] SUBprint is Chain of Custody certified to print the 30% PC fiber FSC logo and therefore the shift in priority has been to reduce post-consumer recycled content in favor of a drastically increased use of paper product from sustainable forests. 91.5% of all purchases made were FSC Certified.

- **Business Cards:** 15% PC recycled content.
- **Student Handbook:** In 2009/2010, the Student Handbook's covers and tabs were printed on FSC Mixed Sources (25% PC recycled fiber) paper resulting in the following savings:[21]
  - 12 trees saves
  - 2 tons of wood saved
  - 8 million btus of energy not consumed
  - 4283 gallons of water saved
  - 634 lbs of landfill use reduced
  - 1180 lbs net GHG prevented
- **SUBmart:** 2.0% of the paper, in the form of stationary, sold in 09/10 at SUBmart had recycled content.
- **SUBtitles:** 31.0% of the paper, in the form of stationary, sold in 09/10 at SUBtitles had recycled content.

Indicator: M-5- Tree-free Paper

Description: Total pieces of paper purchased by all departments of the UASU each year that is tree-free, divided by the total pieces of paper purchased; multiply by 100. Tree-free paper is paper composed from agricultural residue or fibers.[22]

Assessment Summary: 0% of paper used in the UASU is tree-free (toilet tissue, paper towel, napkins, office paper and marketing materials).

Indicator: M-6- Chlorine-free Paper

Description: Total pieces of paper purchased annually by all departments that has not been chlorine bleached, divided by the total pieces of paper purchased multiply by 100. "Chlorine-free" paper can come in many forms. Process Chlorine-Free (PCF) is the best option as it means that the paper includes recycled fiber that was processed using non-chlorine processes. Totally Chlorine-Free is the best for virgin paper and means that only non-chlorine processes are used including ozone, oxygen or peroxide. Elemental Chlorine-Free processes are better, using chlorine dioxide or other chlorine compounds in place of chlorine, which reduces dioxin production.[23]

Assessment Summary:

- **Paper Towels:** 100% of paper towels are Ecologo certified
- **Toilet Tissue:** 100% of the Décor Bath Tissue used by the UASU is processed using a chlorine-free process. [16]
- **Napkins:** Ecologo certification standards apply here to the Easynap napkins, which make up 55.7% of napkins used in the Food and Beverage services.
- **SUBprint:** In 2009/2010, 91.5% of the paper purchased by SUBprint was not bleached with chlorine. This is a result of the FSC COC Certification as all of the FSC certified paper that was purchased was chlorine-free.[14]
- **Office Paper (2-900 & CSD):** The Domtar paper purchased from SUBprint is processed using a chlorine-free process.
- **Marketing:** Not available at this time. This indicator is difficult to collect due to the fact that paper is purchased from the various external printers as well as SUBprint.

Indicator: Office Paper Purchasing

Description: Organization-wide stated preference to purchase of recycled content office paper. Recycled content paper used for office use (by % of post-consumer content)

Assessment Summary: The UASU does not have a Paper Policy at this time, nor does the University of Alberta. The UASU would get 30% of the full points for this indicator at this time.

Indicator: Limiting Printing

Description: Limited free printing across campus in computer labs and libraries.

Assessment Summary: The University of Alberta does not provide free printing on campus but charges 12

cents/sheet on printers across campus. Printers do not default to double-sided.

Indicator: Materials Online

Description: Default of the institution is to not print course catalogues, schedules and directories but provide them online.

Assessment Summary: The University of Alberta has moved towards a default of online publishing of course catalogs, schedules and directories.

Alternative Practices

- In 2007, the University of Toronto Student Union adopted a Sustainability Policy which had a section on office supplies and paper usage, committing them to defaulting double-siding, having good-one-side bins beside all copiers and printers, using 100% post-consumer fibers and FSC certified papers.[24]

Recommendations

Short-term
1. Policy: Adopt a Paper Policy in compliance with SYC's PaperCut program in an effort to lead the University of Alberta to follow suit. This policy will call for an immediate 5% reduction in paper use from all departments and will require departments to report on paper consumption.[25]
2. The offices should move towards 100% PCW Communications: All staff should have "Please consider the environment before printing this email" added to their email signatures.
3. Communications: It should be mandated that all marketing materials be printed with the FSC logo to strengthen the communication of the UASU's support for FSC.
4. Moving Orientation paper materials over to have it all on USB sticks would reduce paper consumption substantially.
5. Moving Students' Council's agendas and minutes to electronic mail send outs and displaying on a projector would reduce paper consumption substantially.
6. SUBmart and SUBtitles should move towards a mandate of only selling paper products with post-consumer recycled content.
7. Accounting: Sustainability accounting should be provided for improved monitoring.
8. All printers should have double-siding capabilities.

Medium-term:
9. Strive for 30% reduction in paper consumption by 2015 as per SYC's PaperCut national campaign.

Long-term:
10. Work with the Office of Sustainability's Academic Advisory Committee to approach instructors about offering electronic or online texts, print-free notes and electronic assignment submissions. Offer electronic textbooks in the SUBtitles consignment textbook store.

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Solid Waste

Alberta leads the country in per capita disposal of Municipal Solid Waste (MSW) at 968 kg/person/year.[1] The Edmonton Waste Management Centre of Excellence (EWMCE) is the largest processing and research facility in North America. This facility runs the Blue Bin Recycling program, separates and composts municipal waste, recycles electronic waste, and recovers biofuels from landfill gases.[2]

The University of Alberta has implemented a number of waste diversion initiatives in recent years. On campus, there is a colored bin system where the following are recycled:[3]

- Blue: Paper and paper products
- Green: Beverage containers including bottles, cans, boxes
- Brown: Plastics
- Yellow: Light metal and glass
- Grey: Waste

All recycling is done through Waste Management. The colored bins above will begin to pop up across campus in complete "Recycle Centres". [3]

The University has also recently begun to compost organic waste in their pilot in Lister Hall, CAB and SUB and is done through Clean it Green It. Currently the only things that must go in the landfill on campus are carbon paper and Styrofoam.

Full details of waste management across the University of Alberta campus can be seen in the brochure.[3]

It is important to note that SUB's waste disposal is taken care of through the University's waste management department aside from refundable beverage containers, which the Students' Union staff is responsible for.

Following the 2006 Waste Audit, the University predicted that by removing organic materials from the waste stream that the amount of waste going to landfills would be reduced by another 10-30% in the next 2-4 years and up to 40% by 2014.[3]

In the waste audit, SUB was used as a pilot by KC Environmental Group Ltd. And it was recognized as having 63% of its waste be organic in the 2006 Waste Audit.

SUSTAIN SU has also been collecting information about waste for the past 3 years in their annual SUB Waste Audit, inspecting waste produced on the main floor of SUB in one morning.

SUSTAIN SU's Waste Audit Results in one morning (before 1pm), collected from the Main level of SUB, found the following results:

- Styrofoam containers: 222 (6.4 lbs)
- Disposable cups: 86 Styrofoam cups (1.4 lbs) and 197 paper cups (6.4 lbs)
- Disposable waste: 7.2 lbs
- Recyclable drink containers: 93 (5.6 lbs)
- Recyclable paper: 3.0 lbs
- Other recyclables (plastic, glass, metal): 12.6 lbs
- Compostable waste: 89.2 lbs (95.6 lbs including paper cups)
- TOTAL: 131.8 lbs.

ECOS' SUB Waste Audit 2010

Legend:
- Styrofoam containers — 5%
- Styrofoam cups — 1%
- Paper cups — 5%
- Landfill — 5%
- Recyclable beverage containers — 4%
- Recyclable paper — 2%
- Other recyclables (plastic, glass, metals) — 10%
- Compostable waste — 68%
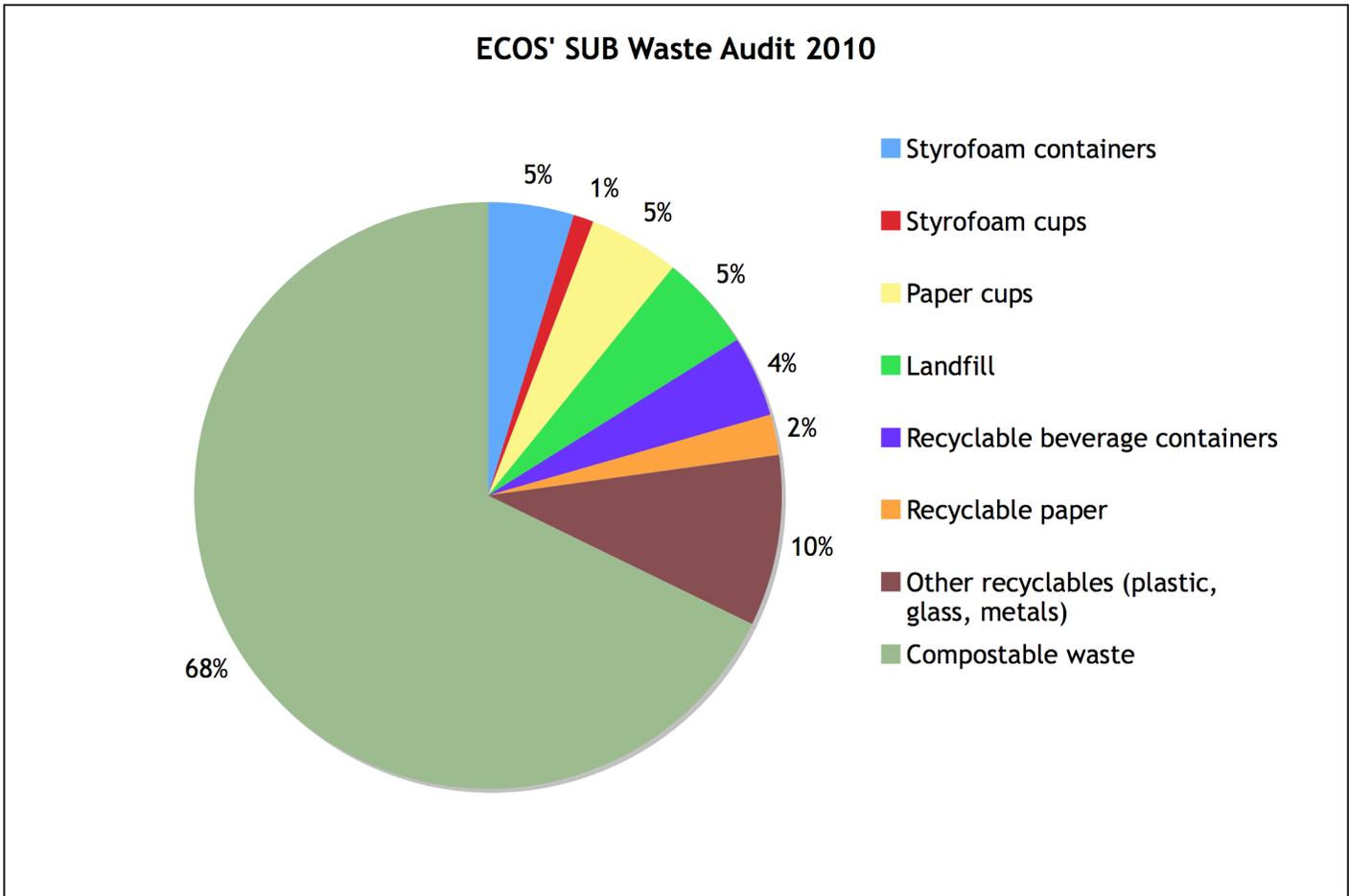
Sustsain SU's 2010 Waste Audit of SUB Main Level Public bins, sorted by weight.

Initiatives

The Students' Union's sustainability office, SUSTAIN SU, has attempted to reduce the food-packaging waste in SUB with its Reusable Dish Program. This program lends plates for meetings and events held on campus in order to reduce disposable products being used. It has yet to be mandated, that all departments of the Students' Union must use SUSTAIN SU's plates at all events and meetings, however, many departments have voluntarily taken this on, including Students' Council. Students' Union businesses have yet to offer reusable options in their cafeteria as well and infrastructure to support washing and sanitizing reusable dishes does not exist in SUB at this time.

The University has launched composting pilots (pre-consumer) in CAB, Lister and SUB. Presently the SUB and Lister Hall cafeterias are the only two locations on campus that provide post-consumer composting. In 2009/2010, the Students' Union invested in redoing the Recycling and Composting Centre in SUB to make disposing of waste responsibly more convenient through color-coding.

Eco-discounts are provided in the SUB food-court by all vendors and are advertised at the vendors.[4]

Policy 5.13 Procurement Policy promotes the purchase of goods that support reduction, reuse and recycling.[5]

ECOS Reusable Plates Loaned

Chart data:

Year	Students' Union	Total (including SU)
2008/2009	697	3101
2009/2010	2499	8862
2010/2011	3667	5322
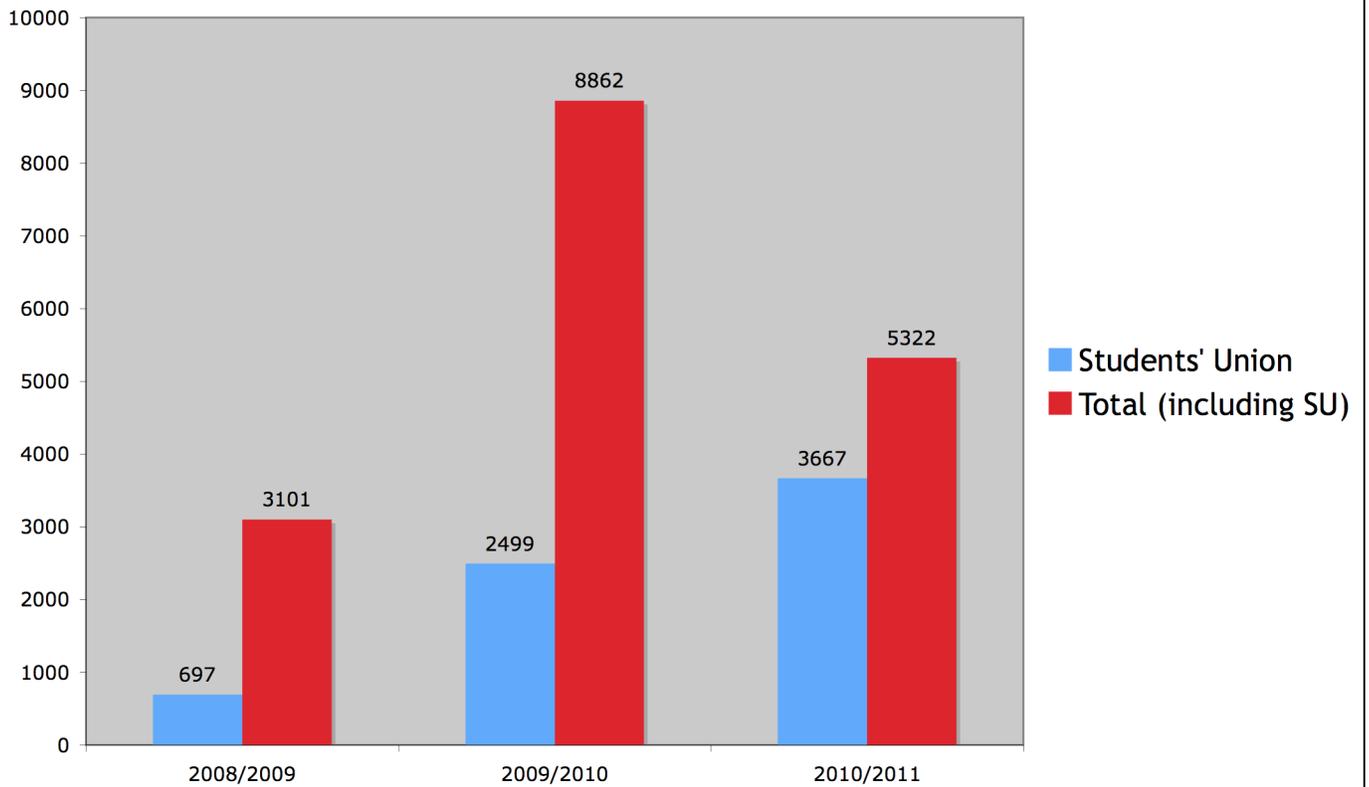
Reporting Responsibility

- Associate Director of Building and Grounds Services, Facilities and Operations
- Senior Manager of Facilities and Operations
- SUSTAIN SU Director

Indicator: M-9- Solid Waste and Recyclables Produced

Description: Total weight of solid waste and recycling produced in kilograms annually.

Assessment Summary: In March 2010, in two loads of large compacters of waste, 16.1 metric tons were brought to the landfill. In April 2010 in one load, 8.4 MT of waste was brought to the landfill from SUB. This shows that approximately 8.2 MT of waste is brought to the landfill from SUB each month, though this number may overestimate waste production by not using summer numbers. This totals an approximation of 147 MT of waste annually from SUB.[6] 74.90 metric tons of paper & cardboard was recycled in 09/10.

Indicator: M-10- Solid Waste Reduction

Description: Percent of waste reduced per capita over previous years' waste production.

Assessment Summary: This indicator has not been collected as weights of waste brought to a landfill has just begun being collected in the summer of 2009 with the installation of the compacter bins. In future years, comparisons will be available.

Indicator: M-11- Recyclables Being Land-filled

Description: Total amount of recyclables (including organic wastes) by weight (in kilograms) contained in the waste destined for landfill or incineration, divided by the total weight of all landfill waste.

Assessment Summary: Based upon SUSTAIN SU's Waste Audit 2010 of the main level of SUB public recycle bins, 89% of the waste in the landfill bins were either recyclable or compostable.[7]

Indicator: M-12- Compost

Description: Total volume of organic materials composted (in kilograms), divided by the total volume of organic materials produced annually; multiply by 100.

Assessment Summary: SUB composted 50.55 metric tons of organic waste in 09/10. This includes both organic waste in the kitchens of the food court (pre-consumer), as well as the post-consumer composting bin.

Indicator: Waste Reduction

Description: Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Assessment Summary: SUSTAIN SU'S Reusable Dish Program is an example of a waste reduction program that could potentially reduce the production of waste. This program has not, however, been implemented throughout the organization at this point.

Indicator: Waste Diversion

Description: Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

Assessment Summary: SUB partakes in all of the above waste diversion techniques described above though these efforts can always be expanded.

Indicator: Construction and Demolition Waste Diversion

Description: Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Assessment Summary: Construction waste is not often produced by the Students' Union, though the University does have a renovation and construction material recycling program which the UASU should utilize when doing major renovations in the future.[3]

Indicator: Materials Exchange

Description: Institution has a surplus department or formal office supplies exchange program that facilitates reuse of materials.

Assessment Summary: The Students' Union, as mentioned above, has a Bear Pit storage room where surplus furniture can be stored and exchanged between departments. In the office supplies room the UASU also has a "free shelf" where used office supplies can be exchanged and many used binders are available here.

Indicator: Move-Out Waste Reduction
Description: Program to reduce residence hall move-out waste.

Assessment Summary: In 2009/2010, Infolink information services put on a move-out week for students and collaborated with SUSTAIN SU to provide "greening your move-out" tips. The Office of Sustainability has worked with Residence Associations to provide such move-out waste reduction programs in 09/10.

Alternative Practices

- The Student Union University of Calgary's (SUUC) Student Union Sustainability Board (SUSB) had a formal waste audit done by a consultant in 2008 and piloted a composting project following the audit.[8] The SUUC is responsible for waste management across the whole campus and budgets the SUSB's projects on the income from recycling refunds.
- The University of British Columbia's Alma Mater Society (AMS) received funding from its Impact Committee as well as the University's Sustainability Office for a two-phase waste audit in 2009.[9]
- The Student Federation of the University of Ottawa (SFUO) launched a Plastic Bag-Free Campus campaign in order to eliminate the waste of unnecessary plastic bags on campus.[10, 11]
- The McMaster Students' Union's (MSU) MACgreen has a Waste Reduction program including a Lug-a-Mug program where students who bring their own mug can get free coffee on the last Friday of every month.[12]

Recommendation

Short Term

1. As found from SUSTAIN SU's Waste Audit, the percentage of waste by weight that is compostable and recyclable is much higher than waste that must be land-filled. Therefore, as seen in the area assessment of garbage bins, waste bins should not be more prevalent than composting and recycling bins. Wherever there is a garbage bin there could be a larger composting bin, with a recycling bin accompanying. If garbage bins were replaced by composting bins, that said NO plastic, glass or metals as this could encourage composting over land-filling. Overall more consistent visuals would help make responsible waste disposal easy and convenient for students. This might include ensuring that waste bin visuals are consistent with the University's Recycle Stations.
2. Many schools have worked on implementing composting of paper towels in public washrooms, which is something that could be pursued by the Students' Union to expand its composting program and reduce its land-filled waste.
3. More comprehensive waste assessments should take place in collaboration with SUSTAIN SU and possibly external consultants who could work with students as a learning opportunity. This would help to better monitor progress and waste issues in the building. Inclusions would be to not only assess landfill bins but also recycling and composting bins to assess contamination levels and to come up with recommendations each year. The waste audits should not only be used as an awareness raiser but as a tool to help improve practices.
4. Working towards integrating SUSTAIN SU's Reuse-a-Dish program into the SUB food court could lead the University towards waste-free food courts. This could be made possible through the use of reusable eco-takeout containers being piloted in Lister Hall in the Fall of 2010. Exploring opportunities that are financially viable and flexible.
5. Education about how to dispose of waste responsibly on campus must be provided in order to make the systems provided more effective. This presently is done through SUSTAIN SU's Green Rez presentation but could reach many more students if incorporated as a mandatory piece of knowledge needed to new students at Orientation.

Medium Term

6. Source reduction is the most important component of waste reduction. Procurement policies and practices should be modified to ensure minimal packaging, pallets, food containers, eco discounts, paper recycled content, double-siding docs, catering using reusable dishes, ethical companies and suppliers, construction materials.

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Hazardous Materials

Hazardous materials can have huge impacts on SUSTAIN SUystems and people even at low quantities. Hazardous materials used on campus include things like lab chemicals, cleaning and maintenance products, art materials and electronic waste.

Both the Facilities and Operations and the Environmental Health and Safety departments of the University of Alberta manage hazardous materials.[i, ii] The University also has a Chemical Exchange program that reduces the production of chemical waste by exchanging surplus chemicals.[14] The major materials that are recycled include:

1. Radioactive

2. Chemical

3. Biological

4. Hazardous Recyclable Material

5. Non-regulated

In the SUB, the main hazardous waste produced comes from the University Health Clinic in the form of biohazardous waste and two pick-ups in 2009/2010 were recorded.[iii] Other hazardous waste is minimal in the Students' Union.

The Students' Union does use some chemicals in areas such as cleaning products used in the Food and Beverage Services, which will be covered under the Air section. The Facilities and Operations department also consumes small amounts of chemicals including paint. Presently, the Students' Union uses General Paint though employees may choose to paint their spaces and are responsible for purchasing the paint on their own. General Paint does offer zero volatile organic compound (VOC) paints.[iv]

Initiatives

The UASU's sustainability office, SUSTAIN SU provides e-waste recycling in collaboration with the UASU information service, Infolink. The service recycles batteries, ink jet cartridges and cell phones along with electronic accessories. Cell phones were sent to Pitch-In Canada (doesn't exist anymore) and other e-waste is dropped off at local Eco-Stations.[v, vi] The Campus Food Bank also collects ink jet cartridges as a fundraising activity. The print centre, SUBprint also collects ink jet cartridges for recycling.

The UASU will keep paint, motor oil, and cleaning materials to reuse in the future. The UASU also uses cleaning supplies that are non-chemical, and has a policy on pesticide and chemical use.

- Senior Manager of Facilities and Operations
- University of Alberta, Office of Environmental Health and Safety
- SUBprint Manager
- Campus Food Bank Executive Director
- SUSTAIN SU Director

Indicator: M-13- Hazardous Waste Produced

Description: Total weight of solid and liquid hazardous waste produced (in kg) annually.

Assessment Summary: Two pick-ups from SUB from the University Health Centre (University office) was the total hazardous waste production for SUB in 2009/2010.

STARS

Indicator: Electronic Waste Recycling Program

Description: Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly. Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Assessment Summary: The Students' Union's SUSTAIN SU partners with Infolink to provide the Infolink E-Waste Recycling program which offers locations at all Infolink booths across campus for students to deposit batteries, ink jet cartridges and cell-phones.[vii]

Indicator: Hazardous Waste Management

Description: Institution has strategies in place to safely dispose of all hazardous, universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Assessment Summary: As mentioned above, the Environmental Health and Safety Office can be contacted to pick up hazardous waste across campus.

