

# President's Sustainability Council

## ANNUAL REPORT

2015 – 2016



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## 1. Introduction and New Recommendations

Comprised of students, faculty and staff, the President's Sustainability Council was formed in 2008 with a mandate to provide input and recommendations on how to advance sustainability at York University. Since that time, the council has put forth over 100 recommendations, all of which have been accepted by the University administration.

The PSC has 4 working groups (and a student subcommittee) that meet regularly. The working groups cover the areas of administration, curriculum, social justice & human rights, and campus operations.

The council met 4 times during the 2015 – 2016 academic year, and this report covers progress over the past year, while also providing updates on the progress of recommendations made by the council in previous years.

There are 4 new recommendations for 2015-2016:

### **Administrative Working Group**

**2016-1:** That York University undertake a strategic planning process, including broad community engagement, with the goal of developing an integrated sustainability plan for the University by the end of May 2017. *(A strategic planning background document is attached as Appendix D.)*

**2016-2:** That York University investigate best practices in 'green funds' in the postsecondary sector, including the exploration of funding sources such as levies, fees or donations, with a view to establishing a fund at York University to support sustainability projects on campus.

### **Social Justice and Human Rights**

**2016-3:** That York University review and consider the "Framework for York as an Anchor Institution" developed by the sub-group on Community Benefits, and direct the creation of an implementation plan