Recommendations

Short Term
1. Procurement and disposal: Track hazardous waste produced by the Students' Union. Track hazardous material purchases through the accounting department so these purchases can be reduced over time.

Long Term
2. Provide training to all employees on how to dispose of electronic and hazardous waste.
3. Use eco-labeled chemical products. See Sustainable and Ethical Procurement.

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Diversity

Context

This section includes indicators of the presence of individuals belonging to groups of traditionally marginalized people employed by the Students' Union as well as in the undergraduate student population. These groups include differently abled people, women, Indigenous peoples and ethnic minorities though others could also be included such as members of the LGBTQQ community and non-Christian religious groups. In these cases and in with all traditionally marginalized groups, we as a university should be providing access to allow all people to have the opportunity to become educated. On a staff level, it is important that an organization evaluate itself in its personnel practices, striving to counteract a society that disadvantages many, by reducing wage gaps and allowing opportunities for diverse people.

Reporting Responsibility

- Personnel Manager
- VP Student Life

Indicators

CSAF

Indicator: C-8- Staff with Disabilities

Description: Percent of FTE staff with physical and/or mental disabilities from each of the three staff groups (top 33%, middle 33% and bottom 24%). Subtract provincial population average of people of working age with disabilities from the percent for each of the three staff groups.

Assessment Summary: The Students' Union's Hiring Practices policy requires that "The Students' Union at the University of Alberta shall not differentiate or discriminate between applicants on the basis of race, national or ethnic origin, religion, sex, sexual orientation, age, or mental or physical disability" (http://www.su.ualberta.ca/student_government/rules/operating_policies). This information is sometimes collected in university's equity offices. The University of Alberta and the Students' Union do not have equity offices. The organization, additionally, does not have an affirmative action or employment equity strategy in place. The Students' Union's Personnel Manager does not collect data on demographics of employees and therefore it is impossible to monitor at this time how the aforementioned operating policy is implemented.

Indicator: C-9 Students with Disabilities

Description: Percentage of FTE students with physical and/or mental disabilities from each department on campus, by number of FTE students. Subtract the provincial population average of people of working age with disabilities from the percent for each of the departments.

Assessment Summary: While the University collects annual statistics on the enrollment rates of Aboriginal students and students by gender, there are no large-scale statistics collected on enrollment of students with disabilities. The University of Alberta has a policy on Students with Disabilities which commits the institution to considering academically qualified individuals with disabilities to access post-secondary learning through the University of Alberta and to provide support services, namely through the Specialized Support and Disability Services, as well as continued improvement of infrastructure for entrances and residences (http://www.uofaweb.ualberta.ca/SSDS/policyforstudents.cfm and http://www.uofaweb.ualberta.ca/ssds/).

Indicator: C-11- Staff of Ethnic Minorities

Description: Percent of FTE staff that self-identify as a member of an ethnic minority from each of the three staff groups

Assessment Summary: Please see C-8 assessment.

Indicator: C-13- Staff Gender

Description: Percent of FTE women in each of the three staff groups.

Assessment Summary: Please see C-8 assessment. 49.1% of working age Albertans are women

In 2009/2010, 55.6% of all undergraduate fulltime students are female. (http://www.ualberta.ca/~idosa/databook/09-10/data_files/data_files/Table2_8_2_agesex_FT2009dec.pdf)

ALES: 78.7% female

Arts: 60.7%

Augustana: 56.5%

Business: 47.5%

Education: 76.5%

Engineering: 20.6%

Law: 50.7%

Med/Dent: 49.4%

Native Studies: 58.6%

Nursing: 91.9%

Open Studies: 55.4%

Phys Ed: 60.2%

Pharmacy: 65.6%

St-Jean: 73.5%

Science: 51.7%

Indicator: C-18- Equity of Indigenous Peoples: Students

Description: Percent of studentsthat self-identify as Indigenous Peoples from each department on campus (in FTEs). Subtract the national population average of people that self-identify as Indigenous Peoples from the percent for each department.

Assessment Summary: As of the 2006 Census of Aboriginal Demographics, Aboriginal identity made up 4% of the Canadian population (http://www.ainc-inac.gc.ca/ai/mr/is/cad-eng.asp). The 2006 Census also showed that "the Aboriginal population aged 25-64 with a university degree has increased slightly since 2001 (from 6% to 8%). However, they still lag far behind the non-Aboriginal population (23%) and the gap between the two populations continued to widen between 2001 and 2006."

In 2009 there were 716 Aboriginal identity fulltime undergraduate students at the University of Alberta (http://www.ualberta.ca/~idosa/databook/08-09/data_files/Table%202_10_1_AboriginalStatus2008.pdf). In Fall 2009 there were 28,441 fulltime enrolled undergraduate students at the University of Alberta (http://www.ualberta.ca/~idosa/databook/09-10/data_files/data_files/Table2_6_1_fle_fte_fullyear_2009mayfin.pdf). This means that Aboriginal students made up 2.5% of the fulltime undergraduate population.

In Alberta, 13% of Aboriginal peoples attending post-secondary institutions attended Universities, compared to the 16% national average (http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/89-635/P4.cfm?Lang=eng&age=3&ident_id=1&B1=0&geocode1=059&geocode2=000#note2). The majority of Aboriginal peoples attending post-secondary were attending community colleges.

STARS

Indicator: Diversity and Equity Coordination

Description: Diversity and equity committee, office, and/or coordinator tasked by administration or board of trustees to advise on and implement policies and programs related to diversity and equity on campus.

Assessment Summary: In the Students' Union, there is no such person or committee responsible for diversity or equity coordination.

Likewise, in the University of Alberta there is no specific location devoted to promoting diversity and equity. The closest thing would be the Office of Safe Disclosure and Human Rights (http://www.osdhr.ualberta.ca/en/Human%20Rights.aspx).

- The Faculty of Education has done some work in Diversity and Equity
- The Student Association of Mount Royal University (SAMRU) there are a number of different services promoting diversity and equity, including their Pride Centre and their Cultural Mosaics service (http://www.samrc.com/supportServices/diversity.htm and http://www.samrc.com/supportServices/mosaic.htm).
- Many student associations have policies and committees on equity, including the Student Society of McGill University (http://ssmu.mcgill.ca/about/ssmu-equity/).

1. On Students' Union employee profiles, allow spaces for employees to self-identify as having a disability, being of an ethnic minority, as Indigenous and as a woman or non-male gender.
2. Though the UASU has General Hiring Principles stating that the UASU shall not discriminate or differentiate between members with different backgrounds, the UASU's equity statement should be stated on every job description and in recruitment processes.
3. When candidates are contacted for interviews, accommodation for different abilities should be inquired about.
4. At least one member on hiring committees should have been trained in employment equity and human rights. Hiring committee composition should be assessed for gender balance and diversity.
5. Predetermined criteria for candidate short-listing, interviewing, questioning and reference checks should be created to provide transparency in decision-making in hiring practices.
6. Work with the University of Alberta's Strategic Analysis Office to discuss possibilities for more in depth analysis of marginalized groups of students.
7. Develop surveys or an interview process to collect information from specific marginalized groups on their barriers and challenges at the University of Alberta so as to better serve their needs and break down barriers. These surveys can be developed in partnership with offices such as the Specialized Support and Disabilities Service, Aboriginal Student Services Centre, the Aboriginal Student Council, feminist groups on campus such as the Women's Centre Collective, Adamant Eve or the Women's Studies Undergraduate Student Association.
8. Work with the University to promote the creation of an office, position or committee to coordinate equity issues on campus, possibly within the Office of Sustainability.
9. Require that all staff and volunteers of the Students' Union, including elected members, attend mandatory extensive anti-oppression training given by a qualified trainer. The Alberta Public Interest Research Group (APIRG) is a great place to start for suggestions.

Training

It is absolutely crucial for the sustainability of the Students' Union that sustainability be integrated throughout all departments of the UASU and for each employee in each department to be responsible for the sustainability of that area. For this to happen sustainability orientation and continuous training is necessary.

The second component to this section on Training includes the training of the faculty and staff at our University. If faculty at our University are not properly trained on the institution's standards for sustainability, they are less likely to exude these values to the students whom they have such a large impact on. In order for students graduating from the University of Alberta to graduate as responsible, concerned and active citizens acting in their careers in ways that better our planet and all people, it is crucial that the faculty leading them to this responsible adulthood be trained on these topics themselves. For this reason, the training of the faculty at our University is the business of students and the Students' Union.

One substantial and easily worked on indicator to pull out of this section is the "training" of new students during their orientation. The Students' Union is in a uniquely powerful position of direct control over our University's orientation programming. Orientation is a simple space with great impact as it is the place where new students are first exposed to the culture of the University, or the community that we hope this campus to be.

SU Departments are increasingly getting better at using SUSTAIN SU's Reusable Dish Program for their events. This should be expected of all departments. As well individuals should be encouraged to use reusable dishes for lunches.

Members of the Executive Committee stated that they felt more comfortable having SUSTAIN SU take on all aspects of sustainability since they do not necessarily feel well-versed in this area. As opposed to this being a reason to offload all sustainability responsibilities on SUSTAIN SU staff, this identifies an issue that should be focused on to provide external sustainability training for each year's Executive Committee and Students' Council members.

Reporting Responsibility

- Personnel Manager
- Senior Manager Student Services
- Assistant Manager Student Services
- Orientation Manager
- SUSTAIN SU Director

Indicators

CSAF

Indicator: K-1- New Faculty Orientation

Description: Total annual number (headcount) of new FTE faculty receiving at least 1 hour of in-person orientation to campus and local community environment/social issues divided by the total number of new FTE faculty members arriving that year; multiply by 100.

Assessment: Currently there is no mandatory faculty sustainability orientation.

Indicator: K-2- New Staff Orientation

Description: Total annual number (headcount) of new staff receiving at least 1 hour of in-person orientation to campus and local community environment/social issues divided by the total number of new staff arriving that year; multiply by 100.

Assessment Summary: In 2008, SUSTAIN SU developed a workshop called "Greening your Operations" as a part of transition of Services staff. In 2010, all employees were invited to the session. In 2010, 24 Services Staff attended which is 8.2% of UASU employees. Sustainability training has only been provided by SUSTAIN SU and is regularly only attended by Services Staff. Custodial, retail, maintenance and food service staff members receive sustainability training in their on-shift training as relevant to their position, though no formal session devoted to sustainability is provided and this training is well under 1 hour.

Indicator: K-2.5- Volunteer Orientation *this indicator was added to the assessment when the University of Saskatchewan Student Union adapted CSAF for its use

Description: Total annual number (headcount) of new SU volunteers receiving at least 1 hour of in-person orientation to campus and local community environment/social issues divided by the total number of new volunteers arriving that year; multiply by 100.

Assessment Summary: Prior to the Fall of 2010, all volunteers of Students' Union services were trained separately. In Fall 2010, all services united for a joint volunteer training initiative where some sessions were held individually and others were held with all services together. However, at the service volunteer training, a 15-minute presentation was given to all of the volunteers on what the Students' Union does for sustainability. This has been a positive move in training the Students' Union's service volunteers on the importance of sustainability, however still only the approximately 70 SUSTAIN SU volunteers receive more than 1 hour of training on sustainability issues.

Additional Students' Union volunteers include those that volunteer for events and programming. These volunteers also do not receive sustainability training.

Finally, a group of volunteers that the Students' Union holds at arms reach are the student group leaders and executive members who have registered groups with the Student Group Services (SGS). SGS holds a Leadership Summit for student group executives each fall and in 2008 and 2009, SUSTAIN SU has given optional Working Green presentations to these student leaders to give them a space to think about how to make their operations more sustainable. The presentation is half of an hour long and was optional in 2009, therefore only a portion of the student group leaders attended. In fall 2010, SUSTAIN SU did not give the Working Green presentation for student groups and therefore, student group leader volunteers were not provided 1 hour of sustainability training.

It would be important to recognize that anti-oppression training should be provided in conjunction with environmental sustainability training.

Indicator: K-3- New Student Orientation

Description: Total annual number (headcount) of new students receiving at least 1 hour of in-person orientation to campus and local community environment/social issues divided by the total number of new students arriving that year; multiply by 100.

Assessment Summary: In 2008, SUSTAIN SU gave its first Living Green on Campus presentation, a 45-minute presentation to first year students at Orientation. In 2008, SUSTAIN SU presented 6 presentations over the 2 days. In 2009, the orientation schedule was changed and SUSTAIN SU presented half of the number of presentations as the year before. In 2010, the presentations were cut and SUSTAIN SU partook in an interactive session called SIMS (Surviving in My School) with all of the other services.

Evaluating the 2009/2010 year, SUSTAIN SU presented to 102 students of the approximately 2445 high school and BTU students who attended (from Amissa email). In fall 2009/2010 there were 7980 new undergraduate students enrolled at the University of Alberta (http://www.ualberta.ca/~idosa/databook/09-10/data_files/data_files/Table2_9_1_new_HSorPS_2009dec.pdf). Therefore, 4.2% of the students that attended orientation saw SUSTAIN SU's presentation and 1.3% of the total number of new students arriving in 2009.

Indicator: K-5- Ongoing Staff Sustainability Training

Description: Total number of training hours dedicated to sustainability topics for staff, divided by the total number of staff (headcount).

Assessment Summary: Aside from the Greening your Operations workshop that SUSTAIN SU has given to Service employees, there are not ongoing sustainability training sessions available to Students' Union staff. The Students' Union has attempted to provide professional development series for staff though these have not included sustainability to date.

Likewise, the Student Group Services has attempted to offer professional development series for student group leaders but have yet to include sustainability training.

Indicator: K-6- On-campus Student Sustainability Jobs

Description: Total annual number of on-campus student job postings (full- & part- time jobs) focused on sustainability issues, divided by number of job postings.

Assessment Summary: The Students' Union provides sustainability jobs for students on-campus in the form of the 30-hour per week SUSTAIN SU Director position, 2 Associate Director positions at 15-hours/week (of which 10 hours are paid by the Office of Sustainability), a Campus Gardens Coordinator at 30 hours/week for the 4 summer months

and a Bike Library Mechanic at 5 hours/week paid for by the Office of Sustainability. In the spring of 2010, the Students' Union also created the Sustainability Assessment Coordinator student position for the research and writing of this report. The Students' Union provides approximately 24 student term positions on-campus each year and therefore, sustainability related positions make up 12.5% of all student on-campus positions provided by the Students' Union (Val Stewart).

As the Office of Sustainability gets started and begins to grow it continues to hire on more and more students for sustainability internships. As of January 2011, the Office of Sustainability has hired 6 student interns and an additional student position through the World Wildlife Foundation (http://www.sustainability.ualberta.ca/Staff.cfm).

CaPS currently does not categorize job postings as on- or off-campus, nor is there any way of tracking number of positions that are related to "sustainability" at this time.

STARS

Indicator: Employee Training Opportunities in Cultural Competence

Description: Cultural competence trainings and activities are available to all employees.

Assessment Summary: Students' Union employees do not receive mandatory cultural competency or anti-oppression training.

Indicator: Sustainability in New Student Orientation

Description: Sustainability prominently included in activities and programming.

Assessment Summary: Please see indicator K-3 above for description.

Alternative Practices

- The University of British Columbia Alma Mater Society (UBC-AMS), in the 2010 First Week/Frosh Week orientation events offered a Farmer's Market event where garden volunteers answered questions and students could purchase local food.[1]
- http://ehs.concordia.ca/faculty/orientationguide/orient11.html
- "In 2008, UNB launched a carbon neutral orientation week, during which all students receive paperless orientation kits and a steel water bottle."[2]
- APIRG has offered an alternative training week, DisOrganize and in 2010 it focused on "workshops and events that explore traditional skills/ building our relationship with the land and environment around us."[3]

Recommendations

1. Add a statement in the Employee Contracts to commit employees to work with social, ecological and economic sustainability in mind
2. Add a statement to the Services Standards that commits Services staff to work and make decisions with the triple-bottom line in mind
3. Add a section to Annual Reports to report on sustainability efforts and metrics for the year.
4. Recognition of green efforts of SU departments. SUSTAIN SU can take care of this via the website and all-users email.

Works Cited & Sources

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[1] http://www.amsfirstweek.com/category/events/past
[2] http://www.greenreportcard.org/report-card-2011/schools/university-of-new-brunswick
[3] http://www.events.ualberta.ca/details.cfm?ID_event=21418

Research

This research contains indicators on research collaboration, which allows the institution to strive for interdisciplinary sustainability research that works with the greater not-for-profit communities while also working to reduce for-profit research collaboration. Interdisciplinary research is something that is essential in solving the challenging environmental and social justice issues of our day.

This section also asks about the funding for sustainability research on campus and how much of "sustainability research" funding is from for-profit sources. This is a particularly important question to ask our institution. While the University of Alberta does have a policy on Conflict of Interest and Commitment and Institutional Conflict, the institution does not have an ethical research funding policy, which would govern where research funding could come from (https://www.conman.ualberta.ca/stellent/groups/public/@academic/documents/policy/pp_cmp_051034.hcsp).

The source of research funding is important as the source of the funding is given power to frame what research questions are being asked and prioritized. This can guide research activities in one direction or another. The potential of research to promote the "uplifting of the whole people" presents a responsibility to our greater society ensure to pursue research activities that benefit the public. Finally, the section asks about sustainability research in practice and the number of faculty who are doing sustainability-focused research to give us an idea of what is happening currently on campus.

The University of Alberta is known for its excellence in research. Undergraduate research has been a major advocacy point for the Students' Union as seen in the Students' Union's 2009 submission to the Academic Plan (http://www.research.ualberta.ca/UndergraduateResearch.aspx. For an example of the type of controversial "sustainability research" that is going on at the University of Alberta, the University has listed "Energy and Environment" as an area of research strength, much of this research has involved sustaining Alberta's oil/tar sands (http://www.research.ualberta.ca/ResearchStrengths/EnergyandEnvironment.aspx).

While this section may not, as directly, impact the Students' Union's operations, the Students' Union's goal must be to create a sustainable campus community. This can only be achieved when the institution is providing research knowledge for the good of all people and the planet. If we do try to extend this section to the direct operations of the Students' Union, the organization does have an Advocacy department with several staff allocated towards research for campaign issues. Presently, the advocacy team does not focus on sustainability and social justice as a research and campaign topic though the Students' Union has created the position for this report to be compiled in 2010/2011.

As our world continues to change and we continue meet new challenges, the University of Alberta must be ready to provide true solutions for our future through innovative and interdisciplinary research on sustainability issues.

Reporting Responsibility

- VP Academic

Indicators

CSAF

Indicator: K-7- Research Collaboration: On-campus

Description: Total annual number of on-campus research projects involving two or more on-campus departments divided by the total number of on-campus research projects

Assessment Summary: This information is unavailable at this time.

Indicator: K-8- Research Collaboration: Non-profit

Description: Total number of research projects involving two or more partners (one which is the university and the other being government, community, higher education and/or not-for-profit organizations) divided by total research projects

Assessment Summary: This information is unavailable at this time.

Indicator: K-9 – Research Collaboration: For Profit

Description: Total number of research projects involving the university with one or more businesses, corporations, and/or other for-profit organizations, divided by total research projects.

Assessment Summary: This information is unavailable at this time.

Indicator: K-10 – Sustainability Research Expenditures

Description: Total annual research dollars spent on sustainability-focused projects divided by the total annual research dollars, multiply by 100.

Assessment Summary: This information is unavailable at this time.

Indicator: K-11 – For-profit Research Contributions

Description: Total research dollars from all for-profit sources (i.e. corporations, businesses, etc.), divided by total annual research dollars.

Assessment Summary: An increasing amount of research revenue has been coming from industry since 2002/2003. In 2007/2008, $47,140 was received from for-profit sources (http://www.uofaweb.ualberta.ca/uastatistics/nav02.cfm?nav02=88038&nav01=82193). In 2007/2008, 6.2% of research revenue came from Canadian business and 1% from foreign business, a total of 7.2% from for-profit sources (http://www.rso.ualberta.ca/facts.cfm).

Indicator: K-12 – Faculty Sustainability Research

Description: Total annual tenured and tenure-track faculty (headcount) "specialized" in sustainability-focused research divided by total tenured and tenure-track faculty.

Assessment Summary: This information is unavailable at this time.

STARS

Indicator: Sustainability Research Identification

Description: Institution has developed a definition of sustainability research. Sustainability research activities and initiatives have been identified. Sustainability research inventory is publicly available online.

Assessment Summary: The University of Alberta has developed a definition of "sustainability" but has yet to define what "sustainability research" will entail. The definition of sustainability for the institution is:

Sustainability is the process of living within the limits of available physical, natural and social resources in ways that allow the living systems in which humans are embedded to thrive in perpetuity. The University of Alberta is 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. The University takes an integrated approach to sustainability that incorporates teaching, research, operations and the outreach services needed to support them.

It will be very important in moving forward that the University determine a strict definition of what sustainability research entails, as we can see that definitions of sustainability will vary greatly between faculties.

Indicator: Departments Involved in Sustainability Research

Description: Faculty academic departments include faculty members conducting research on sustainability topics. Full points for 75% of total departments.

Assessment Summary: The Environmental Research and Studies Centre (ERSC) has a list of environmental researchers from multiple disciplines listed. However, it is important to note that this is not a complete list, that the University of Alberta has yet to compile a complete list, and that these are self-identified "environmental" researchers and therefore may or may not fit into the to be determined definition of a "sustainability researcher" (http://www.ualberta.ca/ERSC/). Their list contains research happening in 20 of 79 departments on campus, or in 25% of all departments. Researchers from the following departments are listed:

Engineering

- Civil and Environmental Engineering
- Chemical & Materials Engineering

- Mechanical Engineering

ALES

- Rural Economy
- Renewable Resources
- Human Ecology
- Agriculture, Food and Nutritional Science

Arts

- Political Science
- Anthropology
- Art and Design
- Sociology
- History and Classics

Sciences

- Biological Sciences
- Earth & Atmospheric Sciences
- Chemistry

Physical Education and Recreation

- Physical Education and Recreation

Law

- Law

Augustana

- Augustana

School of Public Health

- Public Health Sciences

Interdisciplinary

- Canadian Circumpolar Institute

Indicator: Faculty Involved in Sustainability Research

Description: Faculty members conducting research on sustainability topics. Full points for 25% of total faculty members.

Assessment Summary: The ERSC list of environmental researchers shows 138 faculty members involved in environmental research, though this list is unlikely to be up to date. As of 2009/2010, the University of Alberta campuses had 1701 continuing faculty members (http://www.ualberta.ca/~idosa/databook/09-10/data_files/data_files/DB410910.pdf). This gives us 8.1% of all faculty members were involved in "environmental" research.

The School of Energy and Environment's (SEE) survey shows that 165 Masters students are enrolled in "energy and environment" programs and 55 in PhD programs (http://www.see.ualberta.ca/grad-students.cfm).

Indicator: Sustainability Research Incentives

Description: Incentives for students in ongoing program to encourage students in multiple disciplines to conduct research in sustainability (fellowships, financial support and mentorship). Ongoing program to encourage faculty from multiple disciplines to conduct research in sustainability topics (faculty development workshops).

Assessment Summary: This information is not available at this time.

Indicator: Interdisciplinary Research in Tenure and Promotion

Description: Positive recognition to interdisciplinary, trans-disciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

Assessment Summary: This information is not available at this time.

Alternative Practices

- 314 researchers at UBC in sustainability-related fields across 16 faculties (http://sustain.ubc.ca/research/find-an-expert).

- The University of Toronto's Office of Sustainability sponsored three undergraduate courses providing research and real-life experience for sustainability topics of choice (http://sustainability.utoronto.ca/participate/coursework.htm).

- University of Waterloo's sustainability research groups are listed online (http://www.sustainability.uwaterloo.ca/research/research-groups.php).

Recommendations

1. Ensure that the University, in the future categorizes research collaborations by for-profit, non-profit and government and that they release this data annually.
2. Encourage the University to create an Ethical Research Funding Policy with input from students; including a limit on the percentage of research funding that can come from for-profit sources.
3. Push for further sustainability-related and –focused undergraduate research opportunities.

Works Cited & Sources

No works cited

Curriculum

Universities are centres for teaching, learning, research, training and gaining knowledge. A lot of what a University can offer to the sustainability movement is within the academic sector of the University. By instilling sustainability values in university curricula, students (who will be tomorrow's leaders) will learn to carefully consider these values.

The Students' Union contributes to undergraduate sustainability literacy through our programming, co-curricular contact with students, and through our businesses and space. However, as the academics component is not directly under the control of the UASU, indicators have not been included here.

However, it should be noted that the VP Academic is responsible for advocating to the University on academic issues of teaching and learning.

The VP Academic of the Students' Union is responsible for advocating to the University on issues of teaching and learning. The Office of Sustainability Academic Advisory Committee (OSAAC) is the academic branch of the Office of Sustainability where all work is going on for sustainability in research and curriculum. There is an undergraduate liaison position on the committee; however, the Students' Union has yet to be involved in this committee.

Initiatives

In 2004, the Students' Union created a course, POL S 324 (Citizenship for Democracy) in the Faculty of Arts to engage students in activism (http://repository.library.ualberta.ca/newspapers/GAT/2004/04/01/1/Ar00100.html). This course is still offered as POL S 299. This shows the possibility for the Students' Union's direct impact on students' learning of sustainability issues and solutions.

The University of Alberta Office of Sustainability is launching a sustainability pledge program in the fall of 2010 and the UASU is working together with the Office to help with promotion.

The Students' Union Food and Beverage Service has worked with CSL as a community partner in the Winter 2011 term for a sustainable food systems class, to provide students with on-campus experience.

The Office of Sustainability has submitted a Sustainability Companion Document for the new Academic Plan and will continue to work on promoting the incorporation of sustainability into all programs across the University (http://www.provost.ualberta.ca/~/media/University%20of%20Alberta/Administration/Office%20of%20the%20Vice-Provost/Provost/Documents/Academic%20Plan/IntegratingSustainability.ashx).

- VP Academic
- Director of the Office of Sustainability
- SUSTAIN SU Director

Indicator: K-13- Sustainability Pledge

Description: Total number of annual graduating students (headcount) who take a sustainability pledge at convocation; divided by the total number of graduating students in that year; multiply by 100.

Assessment Summary: The University's Office of Sustainability is in the process of launching a new pledge project or "commitment project" based on Alberta Environment's One Simple Act program. The program will be called One Simple Act on Campus and will encourage campus community members to commit to adopting a sustainable behaviour. The project will not, however, be a sustainability pledge upon graduation and a similar pledge program such as that does not exist at this time at the University of Alberta and therefore 0% of graduating students have taken a sustainability pledge at convocation.

Indicator: K-14- Sustainability Literacy Survey

Description: Average percent improvement on a sustainability literacy survey between first semester and last

semester of degree program.

Assessment Summary: Neither the University of Alberta nor the Students' Union has yet launched a sustainability literacy survey at the University of Alberta.

Indicator: K-15- Courses with Applied Learning

Description: Total number of courses with applied research/learning element based on-campus and/or in the local community divided by total number of courses.

Assessment Summary: The University of Alberta has a Community Service Learning Program. In the Fall of 2009 there were 12 CSL courses offered and 21 in the Winter 2010, for a total of 33 CSL courses in 2009/2010 (http://www.csl.ualberta.ca/en/Instructors/CSL%20Courses%20and%20Syllabi.aspx). In 2009 there were a total of 3109 courses offered (http://www.ualberta.ca/~idosa/databook/09-10/data_files/data_files/Table3_1_1_WSH_8YrSumm2009.pdf). This is the equivalent of 1.1% of courses offered at the UofA having a CSL component. There may be other courses offered at the UofA that offer applied research or community work through other programs than CSL.

Indicator: K-17- Courses with Sustainability Content

Description: Total number of courses that have "substantial sustainability content" divided by total number of courses.

Assessment Summary: The Office of Sustainability Academic Advisory Committee (OSAAC) along with the School of Energy and Environment (SEE) compiled a list of courses relating to sustainability as self-identified by the professors teaching the courses (http://www.sustainability.ualberta.ca/TakeACourse.cfm). Below the sustainability courses for each faculty are listed as a percentage of the total courses offered in each faculty in 2009 (http://www.ualberta.ca/~idosa/databook/09-10/data_files/data_files/Table3_1_1_WSH_8YrSumm2009.pdf).

- Agriculture, Life and Environmental Science – 19 sustainability courses out of a total 166 = 11.4%
- Arts - 43 sustainability courses out of a total 923 = 4.7%
- Augustana Campus - 30 sustainability courses out of a total 260 = 11.5%
- Engineering - 38 sustainability courses out of a total 249 = 15.3%
- Faculty of Extension - 13 sustainability courses out of a total 8 *ERROR
- Native Studies – 1 sustainability course out of a total 17 = 5.9%
- School of Business - 10 sustainability courses of a total 154 = 6.5%
- Science - 4 sustainability courses of a total 284 = 1.4%
- Across all faculties = 157 sustainability courses out of a total 3109 = 5.1%

No sustainability courses have yet been identified for the faculties of Education, Graduate Studies and Research, Law, Medicine and Dentistry, Native Studies, Nursing, Rehabilitation Medicine, Public Health Physical Education and Recreation, Pharmacy and Pharmaceutical Sciences, Faculte St. Jean, St. Joseph's and St. Stephen's.

OSAAC is currently in the process of defining "sustainability-related" and "sustainability-focused" courses and developing a more comprehensive list of the courses being offered at the University of Alberta.

STARS

Indicator: Sustainability Course Identification

Description: Development of a definition of sustainability in the curriculum, which distinguishes between sustainability-focused and sustainability-related courses. The sustainability-related courses offered have been identified. The sustainability course inventory has been made publicly available online or is incorporated into the course catalog.

Assessment Summary: The OSAAC is currently developing a definition of sustainability-focused and –related courses for the future classification of courses.

Indicator: Sustainability-Focused Courses

Description: Number of sustainability-focused academic courses that are offered in relation to total number of courses offered. Full points for 10% of courses being sustainability-focused.

Assessment Summary: Courses have not yet been identified as "focused" on or "related" to sustainability and so this information is currently not available.

Indicator: Sustainability-Related Courses

Description: Number of sustainability-related academic courses that are offered in relation to total number of courses offered. Full points for 30% of courses being sustainability-related.

Assessment Summary: Courses have not yet been identified as "focused" on or "related" to sustainability and so this information is currently not available.

Indicator: Sustainability Courses by Department

Description: Academic departments (or equivalent) offer sustainability-related or –focused courses. Full points for 90% of all departments having sustainability-related or –focused courses available.

Assessment Summary: As per the incomplete list that is thus far compiled by the Office of Sustainability and SEE, the following departments offer courses in sustainability:

- Agriculture, Life and Environmental Sciences
    - o Renewable Resources
    - o Rural Economy

Have not reported sustainability courses in Human Ecology or Agricultural Food and Nutritional Science

- Arts
    - o Anthropology
    - o Art & Design
    - o Economics
    - o English and Film Studies
    - o History and Classics
    - o Interdisciplinary Studies
    - o Philosophy
    - o Political Science
    - o Sociology

Have not reported sustainability courses in Drama, East Asian Studies, Linguistics, Modern Languages and Cultural Studies, Music, Psychology or Women's Studies.

- Augustana Campus
    - o Humanities
    - o Science
    - o Social Sciences

Have not reported sustainability courses for Augustana Fine Arts department.

- Engineering
    - o Chemical and Materials
    - o Electrical and Computer
    - o Mechanical

Have not reported sustainability courses for Civil and Environmental Engineering or the School of Mining and Petroleum Engineering.

- Faculty of Extension
- Native Studies
- School of Business

- o   Marketing, Business Economics, and Law

Have not reported sustainability courses for Accounting, Operations and Information Systems, Finance and Statistical Analysis, or Strategic Management and Organization

- • Science
  - o   Biological Sciences
  - o   Chemistry
  - o   Earth & Atmospheric Sciences

Have not reported sustainability courses for Computing Science, Mathematical and Statistical Sciences, Physics or Psychology.

The following faculties, and therefore any departments within those faculties, do not yet have sustainability courses indicated: Education, Graduate Studies and Research, Law, Medicine and Dentistry, Native Studies, Nursing, Rehabilitation Medicine, Public Health Physical Education and Recreation, Pharmacy and Pharmaceutical Sciences, Faculte St. Jean, St. Joseph's and St. Stephen's.

Of a total 80 departments, 23 departments offer sustainability courses as per the Office of Sustainability's identified sustainability courses, or 28.8% of departments.

Indicator: Undergraduate Program in Sustainability

Description: At least one sustainability-focused undergraduate major, degree program or equivalent which includes social, environmental and economic dimensions of sustainability.

Assessment Summary: We do not currently have an undergraduate program in "sustainability", however, the Faculty of Arts is in the process of developing a BA in Environmental Studies program with potential majors in Environment and Conservation, Environment and Development and Environment and Policy. These programs include "scientific, cultural, economic, moral, political and social dimensions of environmental issues" (http://www.foa.ualberta.ca/en/Undergraduate_Programs/Majors_and_Minors/BA%20Environmental%20Studies.aspx).

There are other programs in the Faculty of Agriculture, Life and Environmental Science, such as Rural Economy which approaches sustainability from a more interdisciplinary approach. It is quite a subjective indicator to determine what programs include environmental, social and economic dimensions of sustainability and as the University has not yet attempted to determine these, I will not do so here.

Indicator: Sustainability Immersive Experience

Description: Immersive, sustainability-focused educational study program, off- or on- campus or overseas. Must focus on social, economic and environmental sustainability dimensions and/or examine a topic or issue using sustainability as a lens.

Assessment Summary: There is a sustainability course taught through Community Service Learning, CSL 350/360 and 550/560 called Oil and the Arts. It is an identified "sustainability" course under the Office of Sustainability's list as well as a community service learning course.

Indicator: Sustainability Literacy Assessment

Description: Assessment of sustainability literacy of students is conducted focused on topics not values or beliefs. A follow-up assessment of the same cohort group is conducted.

Assessment Summary: See indicator K-14.

Indicator: Incentives for Developing Sustainability Courses

Description: Ongoing program(s) that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses or incorporate sustainability into existing courses or departments. Examples include release time, funding for professional development, and trainings offered by the institution.

Assessment Summary: The Office of Sustainability has Sustainability Enhancement Funds available for students, staff or faculty, which could potentially be used for the development of new sustainability courses. OSAAC is developing a workshop through the Center of Teaching and Learning (CTL) to encourage faculty to incorporate sustainability into their courses. No individual fund for sustainability courses is provided.

- The University of British Columbia Alma Mater Society (UBC-AMS) participated in the writing of a Sustainability Academic Strategy report that was passed unanimously by Council in 2009 that recommended what the student association expected from the University in terms of incorporating sustainability into the academic experience.[i]

- UBC-AMS additionally has partnered with an Agriculture Science course (AGSCI 450) to work with the Food and Beverage Department, providing them real-life, on campus experiences for practicing their academics using the campus as a living lab.

- iihttp://www.geog.mcgill.ca/SSS/index.html

- http://www.mcgill.ca/mse/

- UBC has over 350 sustainability-related courses available with definitions for what "sustainability-related" and "sustainability-focused" mean. (http://sustain.ubc.ca/teaching-learning/curriculum/courses).

- http://www.mcgill.ca/sustainability/group/academia/

- McMaster's list of courses offered (http://www.mcmaster.ca/sustainability/documents/Courses_Oct_10.pdf).

- UWO's Centre for Environment and Sustainability (http://www.uwo.ca/enviro/index.htm)

- University of Calgary has over 200 courses listed related to sustainability (http://www.ucalgary.ca/sustainability/courses) though only offers 3 undergraduate sustainability degree programs (http://www.ucalgary.ca/sustainability/degrees)

- University of Ottawa has 92 sustainability-related courses listed (http://www.sustainable.uottawa.ca/index.php?module=CMS&id=10&newlang=eng)

- University of Waterloo has their undergraduate sustainability options online (http://www.sustainability.uwaterloo.ca/academic_programs.php).

- York University Faculty of Environmental Studies: 42 interdisciplinary full-time faculty members (http://www.yorku.ca/fes/).

- UBC Pledge http://www.sustain.ubc.ca/pledge

- The Graduation Pledge Alliance (http://www.graduationpledge.org/pledge-organizers/schools-involved/)

Recommendations

1. Develop a political policy for sustainability in academics that will guide future VP Academics and Executive Committee members to become more involved in the future of sustainability learning on campus. Advocacy is a role that is currently not filled in this area as the Office of Sustainability does not act as an advocate for sustainability on campus.
2. Have the VP Academic take on more of a leadership role in OSAAC, whether that be through appointing a member to the committee or sitting on the committee themselves.
3. Work with the University to set goals for sustainability learning. These may include:
   - 50% of graduating students will take a pledge at convocation by 2012, 100% by 2015.
   - 25% of courses offered having applied research or learning components by 2015, 75% by 2020.
   - 25% of courses to contain sustainability content by 2012, 75% by 2015.
   - 25% of graduates will graduate having taken sustainability courses by 2015, 100% by 2020.
   - 50% of sustainability courses will be taught by tenured or tenure track faculty by 2012, 100% by 2015.
   - 50% of courses will be collaboratively developed by 2015, 100% by 2020.
   - 90% of departments will offer sustainability courses by 2015.
4. Implement a sustainability literacy survey through Orientation 2011.
5. Develop a teaching quality measure for sustainability courses with the University of Alberta.
6. Work on assessing the collaborative course development and for-profit course development of undergraduate courses at the University of Alberta.
7. Work with faculty to create a CSAF course where students can work on assessing campus sustainability in an interdisciplinary research team as well as working on feasibility studies and recommendations to improve the sustainability of our University community.
8. Work with the Office of Sustainability to see if a graduation pledge is adoptable based upon the Graduation Pledge Alliance.
9. Work with the Office of Sustainability to launch an initial sustainability literacy survey as well as a follow-up 4

years later with the same cohort.

Works Cited & Sources

i http://www.ams.ubc.ca/campus-life/ams-sustainability/sustainability-academic-strategy-sas/
ii http://www.ams.ubc.ca/campus-life/ams-sustainability/what-we-are-doing/food-and-beverage/teaching-and-learning/

Community Involvement & Recreation

The involvement and cohesion of the campus community is measured by involvement in volunteerism, student groups and student politics. The University of Alberta community is a substantial one, made up of 5 campuses, over 7,000 graduate students and over 30,000 undergraduate students (http://www.ualberta.ca/~idosa/databook/09-10/data_files/data_files/Table2_1_1_TeachFac2009dec.pdf). It also encompasses Inter-Campus collaboration on sustainability to support events such as: earth day, joint staff meetings/PD, etc.

Recreation, as defined by social and physical activity improves wellbeing. In order to achieve sustainability on campus and within our organization, our members and employees must be mentally and physically well. People can only care for others when their needs are taken care of.

Initiatives

Though the SUB space has not been set aside particularly for recreation, the UASU has played a significant role in promoting physical recreation on campus. UASU Executive Committee members, VPs Operations & Finance and Student Life have worked together with the University over the 2009/2010 Academic term in the planning of the new Physical Activity & Wellness Centre to ensure that student-appropriate recreational space is made available to students (http://www.campusrec.ualberta.ca/pdfs/PAWC2010.pdf). The PAW Centre will be 2000 sq m and will provide both sustainable space for broad health and wellness activities and furthermore will be governed by a student-majority stakeholder board. A campus-wide indicator of recreational space available would be more indicative of the work being done by the UASU through their work with the University.

In terms of programming, the UASU has launched the new Campus Cup and Break the Record dodge ball events encouraging students to get out and get active. (http://www.su.ualberta.ca/events_and_entertainment/campuscup).

Reporting Responsibility

- Student Group Services Manger
- Director of SUSTAIN SU
- Chief Returning Officer
- Senior Manager Facilities & Operations

Indicators

CSAF

Indicator: C-1- Volunteerism

Description: Total number of CCMs who volunteer on campus at least 2 hours/week divided by total CCMs, multiplied by 100.

Assessment Summary: Based on the UASU's 2009 Undergraduate survey, 41% of students spent 1-6 hours per week volunteering. 51.5% of students said they spent 0 hours volunteering each week. In 2009/2010 there were 440 student groups registered with Student Group Services. In 2010/2011, there were 145 registered student groups through Student Group Services as well as 13 residence or faculty associations and a number of Dedicated Fee Units.(From SGS, 2010/2011 Membership Totals). Not including the student associations, 7,955 undergraduate students were members of these student groups, accounting for approximately 26% of the undergraduate population based on 30,457 undergraduate total enrollment in 2009/2010 (http://www.ualberta.ca/~idosa/databook/09-10/data_files/data_files/Table2_1_1_TeachFac2009dec.pdf). This is also likely an overestimate as students who are members of multiple groups may be counted multiple times.

Indicator: C-1.5- Sustainability Group Volunteerism

Description: *modified indicator: Total number of CCMs who volunteer on campus at least 2 hours/week divided by total CCMs, multiplied by 100. Total number of sustainability groups.

Assessment Summary: The UASU provides the SUSTAIN SU service, which provides over 120 students with sustainability-related volunteer work. In 2009/2010 an average of 62 students reported their volunteer hours each month and the average hours volunteered per month was 5.6 hours/month, to a total of 1773 hours of sustainability volunteer work.

Other sustainability related student groups are listed here: [1]

Indicator: C-2- Financing Volunteer Groups

Description: Total annual amount of money given to on-campus volunteer driven organizations divided by number of organizations.

Assessment Summary: Student Group Services' budget for 2010/2011 is $191,319 with the Students' Union paying for a net loss of $59,324 (2010/2011 Master Budget). With a total of 158 groups, this amounts to approximately $375 per student group. The University of Alberta Office of the Dean of Students also provides funding for student groups on top of the SU's allocated budget.

Indicator: C-6 Voter Turnout

Description: Number of student voters in most recent student election (of any type), divided by total number of eligible voters; multiply by 100. Average in all elections held in past year.

Assessment Summary: Voter turnout in the 2010/2011 Executive Committee, BoG elections and referenda, held March 2010 was 6070 of the total 30,457 undergraduates, approximately 20% of the undergraduate population (http://www.su.ualberta.ca/student_government/elections/election_archive/2009-2010/results/2010E/results). Voter turn-out for Councilor Elections were 1340 or 4% of the undergraduate population (http://www.su.ualberta.ca/student_government/elections/election_archive/2009-2010/results/2010C/scresults). GFC elections were 900 or Councilor and GFC by-elections were 900 or 3% (http://www.su.ualberta.ca/student_government/elections/election_archive/2009-2010/results/2010C/gfcresults). Councilor by-elections were 652, of the undergraduate students of the relevant faculties (http://www.su.ualberta.ca/student_government/elections/election_archive/2009-2010/results/2009B).

http://www.su.ualberta.ca/student_government/students_council/archive/2009-2010A/SC09-24Late%20Additions.pdf

Indicator: HW-1- Recreation Space

Description: Total square metres dedicated to recreation uses (both in- and outdoor to be included) divided by total square metres; multiply by 100.

Assessment Summary: In SUB, ECOS' Bike Library shop (25.32 sq m), the Myer Horowitz Theatre used for dancing and the Dinwoodie Lounge used for dancing (671.73 sq m) or 2.9% of the building is dedicated to supporting physical recreation.

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Assessment Summary: In SUB, ECOS' Bike Library shop (25.32 sq m), the Myer Horowitz Theatre used for dancing and the Dinwoodie Lounge used for dancing (671.73 sq m) or 2.9% of the building is dedicated to supporting physical recreation.

STARS

Indicator: Community Sustainability Partnerships

Description: Formal partnerships with local community, including school districts, government agencies, non-profit organizations, or other entities to work together to advance sustainability within the community.

Assessment Summary: The Students' Union has negotiated agreements with the City of Edmonton, Strathcona and St. Alberta to provide subsidized, sustainable public transit to University of Alberta students. SUSTAIN SU, the Students' Union's sustainability office's Bike Library has a formal partnership with the community bike organization, Edmonton Bicycle Commuters. The Students' Union has participated in community partnerships with their Kids Christmas Party, however no similar sustainability events have been organized.

The University's Office of Sustainability has begun to form partnerships for specific events, such as Green Consumer Day Market and the Farmer's Market during Sustainability Awareness Week, which promotes local sustainable

businesses on campus. Sustainability Awareness Week in general has been a community event, partnering with the Artist Response Team, the Art Gallery of Alberta, the Beverage Container Management Board, the City of Edmonton and Edmonton Transit System (http://www.sustainability.ualberta.ca/saw.cfm).

Indicator: Inter-Campus Collaboration on Sustainability

Description: Collaborates with other colleges and universities to support and help build the campus sustainability community.

Assessment Summary: The Students' Union is involved in inter-campus collaboration with other student associations in the form of CASA and other networks. The Students' Union, as an organization, however, is not involved in inter-campus collaboration on the topic of sustainability, at this time.

SUSTAIN SU, the Students' Unions environmental service, has long been a member of the Sierra Youth Coalition's Sustainable Campuses campaign and network. While the Sustainable Campuses program helps empower students to make change on their campuses, the campaign for students associations is called Student Unions for Sustainability. Presently, this program is active only in Quebec and is sponsored by the Canadian Federation of Students (CFS) and Partenariat Jeunesse pour le Développement Durable (PJDD).

The University's Office of Sustainability has begun to do inter-campus sustainability challenges, such as the Earth Hour One Hour No Power Multi-Campus Challenge in 2010, which the Students' Union helped promote (http://www.sustainability.ualberta.ca/pastcontests.cfm). Additionally, most of the Office of Sustainability's activities span all 5 of the University of Alberta's campuses. Presently, however, the Students' Union's sustainability efforts, as far as SUSTAIN SU goes, is focused mainly on North Campus.

Indicator: Community Service Participation

Description: Engages student body in community service as measured by percent of student participating in community-service.

Assessment Summary: See above CSAF indicator C-1 on volunteerism.

Indicator: Community Service Hours

Description: Institution includes community service achievements on student transcripts.

Assessment Summary: See above CSAF indicator C-1 on volunteerism.

Indicator: Community Service on Transcripts

Description: Engages students in community service, as measured by average hours contributed per full-time student per year.

Assessment Summary: In 2009/2010, the Students' Union, in partnership with the University's Dean of Students, piloted a Co-Curricular Record initiative (http://www.uofaweb.ualberta.ca/deanofstudents/CoCurricularRecord.cfm). In 2010/2011, the Students' Union supported this project through the creation of a Co-Curricular Record Coordinator in the Centre for Student Development

Indicator: Student Sustainability Educators Program

Description: Ongoing peer-to-peer sustainability outreach and education program where the institution:

- Selects/appoints students to serve as educators
- Provides training
- Offers staff or other financial support

Assessment Summary: The Students' Union has provided 3 employees who are undergraduate students as the Director and Associate Directors of SUSTAIN SU who's positions serve as educators. SUSTAIN SU provides training to over 130 undergraduate student volunteers who help educate the undergraduate student body in different ways.

In particular, SUSTAIN SU's Green Residence program is a good example of public speaking and facilitation training that is provided to a small number of SUSTAIN SU volunteers by SUSTAIN SU staff. The volunteers are then able to present to residents on topics of sustainability. Like the rest of SUSTAIN SU's projects, there is relatively little financial support for the project outside of staff hours. It is also important to note that SUSTAIN SU staff are undergraduate students themselves who may or may not have been provided sufficient training themselves. It is also

notable that in terms of scale, this educational program is quite small and relies on volunteers.

Green Sessions are another example of peer-to-peer sustainability education that is provided by the Students' Union through SUSTAIN SU. Green Sessions are facilitated by SUSTAIN SU staff and discuss a variety of issues of sustainability with students each month. Again, SUSTAIN SU staff are undergraduate students themselves who do not have mentorship, guidance, training or expertise in the development of Green Sessions.

 In 2010/2011, SUSTAIN SU has made a move to a formal partnership with the University's Office of Sustainability, which allows Campus Sustainability Volunteers to be trained by the Office of Sustainability and SUSTAIN SU and to partake in both SUSTAIN SU and the Office of Sustainability's volunteer opportunities.

Indicator: Student Sustainability Outreach Campaign

Description: At least one sustainability-related outreach campaign directed at students with measurable, positive results. Examples include a competition or a collective challenge.

Assessment Summary: While the Office of Sustainability has begun to offer sustainability challenges and competitions, the Students' Union and SUSTAIN SU have not created any sustainability competitions themselves. However, the Students' Union and SUSTAIN SU have partnered with the Office of Sustainability on their competitions including in 2009/2010, on the Green Scene Sustainability Video Contest where SUSTAIN SU staff and volunteers helped collect video clips of students. The Students' Union has promoted the 2009/2010 Earth Hour Multi-Campus Challenge. In 2010/2011, the Students' Union and SUSTAIN SU's Green Residence program are working with the Office of Sustainability on the development of the One Simple Act on Campus Commitment Project (http://www.sustainability.ualberta.ca/pastcontests.cfm).

The Students' Union's major competition of the year is Antifreeze, the weeklong winter activity challenge, however the challenge does not relate to sustainability. The Students' Union also has started in 2009/2010 the Campus Cup Dodgeball Tournament, which, while promoting physical recreation, is not a sustainability outreach campaign.

Indicator: Sustainability Outreach and Publications

Description: Outreach materials and/or publications fostering sustainability learning and knowledge including as examples: website, newsletter, student research publication vehicle, building signage, food service signage and brochures, grounds signage, walking map or tour, guide for commuters about how to use alternative modes of transportation, guide for green living incorporated into residence experience, regular coverage of sustainability in main student newspaper, etc.

Assessment Summary: The Students' Union's SUSTAIN SU does have a website which includes a FAQ section (http://www.su.ualberta.ca/services_and_businesses/services/ecos). This website is managed, however, by the Students' Union's web editor who is responsible for the entire organization's website and therefore tends to get out of date. SUSTAIN SU 's Green Box Research Centre in 2010/2011 has also partnered with the Office of Sustainability in providing answers to submitted sustainability questions from students on campus.

SUSTAIN SU has, in the past, published a newsletter for over 1000 people, administered by one SUSTAIN SU Associate Director, however, there have been technical issues with the listserves, the task is time consuming and multiple organizations, including the Office of Sustainability publish e-newsletters. SUSTAIN SU has not published its newsletters in 2010/2011. The Students' Union, as a whole does not operate a newsletter.

One of the major projects that the Students' Union undertook in 2009/2010 was to create building signage in SUB on the main waste disposal centre on the main floor, encouraging responsible waste disposal. Additionally, the Students' Union has posted a small sign promoting eco-discounts that food vendors give customers for bringing reusable dishes.

SUSTAIN SU has brochures and a library of resources on topics sustainability available to students, however, they go unutilized at times due to their location in the Lower Level of SUB where traffic is low.

Indicator: Student Group

Description: Active student organization focused on sustainability.

Assessment Summary: There are a number of student groups focused on sustainability on the UofA campus presently (http://www.su.ualberta.ca/services_and_businesses/services/ecos/resources/othergroups and http://www.sustainability.ualberta.ca/ClubsForStudents.cfm). SUSTAIN SU is a very strong student sustainability organization of which there are few to match.

Indicator: Model Dorm Room

Description: Occupied, formally designated model dorm room open to students during regular hours and demonstrates sustainable living principles.

Assessment Summary: While SUSTAIN SU does do a Green Residence program in residences on campus to open space to talk about sustainability and sustainable living, there is not at this time a model dorm room created. The Office of Sustainability, aside from the Recyclemania project in Lister Hall, does not have much involvement in the residence though the Office of Sustainability has assisted the graduate housing in East Campus Village to develop a composting program. In Lister Hall there is an Enviro-Committee though the group focuses its work currently on events such as an annual plant sale. Residence Services has a sustainability committee as well though it is focused more on dining services.

Indicator: Themed Housing

Description: Sustainability-themed housing where residents learn about sustainability together creating a residential sustainability learning community.

Assessment Summary: The Students' Union does not manage any residences at this time though the University does have EcoHouse that is a sustainability-themed house in East Campus Village for 3 residents (http://www.uofaweb.ualberta.ca/ecohouse).

Indicator: Sustainability Events

Description: Major events related to sustainability, such as conferences, speaker series, or symposia, which have students as the intended audience.

Assessment Summary: There are more sustainability events than an undergraduate student can shake a stick at on the UofA campus recently. While the Office of Sustainability hosts some major events in collaboration with other groups such as Sustainability Awareness Week, the Students' Union, through SUSTAIN SU also hosts sustainability events. SUSTAIN SU, in 2010/2011 is preparing to host its first Campus Sustainability Summit which will provide a space for networking, skill-building, educational workshops and practicing sustainable behaviors.

The Students' Union, as an organization, puts on some major events throughout the year. These include Week of Welcome, AntiFreeze, Campus Cup and ongoing Movie Nights and events that are booked in Students' Union venues. None of these events at this time are related to sustainability.

Indicator: Outdoors Program

Description: Wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles.

Assessment Summary: There is an Outdoor Club student group registered with Student Group Services (http://www.outdoorsclub.ca/).

Indicator: Themed Semester or Year

Description: Sustainability-related theme for its semester or year or first-year experience. Sustainability-related book for common reading.

Assessment Summary: The University of Alberta does not currently partake in themed years or semesters.

Alternative Practices

- UMSU has a Recycling and Environmental Group, which is a service of the SU. UMREG operates through a $2.50 CDN levy applied to each student's tuition fees, granted by a $2.00 referendum in 1999, followed by a $0.50 increase in 2007. The funds are administered through UMSU, a representative of the student body, to whom we are accountable.[2]

- http://thecord.ca/articles/25854

- Eco-reps programs

- The USSU has 11% of their space allocated to recreation via the outdoor Louis' Beach Volleyball Courts.

Recommendations

Short-term

1. Providing further support to SUSTAIN SU's Green Residence program could provide honorariums to residents to act as Eco-Reps. Further work in residences could see a model dorm being developed, in collaboration with Residence Services. The end goal of the Green Residence program should be to reach every student in the residence and could include infrastructure upgrades in addition.
2. The Students' Union could provide an online space for undergraduate interdisciplinary sustainability research and publications to be posted.
3. Further signage in SUB could include contact information of how to report leaks or air quality complaints, food choice indications and menues.
4. The Students' Union could provide further incentives for student groups involved in recreation and/or sustainability (including environmental and social justice) through granting, special advertising space, use of facilities at reduced costs.
5. Events that the Students' Union hosts now could be "greened". The Office of Sustainability is developing a year-long Green Events program through its upcoming Eco-Reps program. The Students' Union's Events and Programming department could benefit in participating in this program.

Medium-term

6. Explore the possibilities of having CASA sponsor a sustainability position in partnership with the Sierra Youth Coalition, to coordinate sustainability efforts of CASA's student associations. This position could mirror the Sierra Youth Coalition's Student Unions for Sustainability program in Quebec sponsored by PJDD and CFS.

Long-term

7. Look to expand the amount of space available for recreational use.

Works Cited

[1] http://www.su.ualberta.ca/services_and_businesses/services/ecos/resources/othergroups
[2] http://www.umreg.org/

Energy Management

Energy management includes the many options available to reduce energy consumption on campus or within our building.

Reporting Responsibility

- Energy Management, University of Alberta (Office of Sustainability)
- Senior Manager Facilities and Operations

Indicators

CSAF

Indicator: E-9- Energy Metering

Description: Total square metres of interior space divided by the total number of energy metres.

Assessment Summary: The University has installed one energy meter per building and SUB does have one energy meter, however, there are not multiple meters throughout the building, therefore making it difficult to track where greatest energy expenditures originate within our building to target those areas for reduction.

Indicator: E-10- Energy Efficient Equipment

Description: Total value (in dollars) of equipment that consumes electricity, including fixtures, appliances, etc. installed over the previous year that was of highest energy efficiency ratings available, divided by the total dollars spent on all new energy consuming equipment installed over the previous year; multiply by 100.

Assessment Summary: The Students' Union uses energy-consuming equipment in the form of kitchen equipment in its Food and Beverage Service kitchens, freezers in SUBmart, printing equipment in SUBprint, and computers throughout all of the offices. As has been mentioned previously in the Equipment, Purchasing and Eco-labeling section, a majority of the computers purchased for the organization are EPEAT Gold certified. The majority of the equipment in SUBprint is EnergyStar certified. None of the Food and Beverage Services kitchen equipment is certified as energy efficient and is largely purchased second hand. There is no policy requiring employees to purchase energy efficient equipment for their departments, however the Ethical Business Partners Operating Policy does state the Students' Union will "give preference" to those companies that are energy efficient in their production.

Indicator: E-11- HVAC&R System Control

Description: Total amount of HVAC&R system (measured by the built square metres serviced) operating with direct digital control with digital hardware, divided by total amount of built square metres serviced by HVAC &R systems; multiply by 100.

Assessment Summary: The air handling systems at the University of Alberta are an induction type system. Operations controls temperature, humidity and ventilation across all University buildings. Humidity and ventilation air are supplied through a central heating and ventilation system in the Communications Control Centre.

Indicator; E-12- Automatic Lighting Sensors

Description: Total floor area (in square metres) of classrooms, office spaces, laboratories, washrooms, and other non-emergency and non-critical (ie hallways and walkways) spaces controlled by automatic lighting occupancy sensors, divided by total lit floor area (in square metres and excluding emergency and critical areas); multiply by 100.

Assessment Summary: There are no automatic lighting sensors in SUB.

Indicator: Energy Management System

Description: Institution uses a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location.

Assessment Summary: The University of Alberta does use a centralized energy management system.

Indicator: Energy Metering

Description: Institution meters all energy consumption (including electricity, natural gas and steam) for at least one building

Assessment Summary: The University does meter energy consumption in each building across campus, including one energy meter for SUB.

Indicator: Greenhouse Gas Emissions Inventory

Description: Institution has conducted a GHG emissions inventory covering Scope 1 and 2 emissions and it is publicly available.
The institution has conducted a GHG emissions inventory covering Scope 3 emissions and it is publicly available.

Assessment Summary: The University has completed Scope 1 and 2 emissions inventories.[1]

Indicator: Lighting Sensors

Description: Institution uses motion, infrared or light sensors to reduce energy consumption.

Assessment Summary: There are no automatic lighting sensors in SUB.

Indicator: Local Offsets Program

Description: Institution offsets GHG emissions by implementing projects that reduce GHG emissions in the local community.

Assessment Summary: This program does not exist at this time on campus.

Indicator: Bicycle Sharing

Description: Institution has a bicycle-sharing program.

Assessment Summary: The Students' Union's SUSTAIN SU started the Bike Library program in 2005 and continues to loan students bikes for one-month periods for a refundable $40 deposit. The Bike Library has 40 bicycles and a space for a bike shop in the Lower Level of the Students' Union Building. The program is increasingly popular with 64 bikes loaned in 08/09 and 108 in 09/10. Every year there are more names on the Waiting List than can be served.

Indicator: Facilities for Bicycles

Description: Institution h as indoor and secure bike storage, shower facilities, and lockers for bicycle commuters.

Assessment Summary: The Students' Union does not have shower facilities available for cyclists in the SUB though showers are available for use in the Van Vliet building. The University has provided multiple bike racks around the SUB and the Students' Union has allocated 25.32 m^2 of space in the Lower Level to be used for the Bike Library storage and shop space. The Bike Library should be moving to a larger space in the CCIS Headhouse in the Fall of 2011. In the new bike facilities in the CCIS Headhouse there will be 3 showers for cyclists.[2]

Indicator: Bicycle Plan

Description: Institution has developed a bicycle plan.

Assessment Summary: The University does not have a Bicycle Plan per se, however, in the Long Range Development Plan, of 2002, transportation was addressed as an issue with possible solutions being, working with the City on planning and implementing Travel Demand Management initiatives, developing 114th Street as a major cycling road, provide bicycle parking, and recognizing cycling as an acceptable mode of transportation and accommodating it so.[3] Likewise, the University has developed a Transportation Demand Management plan in 2005.[4] In 2009, the University also approached the Students' Union about a bike and pedestrian safety study on campus.

Indicator: Mass Transit

Description: Institution offers free or reduced price transit passes and/or operates a free campus shuttle.

Assessment Summary: The Students' Union has devoted a lot of effort to Universal Transit Pass (UPASS) negotiations, leading to a referendum in the Winter 2007 term approving the implementation of a UPASS program and a second referendum for renewal in 2010 which passed on $91.67/term for 2010/2011, $104.17 for 2011/2012 and $116.67 for 2012/2013.[5] The Students' Union has a Political Policy ensuring advocacy on behalf of improved Public Transit for students.[6]

Indicator: Condensed Work Week

Description: Condensed workweek offered for employees.

Assessment: Condensed workweeks can reduce travel to and from work and therefore reducing emissions related to commuting. Generally, fulltime Students' Union employees are not offered alternative work arrangements though student term employees can work flexible hours to fit their school schedules.[7]

Indicator: Telecommuting

Description: Tele-commute program offered for employees.

Assessment Summary: Tele-commuting, like-wise, can provide an opportunity to reduce travel of employees to and from work. Generally, fulltime Students' Union employees are not offered alternative work arrangements though student term employees can work flexible hours to fit their school schedules.[9]

Indicator: Carpool Matching

Description: Has carpool-matching program

Assessment Summary: The Students' Union's Infolink has offered a Carpool Registry and Ride Share registry however they have not been well used in recent years. The University's Office of Sustainability has suggested moving towards a partnership with Carpool.ca to utilize their well-established base for greater promotion across campus. The University of Alberta advertises Carpool.ca on their website but does not advertise Infolink's Carpool Registry.[8,9,10]

Indicator: Cash-out of Parking

Description: Allows commuters to cashout of parking spaces

Assessment: Cash=out of parking requires that employees are given a parking space and if they do not need it because they use public transit or they cycle, they get paid out for the parking services not used. However, the Students' Union's employees have to pay for their own parking as the University owns all parking space other than 2 spaces that the Students' Union purchases in the Loading Dock for Students' Union owned vehicles.

Indicator: Carpool Discount

Description: Reduced parking fees for van or carpoolers.

Assessment Summary: There is no program on campus for reduced parking fees for van- or car-poolers.[11]

Indicator: Local Housing

Description: Incentives or programs to encourage employees to live close to campus.

Assessment: There are no incentives to encourage UASU employees to live close to campus. However, the Students' Union does advocate that the Government of Alberta provide funding to develop additional student housing.[12]

Indicator: Prohibiting Idling

Description: There is a policy prohibiting idling.

Assessment Summary: The University of Alberta's Office of Sustainability has worked on a Care for Our Air anti-idling awareness campaign since 2007 though, at this time, no anti-idling policy exists.[13] The Students' Union has not participated in this program or had any part in promoting or planning.

Indicator: Car Sharing

Description: Participates in car sharing program.

Assessment Summary: The University of Alberta has recently launched a Connect by Hertz car share program consisting of three vehicles.[14] The Students' Union has not participated in this program or had any part in promoting or planning.

Indicator: LED Lighting

Description: Light Emitting Diode (LED) technology is used in at least one lighting application.

Assessment Summary: LED exit signs have been installed in SUB with its energy efficient lighting upgrade project.

Indicator: Vending Machine Sensors

Description: Vending machine motion sensors on at least one vending machine.

Assessment Summary: The SUB has vending machines located throughout the Lower (5), Main (6) and 2nd (3) Levels to a total of 14. There are no vending machine sensors on any of the 14 vending machines in SUB. It has been suggested that because this building is open 24 hours that vending machine misers may not be feasible though only the main level is open 24/7.

Alternative Practices

- University of Saskatchewan Student Union had automatic lighting sensors installed in all offices of the building.

Recommendations

Long-term
1. The Students' Union could purchase only third party certified "energy efficient" equipment as certified through EnergyStar, EnerGuide, Ecologo or EPEAT.
2. To keep better tracking, reduce impact of employees while also engaging employees in the sustainability initiative, tracking commuter emissions can be done through a calculator.
3. Hire a consultant to conduct an energy audit of the SUB regularly, on a 3-year cycle, where recommendations will be completed by the time of the next audit to ensure continual improvement.
4. Install vending misers in at least the 5 vending machines that are not located on the Main Level.
5. Install automatic lighting systems in public washrooms, namely in the Lower Level 024 and Main 1-23, 1-26, 1-62 & 1-64.
6. Though the installation of energy meters throughout the SUB would be expensive and complex, meters would allow the Students' Union to monitor tenant energy consumption as well as its own operations in order to better target areas of opportunity.
7. The Public Transit Political Policy could be updated to encompass a more broad view of transportation issues on campus, including the promotion of cycling and other zero emissions modes of transportation through working with the University to create a Bicycle Plan.
8. The Students' Union could rethink Infolink's services the Carpool Registry and Ride Board and establish ways to promote this service for better utility.
9. Advocate for student housing on-campus not only as an accessibility issue, but as part of creating a sustainable community. (Include energy management in advocacy that occurs)

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Energy Intensity of Use

The energy intensity of use section looks into indicators of how efficiently and intensely energy is used and pollutants are emitted in the form of greenhouse gas equivalents.

The University of Alberta has had an energy conservation program since the 1970s, which has amounted to $15.9 million of savings per year and 2 million tones reduced carbon dioxide emissions cumulatively.[1]

It is important to note that SUB's utilities are paid for in majority and managed by the University; therefore the University's energy program is the Students' Union's energy program. The Students' Union pays about $100 000 in total. Of that, RATT pays about half half. The Students' Union occupies a large portion of the SUB but also leases out spaces to tenants and the University has some space in the SUB in the Bookstore and the University services on the 2nd floor.
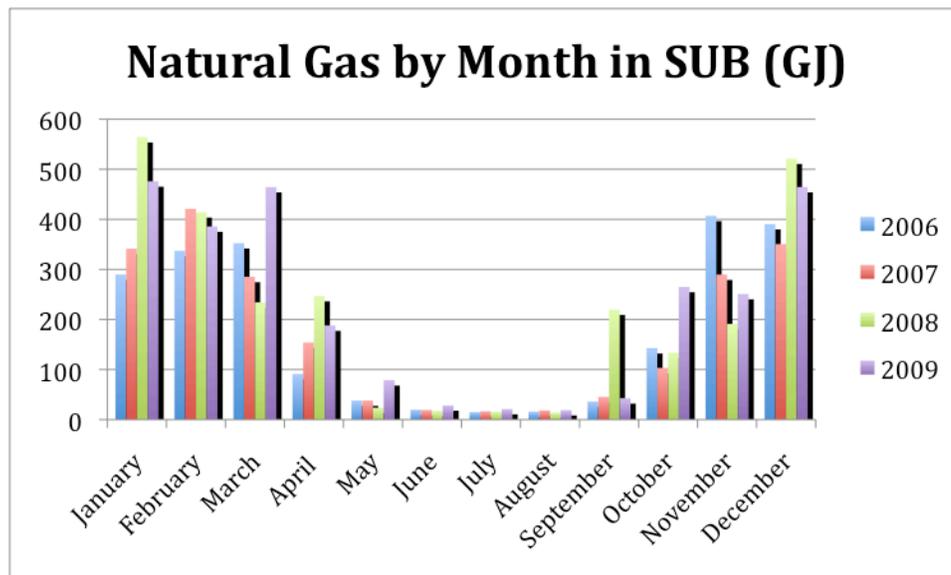
Fig. 1
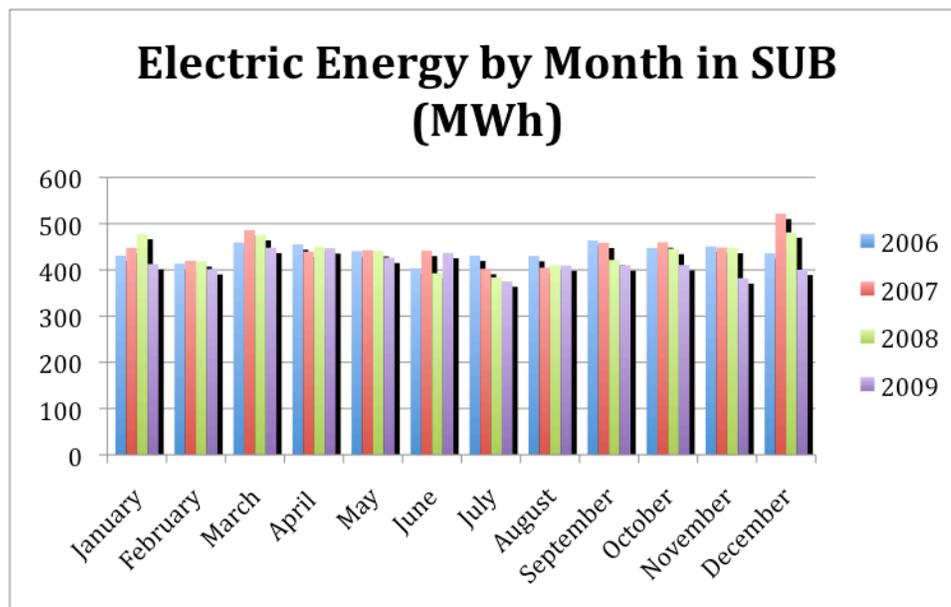
Fig. 2

Initiatives

In 2004 a SUB Energy Audit was completed and came out with a recommendation to install high efficiency lights (T8 and compact fluorescent lamps, electronic ballasts, and LED exit signs). The University has taken on a project to retro-fit all lights on North Campus and SUB's were replaced in November 2009 in what was a $390 000 project, mitigating 610,000 kWh per year.[2]

The University of Alberta started an additional project in SUB in April 2010 that worked on tinting the windows with reflective material throughout the building's tower in order to reduce chilled water use and air conditioning. The project cost $92,000 but annual projected savings are $14,000 per year.

Reporting Responsibility

- Energy Management, University of Alberta (Office of Sustainability)
- Senior Manager Facilities and Operations

Indicators

CSAF

Indicator: E-4- Greenhouse Gas Emissions: Building

Description: Total energy (of all types) consumed (in GJ) each year for heating, cooling, ventilation, and electrical systems, converted into GHG equivalent (tonnes), and divided by total square metres of interior built space. Note: energy used for outdoor uses (lighting, signage, etc.) should be included in the energy use calculation, but will still be assessed relative to square metres of interior space.
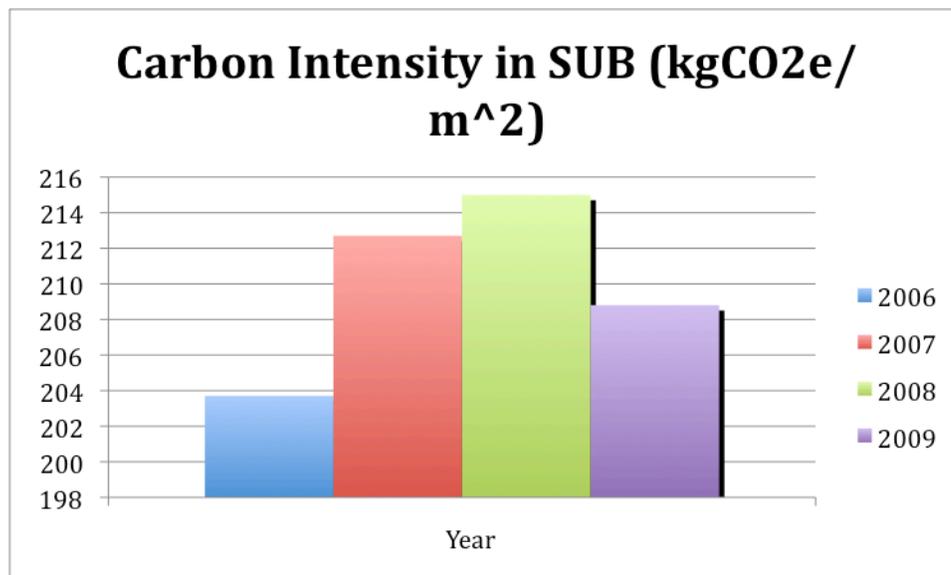
Assessment Summary:

Fig. 3

Description: Total energy (of all types) consumed in GJ each year for commuting transportation, converted into GHG equivalent (tonnes) and divided by total campus community members.

Assessment Summary: A GHG emissions report for commuting transportation has not been compiled at this time by the University for all campus community members, nor for Students' Union employees. However, surveys have been done by the Students' Union to look at how students, as well as Students 'Union staff, are getting to campus.

In the staff survey of summer 2010, 73.9% of 58 surveyed employees said that they use modes other than single occupant vehicles to get to work.

Parking Services claims that 80% of vehicles arriving at the University are single occupant vehicles.[3]

What are your primary and secondary modes of transportation to and from school? (Please check all that apply)
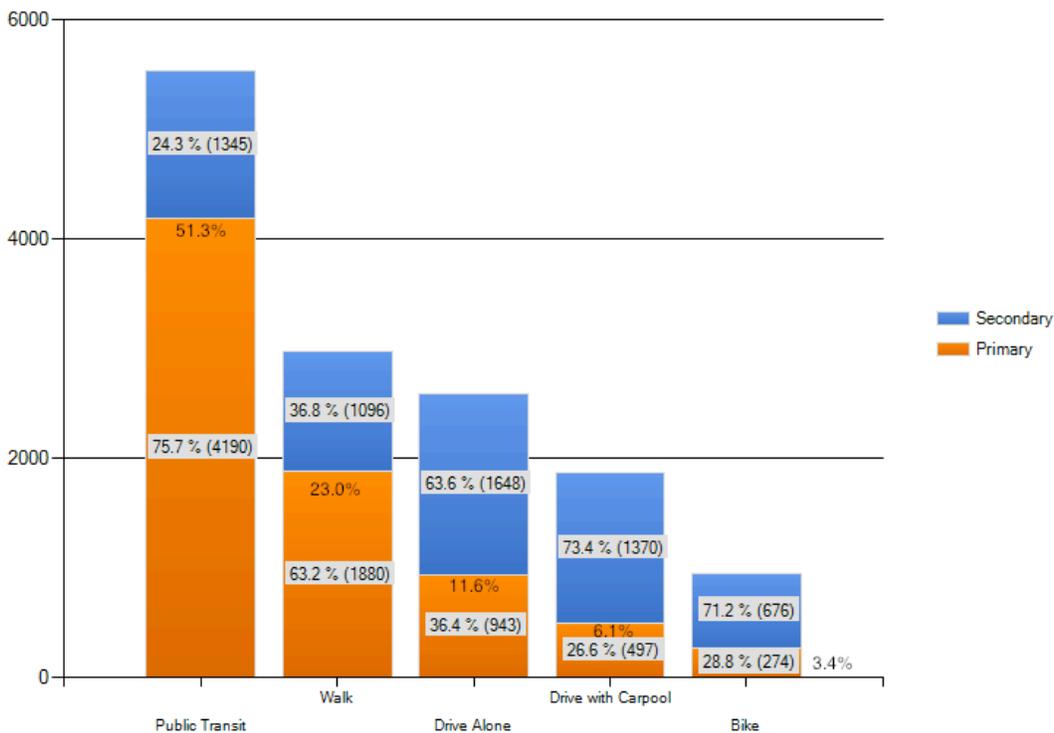
Fig. 4 This figure, from the 2009/2010 Students' Union's Undergraduate Survey shows that the majority of students, 51.3%, use public transit as their primary or secondary modes of transportation. 11.6% of students commute to campus by single occupant vehicle (SOV).

Indicator: E-6– Greenhouse Gas Emissions: Fleet and Grounds Vehicles

Description: Total energy (of all types) consumed in GJ for all fleet and grounds vehicle/equipment use, converted into GHG equivalent (tonnes) and divided by total campus community members.

Assessment Summary: The Students' Union owns two cargo vans: an Astro van, rear wheel drive and a 2010 Ford Transit van, 4 cylinder, front wheel drive.[45]
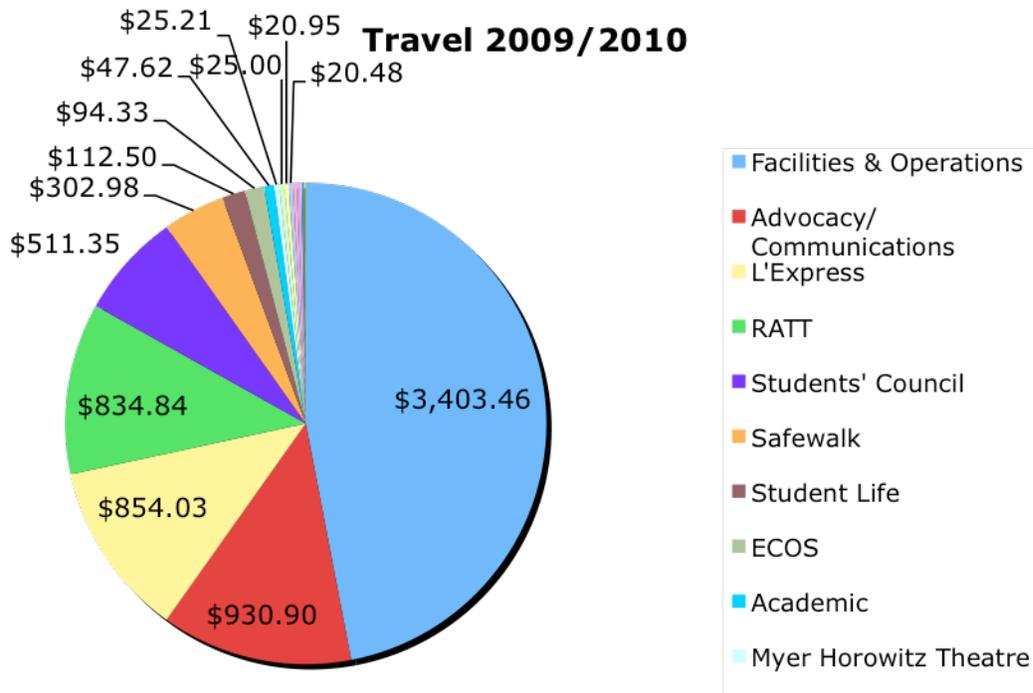

Fig. 5

Indicator: E-7– Greenhouse Gas Emissions: Work Related Travel

Description: Total energy (of all types) consumed in GJ for all work related travel (air, land, water, excluding fleet vehicle use) converted into GHG equivalent (tonnes).

Assessment Summary: As calculated from the air travel trips paid for through the Accounting department in 2009/2010 and calculated through the GHG emissions offset calculator Less.ca as recommended by the David Suzuki Foundation, the Students' Union may have emitted approximately 31,063.4 kg of emissions through air travel in 2009/2010.[6,7,8]

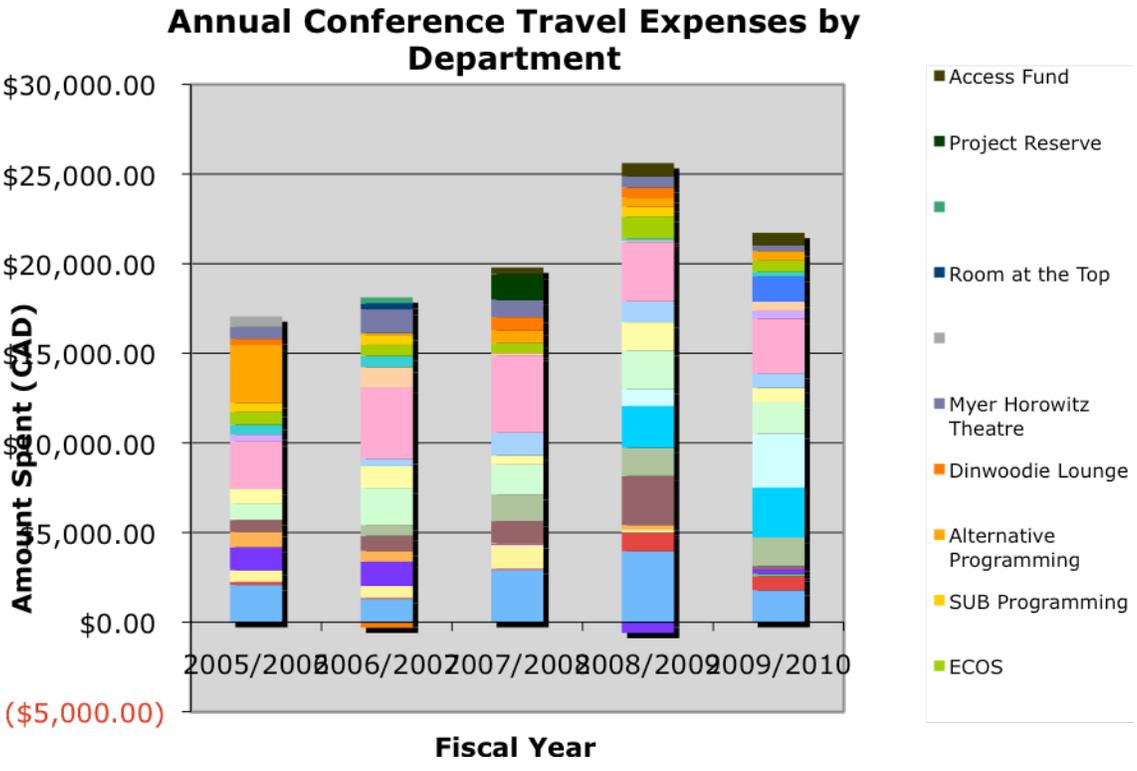**2009/2010 Conference Travel Expenditures**

Legend: CSD, CAUS, CASA, Office Administration, Services Manager, Student Life, SGS, Ombudservice, SFAIC, Advocacy/Communications, Access Fund, ECOS, Alternative Programming

Values: $3,029.30, $3,021.51, $2,780.41, $1,772.62, $1,739.51, $1,579.63, $1,414.35, $813.33, $807.43, $796.75, $704.70, $634.68, $530.81, $491.07, $477.04, $312.00, $254.70, $243.60, $197.01, $120.38

Fig. 6

Annual Conference Travel Expenses by Department

Legend: Access Fund, Project Reserve, Room at the Top, Myer Horowitz Theatre, Dinwoodie Lounge, Alternative Programming, SUB Programming, ECOS

X-axis (Fiscal Year): 2005/2006, 2006/2007, 2007/2008, 2008/2009, 2009/2010

Y-axis (Amount Spent (CAD)): ($5,000.00), $0.00, $5,000.00, $10,000.00, $15,000.00, $20,000.00, $25,000.00, $30,000.00

Fig. 7

Indicator: Times for Temperature Control

Description: Institution uses timers to regulate temperatures based on occupancy hours in at least one building.

Assessment Summary: The SUB has 18 sets of fan zones, which means that one zone can run while another is shut down based upon usage. The fans run on an optimized schedule. In the retail area the fans run 5:30am – 8pm Monday-Friday and 8am-8pm Saturday and Sunday this is in all areas of the building with different times. The main floor of SUB is open 24/7. If areas are unoccupied, building managers can request to have sections shut down (eg. Horowitz – if lights come on then fans go on). Each building has control over their thermostats as well (we can request ups and downs). As of August 18th, the SUB had thermostats set to 21 degrees Celsius.[9]

Indicator: Greenhouse Gas Emission Reduction

Description: Reduced Scope 1 and 2 GHG emissions compared to 2005 baselines.

Assessment Summary: Though 2005 energy usage per gross square foot is not available at this time, 2009 levels were 2.5% greater than 2006 levels. There are a number of different factors that might contribute to this net increase for building energy consumption, including "facility usage patterns, occupant behavior and weather patterns".[2]

Indicator: Air Travel

Description: Policies or programs in place to reduce emissions from air travel.

Assessment Summary: The Students' Union does not have any policies or programs to reduce emissions from air travel, nor does the University.

Indicator: Student Commute Modal Split

Description: Students use a means other than single occupancy vehicle to commute to and from campus (live on campus, walking, bicycling, van or car pooling, taking public transportation or riding a campus shuttle.

Assessment: Please see Fig. above in indicator E-5.

Indicator: Employee Commute Modal Split

Description: Employees use a means other than single occupancy vehicle to commute to and from campus (live on campus, walking, bicycling, van or car pooling, taking public transportation or riding a campus shuttle.

Assessment: Please see Fig. 4 above in indicator E-5. However, full data not available.

Alternative Practices

- UBC's AMS strives to work with UBC Land and Building Services and the UBC Sustainability Office to reduce SUB energy consumption and greenhouse gas emissions by at least 33% from 2007 levels by 2020 as one of the goals in the Lighter Footprint Strategy.

Recommendations

Short-term
1. Hire a student to develop a GHG Emissions report for the SUB.
2. Offset all employee air travel through a certified carbon offsetting company.

Medium-term
3. Develop an Energy Management Plan, setting energy consumption and GHG emission targets for the short and long term based upon Kyoto protocol standards as a minimum. (Not applicable to us? Do we have the values from 1990)

Long-term
4. Promote and provide incentives for employees to reduce air travel through teleconferencing abilities.

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Energy Sources

The Sustainable Endowment Institute's College Report Card found that forty percent of schools across North America either purchase renewable energy directly from their utility providers or buy renewable energy credits equivalent to a percentage of their campus energy use. Nearly half of the schools produce renewable energy on campus. Facilities for producing solar, wind, bio, or geothermal energy are in operation at 45 percent of the schools.[1]

The University of Alberta made its first green power purchase in 2009, when it decided to purchase two years of renewable energy credits for its first LEED® Gold certified building (Triffo Hall). The University has established a Green Power Reserve Fund with surplus revenues from our district energy system. This fund currently holds $1.41 million and is expected to grow in the future. The revenue from this fund is dedicated for the purchase of green power for campus or renewable energy credits. There is no renewable energy generated on campus.

In the Students' Union Building, all utilities are managed and paid for by the University of Alberta.

Reporting Responsibility

- Energy Management, University of Alberta (Office of Sustainability)
- Senior Manager Facilities and Operations

Indicators

CSAF

Indicator: E-1- Renewable Energy: Buildings

Description: Total GJ of energy consumed annually by buildings for heating, ventilation, air conditioning, refrigeration and electrical systems from renewable sources, divided by the total GJ of energy consumed annually for the uses listed in the indicator; multiply by 100. Building energy should include energy used for exterior lighting and signage. Renewable sources means clean, non-nuclear, perpetual renewable energy. Large-scale hydroelectricity is not renewable but small-scale, micro-hydro is.

Assessment Summary: 0% of total GJ of energy consumed annually by buildings for heating, ventilation, air conditioning, refrigeration and electrical systems comes from renewable resources.[1]

Indicator: E-2- Renewable Energy: Fleet and Grounds Vehicles

Description: Total GJ of energy consumed annually for fleet and grounds vehicles and equipment from renewable sources, divided by the total energy consumed annually by those listed uses; multiply by 100.

Assessment Summary: In 2010 the Students' Union purchased an electric Club Car for L'express catering deliveries on campus. At this time total GJ of energy consumed by fleet vehicles annually is not monitored.

The University of Alberta has purchased 19/280 or 6.8% of its fleet vehicles as 100% electric and another 17/280 or 6.1% hybrid fleet vehicles.[1]

Indicator: E-3- Local Energy Sources

Description: Total GJ of energy consumed annually by the SUB produced within 500 km of the campus, divided by the total energy (for same uses) in GH consumed annually; multiply by 100.

Assessment Summary: 40% of the University's power is generated on site using natural gas. The other 60% of power is purchased and would be approximately 90% from coalmines in Alberta. Therefore, likely nearly all of the power used on campus is from local sources.

Indicator: Clean and Renewable Energy

Description: Sources considered "clean and renewable" include concentrated solar thermal, geothermal, low-impact hydroelectric power, solar photovoltaic, wave and tidal power, wind or biofuels from agricultural crops or waste, animal waste, landfill gas, untreated wood waste, other organic waste

- Option 1: Clean and renewable electricity generated and used on campus
- Option 2: Renewable sources used for non-electric, on-site energy generation such as biomass for heating
- Option 3: Offsite clean and renewable energy sources
- Option 4: Purchased Renewable Energy Certificates (REC) that are Green-e certified, or meet requirements (third-party recognition)
- Option 5: Co-generation technologies to generate electricity

* Options 1-3 receive full points whereas Options 4 and 5 receive ¼ of the points.

Assessment Summary: As mentioned above, the University of Alberta has no renewable electricity or non-electric energy generation on campus nor do they generate renewable energy off campus. In the University's LEED Gold building, Triffo Hall a two year REC was purchased and there is a Green Power Reserve Fund has $1.92 million in it for purchasing RECs and green energy.[1]

Indicator: Campus Fleet

Description: Percent of motorized vehicle fleet that use:

- Gasoline-electric hybrid
- Diesel-electric hybrid
- Plug-in hybrid
- 100% electric
- hydrogen fueled
- B20 or higher biofuel for 6 months/year
- E85 or higher ethanol for 6 months/year

Assessment Summary: As mentioned above, the University of Alberta has purchased 19/280 or 6.8% of its fleet vehicles as 100% electric and another 17/280 or 6.1% hybrid fleet vehicles.[1] The Student's Union has 1/3 of its fleet vehicles using 100% electricity and therefore has 33%.

Alternative Practices

- The Guelph Central Student Association (CSA) ran a referendum to make its student owned-café, the Bullring, wind powered. In 2008, the Bullring started making a profit off selling wind energy back to the Ontario grid.
- The University of Saskatchewan Student Union (USSU) supported engineering students building a wind turbine on campus that could power four energy-efficient homes.

Recommendations

1. Strive to provide 20% of total energy consumed from renewable sources. This process can include partnering the University or with engineering classes on campus to support them in planning renewable energy options for the campus.
2. Purchase Green-e certified RECs for a section of the SUB.
3. Begin to monitor fuel consumption of fleet vehicles

[1] Sustainable Endowments Institute. (2007-2010). *Categories: Climate Change and Energy.* Retrieved October 31, 2010, from The College Sustainability Report Card: http://www.greenreportcard.org/report-card-2011/categories/climate-change-energy

Food

The food that we eat can have a substantial environmental footprint, especially in Canada where our food may travel thousands of kilometers to get to our plate. The distance that food travels is sometimes referred to as "food miles" and is associated with greenhouse gas emissions. The emergence of the fast food industry has also resulted in reduced variety, health implications and further disconnect with our food production. The local food movement has grown out of this disconnect, promoting local food initiatives such as community supported agriculture. Supporting local producers also helps to support local economies.

The University of Alberta Students' Union (UASU) owns six food and beverage businesses including L'express Deli and Catering, Cram Dunk, Juicy, Room at the Top and Dewey's. These food and beverage businesses provide a substantial amount of the UASU's revenue, which allows it to run its services. For many students this may be their primary contact with the Students' Union. The UASU also houses a food court with tenants in SUB. Under both of these areas, the UASU has the potential to establish guidelines of what type of food should be available to students on campus by providing these services directly through its own businesses or in its selection criteria and requirements for tenants. Presently, The Grocery People (TGP) are the food supplier for the Food & Beverage Services department for the UASU. TGP uses food producers from different regions depending on season.[1] The total cost of goods for food in the UASU in 2009/2010 was $587,527.16.[2] If a target were set to have 30% of purchases be from local sources, as is suggested for short-term benchmarks by CSAF, this would be approximately $176 000.

The UASU is also involved in advocating across campus, through the Vice President (Student Life) portfolio, for student food options and University contracts.

Finally, the UASU's departments have control over the types of food purchased for the catering of meetings and events.

Within the greater campus context, the UofA has a contract with ARAMARK for food franchises and dining facilities across campus, and ARAMARK is currently working on local food initiatives.[3] The Office of Sustainability is just entering a needs assessment stage of a Sustainable Food Systems program in 2010/2011.

Organizations in Alberta and Edmonton that the UASU could partner with include the Slow Food Edmonton chapter[4], Original Fare[5], and the Alberta Farm Fresh Producers Association[6].

Initiatives

SUSTAIN SU has been running a Campus Community Garden since 2003, providing an opportunity for students to learn about sustainable and organic farming practices, urban gardening and local food security. The total area of the garden is 244 sq m and has grown over recent years. Excess produce is donated to the Campus Food Bank to contribute to food security and sovereignty on campus.[7]

As per the Ethical Business Partners Operating Policy 14.12, the UASU will give preference to companies based in Canada.[8]

- Senior Manager of Food & Beverage Services
- Director of SUSTAIN SU
- Vice President (Operations & Finance)

Indicator: M-7- Local Food Production★

Description: Total amount of food (in dollars) that is locally produced, divided by total annual food budget; multiply by 100. Where "local" = within 200 km.

Assessment Summary: Chicken and potatoes are ordered from local Morinville colony 65 km away from campus. Eggs are purchased from St. Albert. Local purchases are dependent upon season. Total expenditures on these items were not available at the time of writing however it can be assumed that these three items do not make a substantial portion of the total annual food purchasing budget.

Indicator HW-3- Diet Types

Description: Total annual number of meal servings (ie. Breakfast, lunch and/or dinner) provided by all food service outlets in SUB that have all listed diet types provided for in the serving, divided by total number of meal servings provided by all food services each year; multiply by 100.

Diet types include: regular, vegan, vegetarian (lacto-ovo), kosher, halal, diabetic, gluten free, and low calorie, cholesterol and salt

Assessment Summary:

L'express Deli:

Vegan: N/A*

Vegetarian: N/A

Kosher: Though hot dogs are kosher, they are not labeled as such.

Halal: Though chicken is halal, 0% of foods are labeled "halal".

Diabetic: N/A

Gluten-free: N/A

Low Calorie, Cholesterol & Salt: N/A

L'express Catering:

Vegan: N/A

Vegetarian: 21/54 = 39% were actually Vegetarian, though 0% were labeled as Vegetarian.

Kosher: N/A

Halal: Though chicken is halal, 0% of foods are labeled "halal".

Diabetic: N/A

Gluten-free: N/A

Low Calorie, Cholesterol & Salt:

RATT:

Vegan: 1 item (3%) is labeled Vegan

Vegetarian: 9/35 = 26% is labeled Vegetarian with a Vegetarian section in the menu. There is also a symbol to mark vegetarian foods throughout the menu. 49% of the menu items do not contain meat.

Kosher: Though hot dogs are kosher, they are not labeled as such.

Halal: Though chicken is halal, 0% of foods are labeled "halal".

Diabetic: N/A

Gluten-free: N/A

Low Calorie, Cholesterol & Salt: N/A

Dewey's:

Vegan: 5% labeled as vegan (10%total)

Vegetarian: 11/24 = 46% of menu items were vegetarian though only 5% were labeled as Vegetarian

Kosher: N/A

Halal: Though chicken is halal, 0% of foods are labeled "halal".

Diabetic: N/A

Gluten-free: N/A

Low Calorie, Cholesterol & Salt: N/A

CramDunk:

Vegan: N/A

Vegetarian: N/A

Kosher: 100% of coffee is kosher and is indicated on signs in SUB, however, not on the coffee cups nor on the machines in the outlet.

Halal: Though chicken is halal, 0% of foods are labeled "halal".

Diabetic: N/A

Gluten-free: N/A

Low Calorie, Cholesterol & Salt: N/A

Juicy:

Vegan: N/A

Vegetarian: N/A

Kosher: N/A

Halal: Though chicken is halal, 0% of foods are labeled "halal". Presently, Food & Beverage Services is working with the supplier to see if halal beef options are available.

Diabetic: N/A

Gluten-free: N/A

Low Calorie, Cholesterol & Salt: N/A

Indicator: HW-4- Nutritional Information

Description: Total annual number of meal servings ((e. Breakfast, lunch and/or dinner) provided by all food service outlets in SUB that provide detailed nutritional information to the consumer at the point of purchase, divided by the total meals served' multiply by 100. Count the proportion of the meal that provides info.

Assessment Summary:

Presently, 0% of meal servings from UASU-run food businesses label nutritional information to the consumer at the point of purchase.

Indicator: HW-5- Organic, non-GMO, Fair Trade

Description: Total annual dollar value of certified organic, and/or non-genetically modified, and/or fairly traded food products for all outlets selling food (prepared and unprepared) on campus, divided by the total annual food budget' multiply by 100. Note: if a food meets two or more of the categories, it should only be counted once.

Assessment Summary:

Coffee: 100% of coffee sold in UASU Food & Beverage services is Fair Trade certified, organic and shade-grown (http://resiprocatecoffee.com/).

Tea: N/A

Bulgur wheat: N/A

Brown rice: N/A

Chocolate: N/A

 http://www.zazubean.com/ in SUBmart

http://www.cocoacamino.com/en/index.php in both SUBmart and SUBtitles

http://www.chocolatebar.com/ at SUBmart

STARS

Note: CSAF & STARS both value local food production though CSAF's standards are more stringent; 200km vs. 250miles

Indicator: Farmers' Markets

Description: Hosts farmers' market for the community.

Assessment Summaryt: During Sustainability Awareness Week, hosted by the Office of Sustainability, a group of students held the University's first Farmers' Market on campus in Dinwoodie Lounge in SUB.

Indicator: Organic Garden

Description: On-campus garden where students learn and gain experience in organic farming using organic gardening techniques.

Assessment Summary: SUSTAIN SU runs an On-campus community garden.

Alternative Practices

- The UBC's AMS has worked with the UBC Farm to support local food production. They have featured UBC Farm produce by using the farm's squash on pizza at Pie R Squared.[9] The AMS has also worked with students in an Agriculture class to collaborate on a project to reduce the ecological footprint of menu items by introducing local ingredients, providing students with practical learning opportunities.[10] A produce procurement liaison (contract position) was hired in 2008 to create new relationships with local producers and identify steps to further increase local and sustainable procurement.

- The Student Society of McGill University (SSMU) hired a Food System Administrator this Summer 2010, in partnership with the University's Food and Dining Services, who will act as a purchasing and

sustainability agent to help improve the sustainability of the campus food system.[11]

- Many Students' Unions, such as the Students' Union of the University of Calgary annually hosts four "My Market" farmer's markets in their building to provide students with access to local food producers. [12]

- Many universities and student associations, such as the University of Manitoba Students' Union have Community Farms. [13]

- The Student Federation of the University of Ottawa (SFUO) started the first student run café in 2008, providing students with both a sustainable and healthy food service but also providing students with a learning opportunity in sustainable business management and sustainable food systems.[14]

- The Student Federation of the University of Ottawa (SFUO) has Café Alt which offers fairly traded vegan, gluten-free and healthy food options.[15]

- The UBC AMS has sold exclusively certified organic, shade grown and Fair Trade coffee since 2004.[16] They also have an Eco-Friendly Day where the AMS outlets have LOV food items which indicate Local, Organic or Vegan options.[17]

Recommendations

Short Term
1. Have SUSTAIN SU's Campus Community Garden or other University of Alberta farms provide feature foods for L'express in the Fall after harvest time.
2. Pair with Agricultural and Resource Economics (AREC) course such as AREC 173: The Plate, the Planet and Society to help to determine possibilities for local ingredient integration into SU businesses and the creation of a Sustainable Food Guide. The UASU should strive for 30% of food purchasing to be from within 200 km by 2011/2012, as indicated by CSAF as a short-term benchmark.[18]
3. Communications: All local food options should be communicated to the UASU's customers through labeling and the creation of a Sustainable Choices Menu. A consistent labeling system for local food products throughout the UASU's businesses would reduce confusion.
4. Internally, the UASU should adopt a Sustainable Food Policy, which will require all departments to purchase sustainable options when catering events and meetings.
5. Make Farmers' Markets on Campus a more regular occurrence by partnering with the University's Office of Sustainability and/or a student group and providing the space for free for this to take place.
6. Consultation of environmental office for menu printing. Work with Nutrition students or AgFor students to help develop a sustainability section. They can help research low-impact recipes. Nutrition students could help to research nutrition labeling.
7. Partner with Nutrition course to have students work on a project to make up nutritional information labels for all food businesses (L'express, RATT, CramDunk, Juicy, Dewey's).
8. Offer vegetarian and vegan options at every meal
9. Ensure 30% of the menu options from UASU food operations cater to the listed above diet types (indicator HW – 3)
10. Provide detailed nutritional information to the consumer at the point of purchase for 30 % of meal servings by UASA food operations
11. Ensure 30% of food products purchased by UASA food operations are certified organic, and/or non-genetically modified, and/or fairly traded food products

Medium Term
5. All local food purchases should be coded through Accounting, which will allow for continuous annual monitoring and assessment. This will also provide an easy way to communicate to staff and for staff to communicate to customers as to which products have this characteristic. Labeling and customer service will increase awareness of the importance of purchasing locally. It will be important, however, through the Purchasing Policy, to create standards for what defines "local". As suggested by the CSAF, a local food product would be defined as a product that has been produced 200km from the Students' Union building. The Food & Beverage Services should work with The Grocery People to work towards a more seasonal menu.
6. Hire a Sustainable Foods coordinator to work on local food initiatives.
7. Explore PAW roof garden possibilities.

Long Term
8. In SUB expansions, have a tenant space dedicated to a student-run sustainable, healthy and alternative café where students can take on this project to learn about sustainable business management while catering to students' interest in sustainable and healthy food options while on campus.

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Procurement

Purchasing makes up a large portion of the environmental impact that organizations have. In the context of the global market today, many of the products that we purchase are highly disconnected with their production and manufacturing stages by the time they get to the consumer. Consumers are largely unaware of the environmental and social conditions that have been employed in the making of the products we purchase every day due to this disconnect. Greenwashing, which has become prevalent with increased consumer demand for "green" products, is where companies market their goods or services as being environmentally friendly when, in fact, there may be one aspect that is environmentally preferable to conventional practices but other factors may be detrimental and are not acknowledged.

However, trying to investigate the lifecycle of each product purchased can be quite burdensome with the amount of time it takes, especially in the context of a busy organization. One easy way to purchase using life cycle cost analysis principles is for the organization to choose certification systems to recognize which consider full life cycle costs. Such a certification organization is the Government of Canada's Environmental Choice or **EcoLogo** program which complies with ISO 14024 standards for Type I eco-labels, the International Organization for Standardization certifies products and services in the following areas: automotive, building and construction, cleaning and janitorial, consumer products, containers, packaging, bags and sacks, electricity, events, fuels and lubricants, marine products, office equipment, furniture and business products, printing, pulp and paper and services.[1] Green Seal is the only other eco label that has been audited by the Global Ecolabelling Network (GEN) and found to be in compliance with ISO 14024 standards, using life cycle assessment to certify construction materials, equipment and systems, household products, food products and services, facility operations and maintenance and office products and communications.[23]

International Standardization Organization has standards for eco-labels. Type I third-party eco-labels, standardized by ISO, assess products by product category on life cycle assessment and is a pass-fail system. Type II eco-labels are self-declared claims. Type III eco-labels are also third party labeling systems but are not a pass-fail system.

In the UASU there is no central purchasing department; individual departments purchase equipment. The University, at this point, has no ethical purchasing or sustainable procurement policy or guideline but is working on a Sustainable Purchasing Strategy at this time. The Office of Sustainability is working on developing a Procurement workshop where members of the campus community can bring a facilitator in to train them on sustainable and ethical procurement practices and procedures.

The following list of products have been identified as target products for the UASU based on our usage and Alberta Environment's One Simple Act for Work's Green Purchasing Guide Top 10 Green Purchasing Products.[4]

- Computers (desktops and laptops)
- Writing instruments⌴
- Multi function devices (printers, photocopiers, fax machines, and scanners)⌴
- Paints
- Chairs & Furniture

The following are excluded here as they are included in other section:
- Cleaning Supplies (addressed in Air Quality section)
- Copy paper and Letterhead and business cards (Addressed in Paper Section)
- Vehicle fleet (in Energy Section)

The Students' Union's purchasing can be sorted into what is purchased for the internal use of the organization and what is purchased for sale in its businesses. As food purchases are included in the Food sections and Paper is included in its own section, the businesses of relevance here are SUBtitles: the consignment bookstore and GreenZone, and SUBmart: the convenience store (though the food and paper products for these businesses will be covered in the respective sections). We will also acknowledge a third group in packaging which is used neither for internal use or sold for retail but is a byproduct of these purchases. We will look at each of these sections briefly in this context section.

Internal Use:
- Computers
- Office Supplies including Writing Instruments
- Multifunction devices and other equipment (refrigerators, freezers, vending machines, etc.)
- Chairs & Furniture
- Paints

Retail Purposes:
- Clothing and apparel
- Boutique items
- Packaging (food containers, bags, shrink wrap, bubble wrap, etc.)

Packaging:
- Disposable food and drink containers
- Plastic bags
- Bubble wrap
- Shrink wrap

Internal Use:

- Computers

The SU has approximately one hundred and ten desktop computers (iMacs, minis, & eMacs), a dozen servers, half a dozen laptops, and ten netbooks. The organization works at a 5 year life cycle ensuring that machines are used for 5 years before being replaced, as opposed to the industry standard of 3 years. A lot of old tech is not tossed, but is instead, trickled down and donated to various organizations, such as CJSR.[5] All Apple computers sold in Canada have received EPEAT Gold rating.[6] EPEAT is a third party certification system that assesses electronics based on life cycle cost assessment and uses international standards of IEEE. As the desktop computers are all Apples, a very rough estimate of the proportion of computers in the Students' Union that are EPEAT certified is 87%. At the time of writing, the computer inventory was not available, however the inventory should be completed in 2010/2011 and should be assessed when released.

- Office Supplies and Writing instruments

The Students' Union orders office supplies from Corporate Express.[7] Corporate Express has a program where a customer can take a Green Pledge and earn green seals when you sign up for one of the Fifty Green programs, recycle toner cartridges and Staples boxes, or if your annual order is 15% EcoEasy products. The Students' Union has not signed on to the Green Pledge at this time. In 2009/2010, the SU purchased over 850 pens from Paper Mate, BIC and Corporate Express. Recycled content and biodegradable pens are available from Paper Mate. BIC offers refillable pens and recycled content pens. Toner cartridges are recycled when returned to office administration.

- Multifunction devices and Other Equipment (refrigerators, freezers, vending machines, etc.)

Throughout SUB there are eight or so large printers and approximately eight smaller printers. The large ones are all capable of double-siding and it's an easily changeable setting individuals can choose to use (or not). It's not a setting on the printers, it's a setting on each individual computer and for some things each individual program. Using it is something that would likely have to be enforced by policy and not by the tech department. The smaller printers are not, for the most part, capable of double-sided printing. These are generally used by services too far away from main printers, or who handle sensitive information that can't be printed on public machines, or for colour proofs.[8] An inventory of computers and printers is done every second year and is due for this year, 2010/2011 however the previous inventory is unavailable at this time.

In SUBprint, all machines are by Canon, and 3 out of 4 of the machines are EnergyStar rated.[9]

No EnergyStar compliant appliances have been purchased for the restaurant equipment though second hand purchases are often prioritized.

- Chairs & Furniture

Much of the furniture that is used in SUB has been chosen for its durability. The UASU Facilities and Operations department functions on a system of reuse and repair. For example, furniture on the main floor of SUB is original furniture (40 years old), which has been recovered, shampooed, refurbished and repaired as necessary. The food court furnishings are from 1993 and have been chosen for their continuous metal, kinetics neon and one-form piece tabletop qualities at that time. Additionally, furniture that is not needed any longer but is still good is retired to the Bear Pit storage space where other departments can use it when needed instead of purchasing new. When furniture is no longer wanted in the SUB, it is put out in the Loading Dock with a sign to offer to students who can pick it up and bring it home if they will use it. From a use stage (durability) and disposal stage (reuse), these practices are commendable. However, to this point, the SU does not have any policies that require sustainable and ethical materials, production and transportation stages. Furniture should be made from as much recycled content as possible, contain no VOCs, be lightweight and adaptable and can receive third party certification.

- Paints

There is no policy in place specifically on purchasing environmentally preferable paints. The UASU uses General Paint for painting purposes in SUB though occupants of offices may purchase paints themselves when painting their space. General Paint has a Z-Coat Enviro-Friendly paint line, which is available in the full ColorLife range and has no VOCs and "clean-air environmental qualities" and is a water-based latex solvent.[10] This paint, however, does not contain

recycled materials and does not bear the sign of a third party certifier. Boomerang is a company that makes recycled paint certified by EcoLogo and sold in stores in Ontario and by Eco Paint.[11] RONA also does a recycled paint option that is EcoLogo certified.

Retail Purposes:

• Clothing and apparel

The University of Alberta is affiliated with the Fair Labour Association, which covers all U of A logo-crested apparel.[12] The GreenZone in SUBtitles has moved towards "sustainable" clothing products starting in 2009 and has included clothing made from hemp and other sustainable fibers. In 2009/2010, $3,821.38 was spent on "sustainable" clothing and $40,981 on the regular clothing line amounting to 9.3% of clothing purchased by our retail stores being classified as "sustainable". As well, over $18000 was spent internally on clothing. Presently there is no definition of what "sustainable" clothing means but has been researched by the Manager of SUBtitles. The GreenZone is a great step in moving towards accessible sustainable products for students on campus that will help them live more sustainably, however, it would be helpful to have a policy on the standards and priorities that the SU feels are most important to bring in to the store.

• Boutique items

With the opening of the GreenZone $6240.77 was spent in 09/10 on "sustainable merchandise" including decorative items and local artist's work.

Packaging (food containers, bags, shrink wrap, bubble wrap, etc.):

All businesses in the SUB Food Court have agreed to offer an Eco-Discount, which gives customers discounts when they bring their own mug or container, encouraging waste reduction. In 2009/2010, Cram Dunk gave out $5114.84 in Eco-Discounts for customers bringing their own coffee mug. This amounts to 25,574 customers who brought their own mug, diverting 25, 574 mugs from the landfill. L'express gave out 440 Eco-Discounts to a total of $88. In 09/10 L'express used 7000 foam cups, 105 000 portion cups, 11, 500 large foam containers and 7000 small, adding up to approximately 52 per day or 330 per week. L'express catering offers reusable dishes at a charge and in 09/10 use 19,000 small foam plates and 13,500 large foam plates. The Food and Beverage Services used approximately 35,000 plastic forks, 10,000 plastic knives and 10,000 plast spoons. CramDunk has switched to using a paper cup for all of its coffee with no recycled content but that can be composted and 10,000 of these cups were used in 09/10. Over $55,000 was spent in the food and beverage services, alone in 2009/2010 on disposable products; this is more than is spent on the Students' Union's environmental service annually.

<u>Initiatives</u>

The Students' Union, over the years has passed several operating policies that have been used to help guide the organization in making ethical business partnerships and purchasing decisions. In 2002 the Operating Policy for **Ethical Business Partners** was established along with the **Procurement Policy** and **Equipment Disposal** for equipment.[12]

Reporting Responsibility

- Senior Manager of Finance and Administration
- Senior Manager Facilities & Operations
- Manager of SUBtitles and SUBprint (Retail)
- Technical Support

Indicator: M-8- Life-cycle Cost Assessment of Equipment

Description: Total annual equipment purchased based upon a life-cycle cost assessment (using dollars) divided by the total annual dollars spent on equipment purchase; multiply by 100. Where "equipment" = office, communication, kitchen, grounds, vehicles, maintenance and "life-cycle cost assessment" = purchase decisions that are made based on full life-cycle cost, rather than the purchase cost alone, and includes consideration of long-term energy, water, paper, fuel, and other material and financial input costs. Soft life-cycle analysis- multiply by 0.5.

Assessment Summary: Though a percentage is not available at this time, in general, the staff members interviewed were unaware of the term life-cycle cost assessment (LCA). The UASU does not have a central purchasing department and therefore many people are responsible for purchasing for their department in the organization. No training is provided, at this time, on ethical and sustainable procurement or life cycle cost assessment and the policies regarding these areas in the UASU. From interviews it was clear that staff in different departments had different ideas regarding what LCA techniques were used in decision-making based on personal beliefs or the suitability in their department. For example, where a soft LCA process focusing on durability and cost-savings is used for facilities, in retail lengthy research on products for characteristics such as ethical production and transportation and preference for local businesses and products and in further comparison, some departments stated that cost was the only factor going into purchasing decisions.

Indicator: Computer Purchasing

Description: Computers should achieve Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products.

Assessment Summary: As the desktop computers are all Apples, a very rough estimate of the proportion of computers in the Students' Union that are EPEAT certified is 87%. At the time of writing, the computer inventory was not available, however the inventory should be completed in 2010/2011 and should be assessed when released.

Indicator: Vendor Code of Conduct

Description: Taken proactive steps to ensure vendors meet minimum standard of environmental and social responsibility.

Assessment Summary: The Students' Union houses a number of businesses in its building. When making decisions about businesses to house as tenants, the Request for Proposal (RFP) has a section on Environmental Attitude criteria.

Indicator: Historically Underutilized Businesses

Description: Support historically underutilized businesses, minority-owned businesses, and women-owned businesses.

Assessment Summary: There is no preference for underutilized, minority-owned or women-owned businesses in the RFP for Students' Union tenants or business partners.

Indicator: Local Businesses

Description: Preference to local products and business in decision-making.

Assessment Summary: The Ethical Business partners policy shows preference for "within Canada" businesses.[13]

Indicator: Trademark Licensing

Description: Member of the Fair Labor Association or Worker Rights Consortium.

Assessment Summary: Has signed on to participate in the Designated Suppliers Program.

Indicator: Sustainable Enterprise

Description: Student-run sustainable enterprise, such as a café, where students gain sustainable business skills. The enterprise includes sustainability as part of its mission statement or purpose.

Assessment: There is no student-run sustainable enterprise from the Students' Union, however the UASU supports student groups that may have components of this through granting and Student Group Services.

Alternative Practices

- The UBC Sustainability Office and Supply Management has published a Sustainable Purchasing Guide to assist students, staff and faculty in making responsible purchasing choices.[14]
- The Students' Association of Mount Royal College has an EcoStore and communicates the products available over their website.[15]
- WLUSU has an Eco-Takeout Container and Disposable Takeout Container project
- Ryerson University, McMaster University, Queens University, Trent University, and York University all are affiliated with the Worker Rights Consortium's Designated Suppliers Program for University crested apparel.[16]

Recommendations

Short Term
1. 100% of staff responsible for purchasing for a department will attend a training workshop on sustainable procurement, life cycle cost assessment and ethical business partnerships.
2. Update Sustainable Procurement Policy to include certification systems that are recognized by the organization.
3. Create a Sustainable and Ethical. Procurement Guide and or info-sheets with questions and tips for employees to work through while making a purchase which will prioritize sustainable criteria and give a 10% price difference standard where if "sustainable" product is within 10% of the price of the "conventional" product, the employee will purchase the sustainable product. Work with the University to come up with targets for sustainable and ethical procurement.

Medium Term
4. Update the Request for Proposals for tenants in SUB to include a life cycle assessment report from businesses applying.
5. Develop an accounting system to track "sustainable" procurement in purchasing.

Long Term
6. Provide reusable food containers for SUB.
7. Purchase only paint that is eco-label certified.

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Water

In Alberta, the provincial government has been recommending the allocation of Alberta's water through a deregulated market system through three reports from the Minister's Advisory Group, the Alberta Water Council and the Alberta Water Research Institute.[1,2,3] Many groups have expressed concern that such a move would not ensure water to appease treaty rights, the human right to water as well as regulation enough to ensure the health of Alberta's ecosystems.[4]

In recognizing the water crisis that our province and indeed our planet is facing in the near future, and the need oppose the privatization of this human right, many universities across Canada have moved towards creating bottled water free zones or entirely banning the sale of bottled water on campus.[5] A common target of such campaigns are beverage exclusivity contracts that institutions may have entered into. Presently both the University of Alberta as well as the UA Students' Union are committed to Coca-Cola exclusivity contracts. The Students' Union's contract is presently in place until 2015.[6]

Another target of such a campaign might be to inspect water fountain infrastructure supporting the use of tap water for drinking. The Students' Union has 2 water fountains on the main level of SUB. None of the fountains have water spouts for easy refill of reusable water bottles.

The Students' Union does not have a policy that states that all events and meetings will be bottled-water free, however, SUSTAIN SU does provide water jugs to be loaned out to any group holding a meeting or event on campus, enabling them to use tap water at events. L'express Catering also has water jugs that can be requested when ordering catering on campus. L'Express sold 778 bottles on average per month between September 2009 and April 2010. CramDunk sold 252 bottles per month in the 2009/2010 academic year.

The University of Alberta has no water management plan or strategy.

Reporting Responsibility

- Senior Manager Facilities and Operations
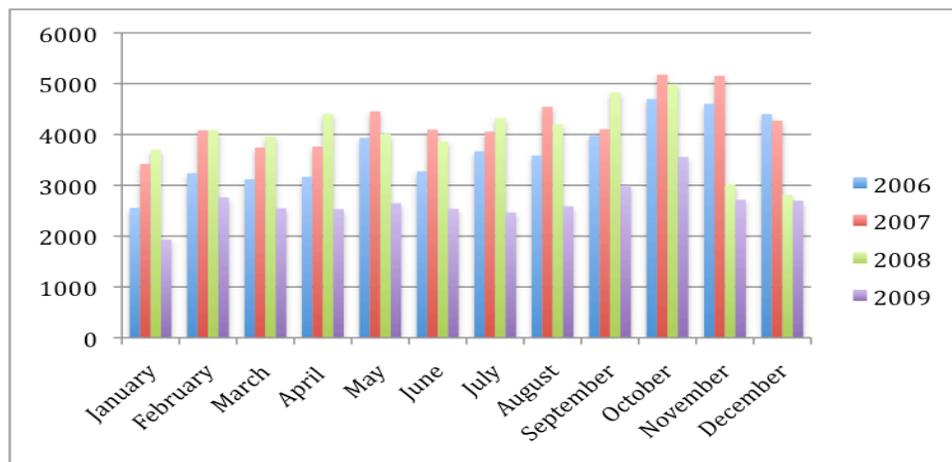- Energy Management, Facilities and Operations

Indicators

CSAF

Indicator: W-1– Potable Water Consumed

Description: Total annual volume of potable water consumed by SUB for ALL uses (in litres).

Assessment Summary: The Students' Union Building used 44,222m^3 of water in 2006, 50,866m^3 in 2007, 48.195m^3 in 2008 and 31,984m^3 in 2009.

Water & Sewage (cubic meters)

Indicator: W-2- Storm and Grey Water Reuse

Description: Total volume of grey water and/or storm water collected annually (in litres) that is reused on-site, divided by the total volume of water consumed (in litres) annually by SUB for non-potable water uses (toilets and irrigation).

Assessment Summary: There is no grey or storm water reuse in SUB. The Students' Union's SUSTAIN SU, however, does have 3 rain water collecting bins at the Campus Community Garden which is used for irrigation of this organic garden. The University's Triffo Hall renovation included the use of grey water for toilets, irrigation, cooling and janitorial cleaning as well as the collection of rainwater that is stored underground and used for toilet flushing and irrigation.[7]

Indicator: W-9- Wastewater Produced

Description: Total volume of wastewater produced in SUB annually in litres.

Assessment Summary:

Chilled water is used for cooling SUB in the summer months.

Chilled Water (Cubic Meters)
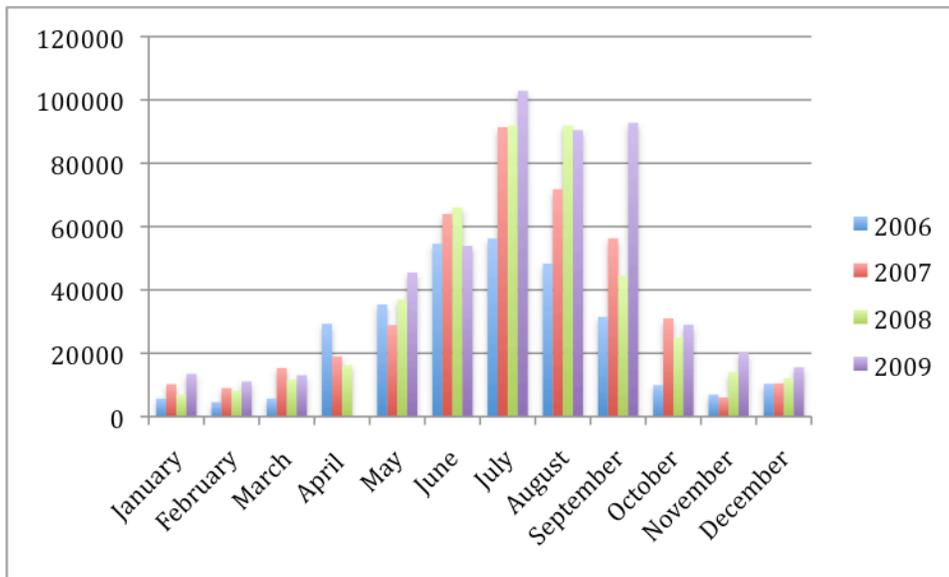
Steam is used for heating.

Steam (1000kg)
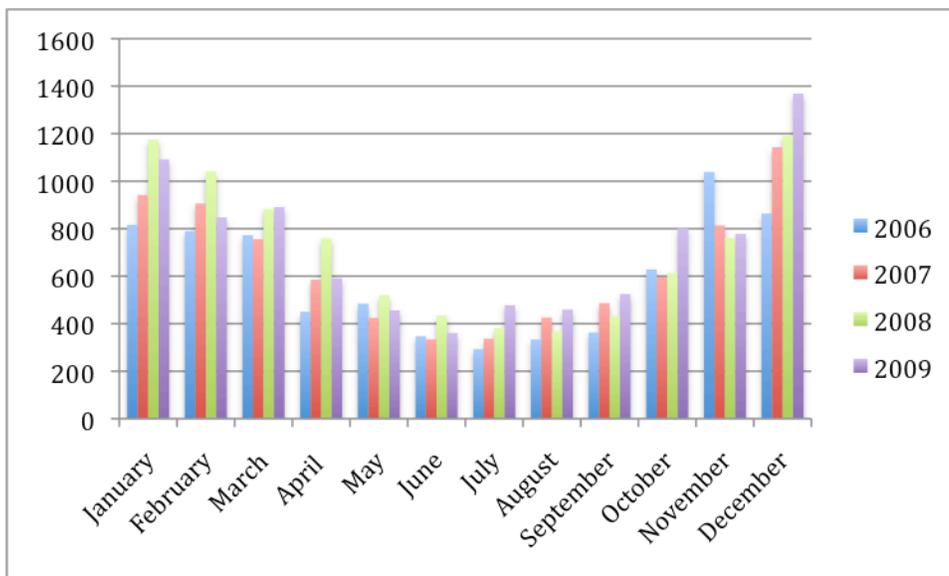
Indicator: W-3- Leaking Fixtures

Description: Average number of hours between each leaking fixture incident report and the time that the leak is repaired.

Assessment Summary: All leaking fixtures in the SUB must be reported to the Senior Manager of Facilities and Operations who gets maintenance staff on the leak immediately after receiving notification. There is no contact information for reporting leaks posted in SUB's washrooms, however, and there were no leak incident reports in 2009/2010.

Indicator: W-4- Water Metering: Potable

Description: Total number of water meters for SUB's use.

Assessment Summary: The Students' Union Building is monitored on a whole-building scale, therefore, it is difficult to locate specific target areas where greatest impact could be had by cutting down use.

Indicator: W-5- Water Metering: Wastewater

Description: Total number of wastewater meters for SUB's production.

Assessment Summary: Wastewater is not metered anywhere on the UofA campus.

Indicator: W-7- Efficiency of Fixtures

Description: Total number of new water fixtures installed annually that are of the highest possible water efficiency rating for that year, divided by the total number of new fixtures installed that year.

Assessment Summary: As per the 2004 Energy Audit, one of the top 4 recommendations was to "reduce water consumption by replacing old toilets, urinals, and showerheads with water efficient model." This has not been done. It has been suggested by the UofA's Energy Management that a feasibility study should be done. It would be a beneficial project for students to take on and could be done either as a Community Service Learning project or with partnership with the business student group, Net Impact.[8]

From LEED Existing Building Operations & Maintenance

TABLE 1. BASELINE WATER FIXTURE REQUIREMENTS

FIXTURES, FITTINGS AND APPLIANCES

BASELINE COMMERCIAL WATER FIXTURE REQUIREMENTS

METRIC

IMPERIAL

Toilets

6.0 L/flush (160% = 9.6 LPF)

1.6 gal/flush

Urinals

3.8 L/flush (160% = 6.2 LPF)

1.0 gal/flush

Showerheads

9.5 L/min (160% =15.2 LPF)

2.5 gal/min

Faucets – Private

8.3 L/min at 414 kilopascals (kPa) private applications only (hotel- motel, guest rooms, hospital patient rooms)

2.2 gal/min at 60 psi private applications only (hotel-motel, guest rooms, hospital patient rooms)

Faucets – Public

1.9 L/min at 414 kilopascals (kPa) all others except private applications (160% = 3.0 LPM)

0.5 gal/min at 60 psi all others except private applications. (160% = 0.8 LPF)

Faucets – Metering

0.95 L/cycle for metering faucets

0.25 gal/cycle for metering faucets

* See Energy Audit to compare- in general, our toilets are 17.5 LPF, urinals 9 LPF and faucets 7.6LPM.

Indicator: W-8- Motion Detectors Installed

Description: Total number of sinks (all types), toilets, and urinals with motion detector flushing/flow devices installed, divided by the total number of toilets, sinks and urinals; multiply by 100.

Assessment Summary: There are no motion detectors on sinks, toilets or urinals in SUB though the University has begun to install them in other buildings on campus.

STARS

Indicator: Water Consumption

Description: Reduced water consumption per weighted campus community member since 2005 baseline.

Assessment Summary: See above W-1.

Indicator: Non-Potable Water Usage

Description: Uses non-potable water (rainwater or grey water) for irrigation or other.

Assessment Summary: See above W-2.

Indicator: Waterless Urinals

Description: At least one waterless urinal

Assessment Summary: There are no waterless urinals in SUB at this time. Triffo Hall has waterless urinals as part of its LEED Gold Certification (http://www.uofaweb.ualberta.ca/sustainability/pdf/TriffoHallPoster.pdf).

Indicator: Building Water Metering

Description: Building-level water consumption meters for at least one building.

Assessment Summary: The University monitors water consumption for SUB monthly.

Indicator: Xeriscaping

Description: Xeriscaping techniques used including selection of drought tolerant plants.

Assessment Summary: Xeriscaping

- The Student Society of McGill University's Plate Club service provides water pitchers and water coolers for groups to loan.[9]

- The Concordia Student Union is supporting a bottled water ban petition.[10] The SFUO also is promoting a bottle water ban campaign.[11] As is the University of Toronto Student Union[12] The University of Manitoba Students' Union is also working towards this.[13]

- UBC's AMS installed water bottle refill stations[14]

- UBC's Lighter Footprint Strategy targets to reduce water consumption in their SUB through actions such as:

  - Replace current taps with water-saving taps.

  - Replace toilets with low-flush toilets or use toilet dams.

  - Investigate feasibility of greywater recycling in the SUB.

  - Investigate the feasibility of capturing and using stormwater in the SUB.[15]

Recommendations

Short term
1. Permanent signage should be put up in all public washrooms with contact information notifying observers to report any leaks.

Long term
2. Investigate feasibility of greywater recycling in SUB
3. Install low flow shower heads
4. Install low flush/composting toilets
5. Install aerators on faucets
6. Create a water conservation strategy
7. Install water refilling filling stations
8. Adopt a stormwater management policy, plan and/or strategy for ongoing activities, covering both quantity and quality.

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Air

Indoor air quality is very important in providing our employees and students with healthy spaces where they can work and study. Important issues to look at with indoor air quality include ventilation, mold, asbestos as well as chemicals that could be released from different materials including furniture and cleaning supplies.

Air pollution is estimated to cause at least 5,000 premature deaths each year in Canada (Health Canada, *Estimated Number of Excess Deaths in Canada Due To Air Pollution,* April 2005.)

The major project that the University has taken on to combat outdoor air pollution is the Care for our Air, anti-idling campaign (http://www.sustainability.ualberta.ca/nav03.cfm?nav03=101448&nav02=99361&nav01=99345).

The Students' Union has an Operating Policy 2.25 for Chemical Use, which suggests that the organization uses non-aerosol and CFC-free cleaning products when possible. It requires the organization not to use products that are tested on animals and prohibits the use of chemical weedkillers, pesticides and insecticides (http://www.su.ualberta.ca/student_government/rules/operating_policies). The majority (80%) of spending on cleaners that are used are purchased in the Facilities and Operations department for janitorial services in SUB. Other cleaners are purchased in the Food and Beverage Services. For the majority of the cleaning in the janitorial services, soap, vinegar and water are used. However, small amounts of bleach are used for toilet bowl cleaner. In total $31,586.10 was spent on cleaning supplies in 2009/2010.

The University of Alberta has a green cleaning program called "Cleaning for a Healthy U". This program focuses on reducing volatile organic compounds (VOCs) and airborne particles using green chemicals, equipment and sustainable practices. For the University, green cleaning chemicals include those certified by Environmental Choice (Ecologo) or Green Seal. Green cleaning equipment includes water-efficient products such as the ActiveIon Ionator Exp Spray, microfiber cloths and mops and Tennant T7 FaST Technology floor cleaners. Green cleaning equipment may also be certified by Green Guard and vacuums are C&RI Green Label Certified. Sustainable practices include keeping staff up to date with training and effective communication keeping all building inhabitants safe and healthy and incorporating workers' on=the-ground experience into decision-making. The Students' Union manages its own custodial services and cleaning products for its building and businesses apart from the University and therefore, SUB does not fall under the "Cleaning for a Healthy U" program.

The University of Alberta and Facilities Management is responsible for fans and ventilation across campus as well as in the Students' Union Building.

- Energy Management, University of Alberta (Office of Sustainability)
- Senior Manager Facilities and Operations

Indicator: A-1- Asbestos and Mould

Description: Total square metres of indoor spaces contaminated with asbestos and/or mould, divided by total indoor square metres; multiply by 100.

Assessment Summary: Asbestos and mould are monitored by the University's Office of Environmental Health and Safety.[1] There is an asbestos procedure protocol from the Health and Safety Policy.[2] In SUB, most asbestos has been removed and the rest is encapsulated.[3] On other areas of campus, such as the Tory Building, an asbestos management program is in procedure.[4] The EHS is also responsible for mould management.

Indicator: A-2- Scent-free Indoor Spaces

Description: Total square metres of scent-free indoor spaces, divided by total indoor square metres; multiply by 100.

Assessment Summary: The SUB is not a scent-free space, however in the Specialized Support and Disability Services (SDSS) office in SUB, there is a scent-free zone in order to accommodate for allergies. SSDS is 366.82 m^2 of space of a total 24,035.3m^2, amounting to approximately 1.5% of SUB's space being scent-free.

Indicator: A-3- Opening Windows

Description: Total square metres of regularly occupied interior spaces (excluding corridors, washrooms, etc.) serviced by opening windows, divided by the total square metres of regularly occupied interior spaces; multiply by 100.

Assessment Summary: The SUB was designed in such a way that there are zero opening windows throughout the entire building.

Indicator: A-4- Air Change Effectiveness

Description: Total number of interior space zones that achieve air change effectiveness of 0.9 or greater, divided by total number of zones; multiply by 100. *Note: this is a LEED green building design standard based on ASHRAE 129-1997 Appendix B and more information about measurement of this indicator can be found there.

Assessment Summary: Measurements of air change effectiveness were unavailable at the time of this report. However, a description of the ventilation system was provided by Ned Chisholm from the University of Alberta's Facilities Management. Ned explains that older units have fans that run continuously, while newer units have a speed drive (a per cent of their capability) with every room having a variable air volume (VAV). The variable speed drive can reduce the amount of energy consumed by the fan. In this way, building occupants can ask for more cooling and they will get more air, damper opens, fan has to speed up for additional air for cooling.

Air change effectiveness is described as "The air-change effectiveness is a measure of the effectiveness of outdoor air distribution to the breathing level within the ventilated space. The method compares the age of air where occupants breathe to the age of air that would occur throughout the space if the indoor air were perfectly mixed.".(http://webstore.ansi.org/RecordDetail.aspx?sku=ANSI%2FASHRAE+129-1997+(RA+2002))

Indicator: A-6- Living Plants Indoors

Description: Total number of living plants in interior spaces, divided by the total square metres of interior space.

Assessment Summary: The main floor of SUB has 18 plants. The Myer Horowitz Theatre Lobby has 6 living plants.

Indicator: A-7- Chemical Free Cleaning

Description: Total square metres of indoor space always cleaned using chemical free system, divided by the total interior square metres; multiply by 100.

Assessment Summary: Sanitec Chemicals supplies the majority of SUB's cleaning materials. Safeguard floor soap is particularly used in SUB. 32 L of toilet bowl cleaner used in 2009, 300L of bleach used for mop buckets (sometimes on floors). Vinegar is used on glass surfaces and sometimes on food court tables. Safeguard, toilet cleaner and bleach is used from Sanitec and White Pearl hand soap is used from Royal Caretaking.

Food & Beverage services are responsible for their own cleaning. Cleaners that they use are not presently governed by the Cleaning Supplies operating policy.

Indicator: A-8- Pesticides Used Indoors

Description: Total amount of pesticides (including all types of plant and animal poisons) in grams used indoors each year, divided by total square metres of interior space; multiply by 100.

Assessment Summary: The Students' Union's Chemical Use Operating Policy prohibits the use of chemical weed killers, pesticides and insecticides. The University of Alberta, not the Students' Union, is responsible for animal poisons everywhere, including in the Students' Union Building. Bait for roaches and mice is used in food areas and RATT. Seed type bait is used and snap or live tracking is used on mice.

Indicator: A-9- Cleaning of Air Handling Units

Description: Total number of air handling units cleaned over the last year, divided by total number of air handling units; multiply by 100.

Assessment Summary: The University contracts out filter cleaning to B.G.E., The Filter Shop. Filters are cleaned on a strict schedule, which differs depending on the building; some are done every month, some every 6 months, some are just audited. There are currently 20 air handlers with fan coil units. Air Systems are equipped with hot and chilled water coils for heating and cooling.

Indicator: A-10- Carbon Dioxide Monitoring Indoors

Description: Total number of interior zones (as defined by ASHRAE 62-2001 Appendix D) that have CO_2 monitoring systems installed, divided by total number of interior zones; multiply by 100. *Note: this indicator comes from LEED 2.1 green building standard.

Assessment Summary: There are no indoor CO_2 monitors in SUB.

Indicator: A-11- Indoor Air Quality Complaints

Description: Total number of complaints regarding poor indoor air quality concerns received annually.

Assessment Summary: In November 2009 there was a concern with air quality by employees of the Students' Union, reported to the Senior Manager of Facilities and Operations. The University had a Building Performance Evaluation Report done by BGE Service & Supply Ltd.

Complaints can be called in to the Information and Control Systems (http://www.uofaweb.ualberta.ca/utilities/nav01.cfm?nav01=23824).

Indicator: A Indicator: A-12 – Smoke-free Outdoor Spaces

Description: Total square metres of designated smoke-free outdoor common spaces, divided by the total square metres of outdoor common spaces (include all managed outdoor spaces); multiply by 100

Assessment Summary: As of January 1st, 2008, smoking was banned within 5 meters of air intakes or entrances on the University of Alberta campus in accordance with the Smoke-Free Places Bill 45 (http://www.uofaweb.ualberta.ca/driving/nav02.cfm?nav02=71802&nav01=42558).

STARS

Indicator: Indoor Air Quality

Description: Has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints.

Assessment Summary: The Students' Union does not have an indoor air quality management policy or plan at this time, though as mentioned it does have a Chemical Use Operating Policy.

Indicator: Cleaning Products Purchasing

Description: Preference to purchase Green Seal or EcoLogo certified cleaning products (policies, guidelines, directives).

Main cleaning or housekeeping department purchase Green Seal or EcoLogo cleaning products.

Assessment Summary: The Students' Union's Chemical Use policy does not specify a preference for certified cleaning products however, for a large part, chemical-free cleaning products are used for general SUB cleaning purposes.

Alternative Practices

- The UMSU has a Scent Free Policy that discourages the use of scented products through education and human resources.[5]

- The UMSU's Scent-Free Policy also encourages scent-free cleaning products be used.[6]

- Greenguard Environmental Institute[7]

Recommendations

Short term
5. Ensure that the walk-off matting by all external doors are in place all the time, all year to reduce particulates from shoes getting into the air.
6. Update Chemical Use policy to require EcoLogo or Green Seal cleaning products, including in the Food and Beverage Services department.
7. Develop an Indoor Air Quality policy for SUB involving regular monitoring.
8. Provide clear signage and a communication strategy on how to report air quality complaints.

Medium term
9. Working with the University, evaluate possibilities for installing monitors on exterior vents of SUB to better monitor outdoor air quality and emissions from the building.
10. Work with the University of Alberta to have them develop an outdoor air quality policy and plan.

Long term
11. In renovations, consider building designs that allow for fresh air intake and opening windows where possible.

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[2] https://www.conman.ualberta.ca/stellent/groups/public/@finance/documents/procedure/pp_cmp_061119.hcsp
[3] Margriet. Tilroe West
[4] http://www.uofaweb.ualberta.ca/artsintranet/pdfs/Tory_Meeting_Q-A_April_2009_TS_3_.pdf

[5] http://umsu.ca/images/stories/PDFs/umsu%20policy%20manual%20%28apr%202010%29.pdf

[6] http://umsu.ca/images/stories/PDFs/umsu%20policy%20manual%20%28apr%202010%29.pdf
[7] http://www.greenguard.org/en/faq.aspx

Economy & Wealth

Individual wealth

Individual wealth refers to the economic situation and accessibility of students, as well as wages of employees of the institution. Accessibility is very important for campus sustainability as it supports equity and a more diverse community on campus, as there are different perspectives enhancing the learning experience. The University of Alberta, along with the UASU, must provide good working conditions for their workers to contribute to a more equitable and sustainable world, thus modeling the practices we hope our greater communities will adopt.

Initiatives

The UASU has a service called the Student Financial Aid Information Centre (SFAIC) which "assist[s] students in finding the financial resources necessary to fulfill their academic objectives" (http://www.su.ualberta.ca/services/sfaic/). The UASU, in partnership with the university through SFAIC, offers the Access Fund, SU Awards and University Bursaries and Emergency Funding.

Accessibility is a strong area of advocacy for the SU. Advocacy issues include student financial aid, textbook costs, Aboriginal access, housing, etc.

The Students' Union has an Operating Policy on General Hiring Practices (3.03), which requires the UASU to hire based on merit and that they shall not discriminate on the "basis of race, national or ethnic origin, religion, sex, gender, sexual orientation, age, or mental or physical disability."

Institutional wealth

Institutional economy and wealth includes the economic impact of the institution of the University of Alberta as well as the Students' Union as an organization. This includes where the institution or the organization gets its income from, as this may impact the activities undertaken. Additionally, this includes expenditures made by the institution or organization. The dollars we spend support the type of world we wish to create. Finally, the social and environmental responsibility of investments is important in supporting the types of companies that reflect our values.

The SU has control over its own finances, but may also have some input over how the university manages theirs.

SU Mutual funds:

Dynamic global dividend value fund

https://secure.globeadvisor.com/gi/db/gaf.fund_pro?fundname=Dynamic+Global+Dividend+Value

Fidelity far east fund

http://www.fidelity.ca/cs/Satellite/en/public/products/mutual_funds/equity_funds/global_equity/fe

Fidelity CDN disciplined equity fund

http://www.fidelity.ca/cs/Satellite/en/public/products/mutual_funds/equity_funds/cdn_equity/de

Fidelity devidend Fund dsc Ser. A

http://www.fidelity.ca/cs/Satellite/en/public/products/mutual_funds/equity_funds/cdn_equity/div

Ser B

http://www.fidelity.ca/cs/Satellite/en/public/products/mutual_funds/equity_funds/cdn_equity/div

Fidelity China Fund b.

http://www.fidelity.ca/cs/Satellite/en/public/products/mutual_funds/equity_funds/global_equity/ch

Ivy foreign equity fund

http://www.mackenziefinancial.com/en/pub/funds/profile/fundprofile.jsp?code=00611&company=1&lang=en

Sponsors:

Alberta Beverage Container Recycling Corporation, UofA Alumni, Alberta Motor Association, Backside Tours, Bell, Edmonton Transit, Fiore's, Gateway Entertainment (various bars), Hudsons, Marmot Basin, Moxies Restaurant,

Pizza 73, Red Arrow Coach, Royal Bank, Shaw Cable, Sonic Radio, Student Care

There is presently no policy requiring SU sponsors to be socially or environmentally responsible businesses.

The SU could seek out positive sustainability investments (sustainable industries, businesses selected for exemplary sustainability performance, investment funds, community development financial institutions)

Reporting Responsibility

- Personnel Manager
- Manager SFAIC
- Senior Manager of Finances and Administration

Indicators

CSAF

Indicator: EW-2- Student Debt Load

Description: Average debt per FTE graduating student with a government or bank loan, or line of credit subtracted from the national average debt load (of students with a debt)

Assessment Summary: From the Undergraduate Survey conducted by the UASU in 2009, the following percentages of undergraduate students.

$0	$1-4999	$5000-9999	$10000-14999	$15000-19,999	+$20000
63% (4846)	6.8% (527)	9.4% (720)	7.5% (576)	4.0% (311)	9.3% (718)

The StatsCan 2007 Pan-Canadian report on Education Indicators in Canada shows that the average Canadian university graduate who had government loans, owed $16,200 (http://www.statcan.gc.ca/pub/81-582-x/2007001/4148950-eng.htm#B).

Indicator: EW-3- Student Fees

Description: Average SU fees subtract from average national student fees.

Assessment Summary: Albertan non-instructional compulsory fees were highest at $818, compared to all other provinces as measured in 2010/2011 (http://www.statcan.gc.ca/daily-quotidien/100916/dq100916a-eng.htm). University of Alberta non-instructional fees were $290 (http://caus.net/publications/). SU fees make up a total of $70.47 with $35.68 fror membership fees and $34.79 for dedicated fee units (http://www.facebook.com/pages/U-of-A-Council-of-Canadians/157738960947869?ref=notif&notif_t=fbpage_admin#!/pages/U-of-A-Council-of-Canadians/157738960947869?v=wall).

Indicator: EW-3- Student Fees

Description: Average SU fees subtract from average national student fees.

Assessment Summary: Albertan non-instructional compulsory fees were highest at $818, compared to all other provinces as measured in 2010/2011 (http://www.statcan.gc.ca/daily-quotidien/100916/dq100916a-eng.htm). University of Alberta non-instructional fees were $290 (http://caus.net/publications/). SU fees make up a total of $70.47 with $35.68 fror membership fees and $34.79 for dedicated fee units (http://www.facebook.com/pages/U-of-A-Council-of-Canadians/157738960947869?ref=notif&notif_t=fbpage_admin#!/pages/U-of-A-Council-of-Canadians/157738960947869?v=wall).

Indicator: EW-4- Number of Financial Awards

Description: Total annual number of bursaries, scholarships, and other awards available specifically to students on your campus divided by the number of FTE students in that year.

Assessment Summary: In 2009/2010 SFAIC distributed, through the Access Fund, $781,285 to 367 students. The Students' Union also has student awards … The University's Student Awards Office distributes $25 million each year (http://www.registrar.ualberta.ca/ro.cfm?id=20).

Indicator: EW-5- Value of Financial Awards

Description: Total annual dollar value of bursaries, scholarships and other financial awards available specifically to students on your campus, divided by the number of FTE students in that year. Subtract this value from the total annual fees as calculated in EW-3.

Assessment Summary: In 2009/2010 SFAIC distributed, through the Access Fund, $781,285 to 367 students. The Students' Union also has student awards … The University's Student Awards Office distributes $25 million each year (http://www.registrar.ualberta.ca/ro.cfm?id=20).

Indicator: EW-8- Gender Pay Equity

Description: Compare average pay for each of the employment types comparing female/male pay: Senior Management, Managers, Services Directors, Hourly

Assessment Summary: There is no assessment of this indicator, though the Personnel Manager states that there is no differentiation between individuals in the same position.

Indicator: EW-9- Ethnic Minority/Caucasian Pay Equity

Description: Compare average pay for each of the employment types comparing ethnic minorities/Caucasian pay: Senior Management, Managers, Services Directors, Hourly

Assessment Summary: There is no assessment of this indicator though Personnel Manager states that there is no differentiation between individuals in the same position.

Recommendations

1. Adopt a socially responsible, ethical, environmental and locally focused investment policy.
2. Form a committee tasked with reviewing the sustainability of businesses that the SU invests in or receives sponsorship from.
3. Ensure that an emphasis on student awards remains part of the SU mandate.
4. Institutionalize equitable hiring and wage practices throughout the organization
5. The following is a list of organizations that can assist in determining responsible investment: http://www.socialinvestment.ca/; http://www.socialinvestment.ca/Canadadirectory.htm; http://www.unpri.org/principles/; http://www.socialinvestment.ca/AboutSIO.htm; http://www.eiris.org/; http://www.yourethicalmoney.org/investments/

Policy

Governance is an area where student associations have huge amounts of power to express concerns for issues and demand change. Advocacy to the University, Municipal, Provincial and Federal governments is a very important component of the Students' Union. Each member of the Executive Committee is responsible for advocating to the University on issues pertaining to each portfolio. For provincial and federal advocacy, the VP External unites with other student associations through the Canadian Alliance of Student Associations (CASA). CASA is mandated to deal with education-focused interests at the federal and inter-provincial level.[1] The UASU then partners with Albertan student associations to advocate at the provincial level through the Council of Alberta University Students (CAUS). Presently, neither CASA nor CAUS have identified sustainability as an advocacy priority. However, the Canadian Federation of Students (CFS), the other student organization that advocates on a provincial and federal level, is also mandated to work on issues of social justice within the larger communities and in 2007 began a national campaign entitled Students for Sustainability.[2] Students for Sustainability "aims to highlight the actions students are taking in support of the environment, encourage students to get involved with sustainability initiatives and pressure the federal government to take concrete action against climate change."[2]

Though policy is limited by compliance, it is a very important way for institutions to communicate high-level commitment to members, stakeholders and employees.

The UASU is governed by rules as laid out in its Constitution, Bylaws, Political Policies and Operating Policies. The UASU's Constitution is governed by rules as laid out by the provincial government in the Post Secondary Learning Act of the Province of Alberta. The Bylaws are the supreme legislation of the UASU and set out its basic legal structure and operational parameters. The Political Policies are statements of principal that direct the Executive Committee in their advocacy efforts. Lastly, the Operating Policies are set by the Executive Committee and govern day-to-day operations of all departments.[3] As discussed earlier, the departmental operations (businesses, services and space) are the areas that should be focused on to reduce the organization's ecological footprint. However, the Political Policies are also very important as the UASU plays a strong role in advocacy on environmental and social issues.

The University of Alberta has made a Sustainability Commitment and Guiding Principles as a result of the formation of their Office of Sustainability.[4] The Talloires Declaration is an international commitment to campus sustainability that 33 universities in Canada have signed on to, including Albertan institutions Grant MacEwan University, University of Calgary and University of Lethbridge.[5] The University of Alberta has not signed the Talloires Declaration. There is also a commitment called the University and College Presidents' Climate Change Statement of Action for Canada, based around the American College and University Presidents' Climate Commitment which the University of Calgary, NAIT, RDC, Alberta College of the Arts, Bow Valley College, Athabasca University and Grant MacEwan University have all signed.[6]

The University will be writing a Campus Sustainability Plan in 2011. This plan will be the responsibility of the University's Office of Sustainability and will be advised by various bodies including the Office of Sustainability's Sustainability Advisory Committee and the Deliberations on Campus Sustainability. Sustainability is being incorporated at this time into the Academic Plan, Dare to Deliver, being written this year, 2010/2011 as a companion document titled "Integrating Sustainability into the Curriculum". The University's Energy Management program is currently finishing up a seven-year program and will be in a planning stage soon. The University's Long Range Development Plan from 2002 also features sustainability.[7] The University's Dare to Discover plan puts "The high quality of Alberta's environment" as the third academic and strategic goal of the University of Alberta.[8]

Initiatives

The Students' Union adopted an Environmental Planning Political Policy in 2006 that mandates the Students' Union to advocate for a more environmentally sustainable campus at the UofA. This policy expired in April 2009 and is under review in the 2010/2011 school year.[9]

Operating Policies relating to environmental or social responsibility have been compiled here:

1. Ethical Business Partners Operating Policy
2. Procurement Operating Policy
3. Equipment Disposal Operating Policy
4. Pesticide Use Operating Policy
5. General Hiring Operating Policy
6. Cleaning Supplies Operating Policy

Political Policies that expired on April 30th, 2009.

1. Environmental Planning Political Policy
2. Public Transit Political Policy
3. Deferred Maintenance Political Policy

In the upcoming year, 2010/2011, for the Students' Union is a Long-Term Strategic Plan process which will include the sustainability of the organization. This Sustainability Assessment Report and the vision as stated in the Background of this report states the UASU's commitment to sustainability.

Reporting Responsibility

- Students' Union Council – Policy Committee

- Students' Union Social Responsibility Committee

- Sustain SU is mandated to "research and recommend environmental and social policies to the Students' Union Executive, which strive to make the Students' Union a model of sustainability."

Indicators

CSAF

Indicator: G-1- Student Government Policy

Description: Total number of policies present on campus from this list divided by total number of policies in this list; multiply by 100.

Assessment Summary: The UASU presently has policies that touch on many of these issues but may not necessarily be focused specifically on these areas. There are 10/16 or 63% of these policies in place at this time. The following are a list of the policies currently in place:

1. Energy Management (efficiency measures, greenhouse gas reduction, and use of perpetual renewable sources)
   - Mentioned in the Procurement Operating Policy, though not comprehensive.

2. Water Management (efficiency measures and reuse)
   - Mentioned in the Procurement Operating Policy, though not comprehensive.

3. Clean Air (both in- and out- door)
   - Mentioned in the Cleaning Supplies Operating Policy, though not comprehensive.

4. Health and Safety
   - Mentioned in Deferred Maintenance Political Policy, though not comprehensive.

5. Ethical and Environmentally Sound Purchasing
   - Covered in Ethical Business Partners Operating Policy.

6. Solid Waste Management (reduction, reuse and recycling measures)
   - Mentioned in the Procurement Operating Policy & Equipment Disposal Operating Policy.

7. Hazardous Waste Management (reduction, reuse and recycling measures)
   - Mentioned in the Procurement Operating Policy & considered in Pesticide Use Operating Policy, though not comprehensive.

8. Transportation Demand Management
   - Covered in Public Transit Political Policy, but not for internal operations.

9. Community Engagement in Student Government Decision-Making (both on- and off- campus communities)
   - No policy at this time.

10. Ethical and Environmentally Sound Investment
    - No policy at this time.

11. Equity (gender, people with disabilities, and ethnic)

- Mentioned in General Hiring Operating Policy, though should be updated.

12. Wellness (fitness, safe work environment, spirituality, nutrition, alternative work arrangements)

- No policy at this time.

13. Student Government Mission (broad commitment to sustainability)

- No policy at this time. In the Developing stage with this Sustainability Assessment Report.

14. Long-term Student Government Strategic Plan (academic and administrative planning and positioning)

- No policy at this time. In the Developing stage with Long-term Strategic Plan for the UASU this year.

15. Conflict and Dispute Resolution processes (for both internal and external issues)

- No policy at this time.

STARS

Indicator: Strategic Plan

Description: Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

Assessment Summary: The Students' Union is in the process, throughout 2010/2011, of writing a strategic plan, which will feature sustainability at the high-level.

Indicator: Sustainability Plan

Description: This credit recognizes institutions that have developed a comprehensive plan to move towards sustainability. Developing a sustainability plan provides an exceptional learning opportunity for an institution's stakeholders to use the campus as a laboratory and learn what it takes to become sustainable. A sustainability plan provides a road map for achieving sustainability and may help guide decision-making. Having measurable goals with corresponding timeframes may help motivate institutions to maintain their commitments to sustainability and implement sustainable practices.

There are benefits from formal and informal plans. A formally adopted plan signals institutional commitment to sustainability. An informal plan provides an avenue for sustainability advocates to articulate a bold sustainability vision and provides a framework for the institution to discuss its sustainability performance and goals.

Assessment Summary: The Students' Union does not have a Sustainability Plan at this time but such a plan could come out of this assessment's recommendations.

Indicator: Climate Plan

Description: Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes measurable, numerical goal(s) with corresponding deadlines. The plan has been adopted by the institution's administration.

Assessment Summary: The Students' Union does not have a Climate Plan at this time.

Alternative Practices

- University of Waterloo Federation of Students (Feds) has an Ethical Purchasing Policy.[10]

- McMaster Students Union (MSU) has Operating Policies for overseeing its environmental service MACgreen, as well as a Social and Environmental Purchasing Policy. It also has an Environmental Sustainability Policy which gives a broad overview of the objectives of the organization.[11]

- The Students' Union of the University of Calgary (SUUC) has rewritten its Sustainability Policy in March of 2009 which states its commitment to social and environmental responsibility through its operations (at an organization level as well as an individual member level), through outreach and feedback from stakeholders and through planning and re-evaluation every 3 years.

- The University of Manitoba Students' Union (UMSU) has an Environmental Policy, which touches upon energy management, transportation, ethical purchasing, waste reduction, hazardous waste, environmental education and awareness, internal operations, annual review and monitoring.[12]

Recommendations

Short term

1. Operating Policies could be updated by making additions to existing policies and by adopting new policies so that the UASU will have 100% of the issues above recognized in its policies.
2. For Political Policies that are due to expire, the aforementioned should be updated and renewed. For those policies relating to University environmental advocacy, updates should reflect the changes within the University of Alberta; in particular, the creation of the Office of Sustainability. Political Policies should mirror the structure of the Office of Sustainability to ensure that the Students' Union has input into all aspects of the Office of Sustainability Operations, Outreach & Engagement and Academics.
   In the writing of the Strategic Plan for the Students' Union, sustainability could be incorporated into the general mission statement of the UASU.

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Implementation

The implementation of Sustainability Policies is very important in ensuring that progress is made in these areas. It is important to have staff, funding and implementation plans to deliver on policy objectives.

The Policy Enforcement Administration Operating Policy that is in place states that the Board or Committee responsible for the policy will also be responsible for overseeing its implementation, enforcement and discipline for not complying.

The UASU has 5 Executive Committee members: President, VP External, VP Academics, VP Operations and Finance and VP Student Life. Though not formally mandated, the VP Student Life position has recently come to adopt sustainability into its portfolio as a non-academic student issue.

The University over the past 3 years has been putting increasing numbers of resources towards sustainability initiatives through the Office of Sustainability. The Students' Union, through close collaboration, can assess which projects can be accomplished by supporting the Office of Sustainability and which projects should be taken on by the Students' Union itself. For example, the Office of Sustainability is in the process of developing a workplace sustainability program for departments across campus to be trained in how to make their operations more sustainable in their offices. The Students' Union does not need to take a position regarding staff education in this area if it can utilize the resources of the Office of Sustainability.

Initiatives

One Executive member must sit on the SUSRC committee. For the past two years, the VP Operations and Finance has supervised this committee.

Reporting Responsibility

- Students' Council
- Students' Union Social Responsibility Committee
- Sustain SU

Indicators

CSAF

Indicator: G-9- Committees

Description: Percent of policies (from list in G-2) with active working groups, committees, or advisory groups that are working within the student government system divided by total number of policies from G-2; multiply by 100.

Assessment Summary: Presently 0% of the policies listed in G-2 have committees working on their implementation.

In the past, there have been committees developed to work on issues of sustainability and social responsibility, including the Sustainability Advisory Committee of 2008/2009 and the Students' Union Social Responsibility Committee (SUSRC) of 2010/2011. The SUSRC was developed last year to report, advise and create dialogue surrounding all social and environmental sustainability issues. Likewise, the environmental service, Sustain SU, which could be seen as a working group, is mandated to "research and recommend environmental and social policies to the Students' Union Executive, which strive to make the Students' Union a model of sustainability" and plays an informal role in advising sustainable practices within the organization.

Committees of Students' Council include:

- Audit Committee
- Awards Committee
- Budget & Finance Committee
- Bylaw Committee
- Council Administration Committee

- Elections Review Committee

- Executive Committee

- Grant Allocation Committee

- Policy Committee
    - All Operating Policies are the responsibility of the Executive Committee and all Political Policies are the responsibility of the Students' Council and the Policy Committee.

Indicator: G-10- Diversity of Committees

Description: Percent of total active working groups, committees, or advisory groups *(tied to a policy from the list in G-2) that have more than five different stakeholder/interest groups represented divided by the total number of working groups; multiply by 100. The term "stakeholders" includes staff and faculty, students (undergrad & grad), on- and off- campus advocacy groups, government (different levels), business, professionals/consultants and others.

Assessment Summary: There are no multi-stakeholder interest committees responsible for issues of sustainability in the Students' Union at this time.

The Students' Union Social Responsibility Committee (SUSRC), formed in 2009, was a multi-stakeholder committee composed of:

- Students-at-large

- Student Umbrella for Social Justice (SUSJ)

- Executive Committee member

- Fulltime Students' Union employee

- General Manager of the Students' Union

- Director of Sustain SU

The SUSRC is under review at the time of writing and has not formed for the 2010/2011 academic year.

Sustain SU's operations are not overseen by a board or committee; therefore, all decision-making is made by staff. It is not a multi-stakeholder working group.

Currently, 0% of UASU committees responsible for sustainability represent 5 or more stakeholder groups.

Indicator: G-11- Reporting of Sustainability Committees & Working Groups

Description: Total number of active working groups reporting directly to the Students' Union President, a Vice-President, or a Board of Directors divided by the total number of active working groups; multiply by 100.

Assessment Summary: The SUSRC was chaired by the VP Operations and Finance, who also acted as liaison with the Executive Committee. The writer of the Sustainability Assessment reported directly to the VP Operations and Finance. Sustain SU, on the other hand, reports to the Assistant Manager of Student Services.

Therefore, 50% of the sustainability committees and working groups report directly to the Executive Committee or Students' Council.

Indicator: G-12- Student Government Staffing for Sustainability

Description: Total number of FTE staff responsible for the management of the issues from this list, divided by the total number of issues in the list; multiply by 100.

Assessment Summary:

1. Resource Conservation/Efficiency (including energy, water, and solid waste management)

- SUB's utilities are not managed by the Students' Union; they are managed by the University of Alberta's Energy and Waste Management. Therefore, the Senior Manager of Facilities and Operations would be the person involved with resource conservation and efficiency by liaising with the University of Alberta's energy and waste management departments.

2. Sustainability in Facilities Management (broader definition of sustainability than #1)

- There is no position responsible for sustainability in facilities management at this time.

3. Equity

- There is no one position responsible for this issue in the Students' Union at this time.

4. Environmental Health and Safety

- There is no single position responsible for this issue in the Students' Union at this time.

5. Wellness

- There is no single position responsible for this issue in the Students' Union at this time.

6. Ethical and Environmentally Sound Purchasing

- Each department is responsible for its own purchases. Therefore, there is no position specifically responsible for this issue.

7. Ethical and Environmentally Sound Investment

- The Accounting Department and Senior Manager of Finances and Administration are responsible for investment policy, though sustainable investments has not been included as part of the portfolio.

8. High-level Administrator of Student Sustainability Issues

- The UASU employs an undergraduate student to work 30 hours/week as the Director of Sustain SU. This Director is responsible for overseeing all environmental and social responsibility issues in the SU's operations, along with student sustainability issues. Two Associate Directors of SUSTAIN SU work 15 hours/week to assist these operations. Of these 15 hours, 10 hours/week is paid by the UASU and the University's Office of Sustainability funds the other 20 hours/week. None of these are full-time positions. As mentioned above, though the VP Student Life has traditionally been charged with the responsibility of overseeing campus sustainability issues and initiatives as a "non=academic" student issue, this responsibility is not formally incorporated into Bylaw 1100 respecting the Executive Committee. The Sustainability Audit Coordinator position that was created in summer 2010 is a temporary, FTE position responsible for this report.

Taken together, approximately 12.5% of these issues are overseen by the equivalent of a FTE staff.

Indicator: G-13- SU Financing Sustainability

Description: Total annual SU dollars spent on staffing and operations of sustainability focused programs and initiatives from G-12 divided by the total annual student government budget; multiply by 100.

Assessment Summary: Sustainability funding from the UASU is in the form of the Sustain SU service. Sustain SU's budget in 2009/2010 was $40,130; with cost apportionments it was $45,855. The SU's total budget was $9, 854, 897, meaning that sustainability funding in the form of Sustain SU used 0.47% of the SU's annual budget. Aside from the annual guaranteed money put towards Sustain SU, there are other sustainability expenses that arise, such as composting bags for the composting bins in SUB, recycling costs, as well as special projects such as the new design of the compost and recycle station in SUB.

In 2006, the University of Alberta conducted a Waste Audit where 66% of survey respondents indicated that they would pay a "Green Fee" of between $10-15 per year to support waste management initiatives.[1] A new Sustainability Enhancement Fund, provided by energy savings paybacks, is under development by the Office of Sustainability. Students do not pay an additional fee for sustainability at the University of Alberta at this time.

Indicator: G-14- Reporting of Sustainability Staff

Description: Total number of staff (as counted in G-12) who report directly to the student government president, a vice-president, or the board of directors divided by the total number of staff from G-12; multiply by 100.

Assessment Summary: The only sustainability staff, the Sustain SU Director and Associate Directors, report to the Assistant Manager of Student Services. The Sustainability Audit Coordinator position reports directly to the VP Operations and Finance, which is a great step in sustainability staff reporting. However, this position is a temporary position.

Therefore, 0% of sustainability staff report directly to the President, VPs or Students' Council.

Indicator: Sustainability Coordination

Description: Institution has a sustainability committee, office and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

Assessment Summary: The Students' Union has staffed the Sustain SU Director and two Association Directors. Although they are mandated to improve sustainability practices throughout the organization, the structure of the organization and other demands does not allow Sustain SU to effectively perform this aspect of the mandate.

Alternative Practices

Committees

- The University of Calgary Students' Union established a Students' Union Sustainability Board to affect environmentally sound and socially ethical decisions made in the SU.[2]

- The University of Manitoba Students' Union (UMSU) has an Environmental Sustainability Committee responsible for environmental initiatives, awareness of issues and internal operations.[3]

- The University of Winnipeg Students' Association (UWSA) has a Sustainability Committee composed of UWSA Directors including EcoPIA and Environmental Ethics Directors. A rep from this committee also sits on the U of W's Sustainability Council.[4]

- Mount Allison Students' Union has an Environmental & Social Affairs Committee.[5]

- The University of New Brunswick Students' Union (UNBSU) has a Social Issues Committee as well as an Eco Committee that the President and 2 councillors sit on.[6]

- The Environment Committee for the SSMU is comprised of all environmental student groups on campus. They have biweekly meetings rotating between networking one week and reviewing SSMU's operations the following week.[7]

Staffing

- The SSMU has 2 full time Environment Commissioners for Green Building and Green Events coordination. They oversee the Environment Committee and sit on the University's Senate Subcommittee.[8]

- MUSU's UMREG staffs 11 student employees.[9]

- The UWSA has an Environmental Ethics Director.[10]

- The Dalhousie Student Union has a Sustainability Office that is made up of an Executive Director and 4 coordinators for Policy, Communications, Marketing and Initiatives.[11]

- The Lakehead University Student Union Environmental Initiative hired a full-time Sustainability Commissioner in 09/10.[12]

- The UofC SU (SUUC) has no staff specifically dedicated to sustainability; however, a fulltime Staff Lead heads up every committee, including the SUSB.[13]

Executive Committee Portfolios

- The University of Toronto Students' Union has a Sustainability Commission supervised by the VP University Affairs portfolio and is involved in advocacy of environmental issues to the government and University.

- The UMSU's Environmental Sustainability Committee is overseen by the VP Internal.[3]

- The Dalhousie University Student Union has a council committee that oversees the operations of the SO and the Sustainability Office Board.[14]

Financing

- The University of Waterloo Federation of Students (Feds) has Environmental Projects Funding and an Enterprise, Opportunity and Innovation Fund. The Environmental Projects Committee oversees the distribution of these funds.[15]

- The University of Calgary Students' Union has a Sustainability Board (SUSB) fund that students can apply for to implement sustainability projects.[16]

- The Dalhousie University Student Union has a $2 fee/year that funds the operations of their Sustainability Office.

- The Lakehead University Student Union Sustainability Initiative ran a student referendum in 2007 that passed. The referendum led to the implementation of a $3 annual student fee- totaling $18,000 – for environmental causes.[12]

- The University of Calgary's SUSB is funded through its Recycling Program. For years, the SUSB has been responsible for all of the paper and beverage container recycling across the campus. They have funded the SUSB's operations and initiatives with the $50,000 that results from recycling money. The U of C BoG also provided the Quality Money Education fund of $1.5 million, of which $96,000 was put aside for a Sustainability Grant that the SUSB oversees and distributes to student, staff and faculty sustainability projects.

Implementation Plans/Action Plans

- 77.8% of students at Mount Allison Students' Administrative Council (MASAC) in 2009 voted to reduce carbon emissions by contributing $10 per year to a Green Investment Fund. This fund supports green capital projects submitted by students, staff, faculty and the public.[17]

- The Student Society of McGill University (SSMU) has an Environment Committee that is responsible for greening the operations of the SSMU initiatives while also developing and implementing their 5 Year Plan for Sustainability. This is a multi-stakeholder committee consisting of a representative from all environmental student groups on campus. The President of the SSMU sits on this committee.[7]

- The University of British Columbia's Alma Mater Society (UBC AMS) created a Lighter Footprint Strategy that outlines an implementation strategy for the organization's sustainability.[18]

- The University of Saskatchewan Students' Union (USSU) created an Implementation Strategy Plan as a result of their Sustainability Assessment in 2006/2007 that was based on CSAF.[19]

Recommendations

Short term

1. Develop a Sustainability Committee with multi-stakeholder representation and a direct reporting line to Students' Council. This committee would be mandated to oversee policies relating to sustainability. Stakeholders may include a representative from major environmental and social justice student groups on campus, a member of the indigenous student community, a representative of the Office of Sustainability, a councilor from the Students' Council and a member of the greater Edmonton sustainability community.

2. Ensure 50% of the above policies have committees responsible for their implementation. This can include mandating a new committee to oversee a policy or including sustainability as a responsibility of an existing committee's work.

3. Ensure that sustainability coordinators, office and working groups report directly to the Executive Committee.

4. Incorporate sustainability responsibilities, relevant to each position, into the portfolios of the Executive Committee members. For example, the VP Student Life could oversee student engagement in sustainability initiatives, the VP Operations and Finance could oversee internal sustainable operations, the VP External could advocate on a Sustainability Political Policy, and the VP Academic could advocate for sustainability to be incorporated into the curriculum at the University of Alberta. Alternatively, an additional Vice President position could be created that would be solely responsible for sustainability.

5. The Students' Union could hold a referendum to determine whether students are still interested in paying a sustainability fee that could help to initiate movement in sustainability initiatives in the Students' Union as well as supporting student group-led initiatives.

6. Ensure that relevant, currently existing positions from G-12 take part in the Office of Sustainability's sustainable workplace training. They could form a sustainability committee for internal operations of the Students' Union and receive training and resources from the Office of Sustainability.

7. Hire a full-time Sustainability Coordinator to oversee all sustainability initiatives within the Students' Union to facilitate planning and initiatives with departments and to coordinate efforts with networks such as the

SUSJ, a sustainability network for student groups, the Office of Sustainability and other stakeholders.

Medium term
8. Have 100% of the recommended policies in G2 above have committees responsible for their implementation.
9. Explore possibilities of having CASA support a Students' Unions for Sustainability position that could be supervised through the Sierra Youth Coalition.

Long term
10. Have 100% of the positions in G-12 have staff allocated to these responsibilities

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Monitoring

Monitoring and reporting on the progress of sustainability-related policies is important in ensuring continuous improvement and providing transparency to the student body and surrounding communities. By making this information publicly available, the students that the Students' Union represents will be able to contribute to sustainability decision-making into the future.

Initiatives

The UASU has had sustainability-related assessments completed in the past to help monitor different indicators. In 1991, the UASU had a Green Plan compiled that assessed the sustainability of the organization. In 2004, the UASU, in partnership with the U of A Energy Management department, had an Energy Audit completed for SUB. In 2010, the Sustainability Audit Coordinator was hired to compile this Sustainability Assessment Report giving a snapshot of the overall sustainability of the organization.

Though neither the 1991 Green Plan nor the 2004 Energy Audit were posted on the UASU website, the Sustainability Audit Coordinator has delegated time to the 2010 Sustainability Assessment Report process specifically for communications of this report to the student body.

SUSTAIN SU, as all other term positions, must submit a Year-End report by April 30th of each year which identifies accomplishments of the service while also identifying areas that need improvement. These reports are submitted to the Assistant Manager of Student Services, which ultimately goes to Students' Council along with all other Year-End Reports. Traditionally, SUSTAIN SU reports have not been posted online.

Reporting Responsibility

- Students' Council
- Students' Union Social Responsibility Committee

Indicators

CSAF

Indicator: G-18- Government Implementation Planning

Description: Percent of policies (please refer to the list in Governance: Policy Indicator G-2) that annually set new objectives for the policy implementation divided by the total number of policies from the section; multiply by 100.

Assessment:

Policy 1.03 Updating requires that all policies are reviewed and updated at least annually. Though the policies are reviewed annually, active setting of new objectives is not done annually.

Indicator: G-19- Reporting

Description: Percent of policies (from the list in G-2) that have annual policy implementation reports made available to the campus and surrounding communities divided by the total number of policies; multiply by 100.

Assessment:

Presently, 0% of the sustainability policies have annual reporting.

Alternative Practices

- The University of Saskatchewan Students' Union (USSU) compiled a Sustainability Assessment in 2006/2007 based on CSAF.[1]
- The Student Federation of the University of Ottawa (SFUO) compiled a sustainability audit in 07/08.[1]
- The McMaster Students Union (MSU) has mandated to audit its sustainability practices bi-annually.[2]
- The UBC AMS, as part of their Lighter Footprint Strategy in 2007/2008, compiled an Environmental Impact Audit.[3]

- The UMSU's Environmental Policy requires annual review of environmental policy.[4]
- SUUC has a 3-year plan for sustainability, which includes planning, implementation and revision and evaluation stages. There is an internal sustainability Fund of $5000 and $5-10, 000 allocated from the General Manager's budget for sustainability projects internally. Each department is responsible at the beginning of the year to allocate money towards sustainability projects within their operating plans. At the end of the year they are required to report on sustainability in their department.[5]

Recommendations

Short term

1. In response to the Sustainability Assessment Report, a Sustainability Implementation Strategy should be adopted along with a Sustainability Policy, which will guide objectives in the short and long term. A committee could be allocated to be responsible for recommending updates to policies annually while also prioritizing annual objectives.
2. Beginning with this 2010 Sustainability Assessment Report, annual assessments should be compiled, from Progress Reports by relevant staff, compiled by an allocated committee, that will be available to the campus community via the UASU website. Progress Reports should be submitted with staff Year-end Reports by April 30th. The committee could then work to compile the updated data and publish it by September 1st each year. Each department would be allocated as responsible for collecting certain information annually.
3. SUSTAIN SU's annual reports could be made public via a new sustainability website and SUSTAIN SU's final report could also be submitted to a new-formed committee for review and planning for the upcoming year. The committee could identify indicators and statistics that SUSTAIN SU should collect throughout the year.

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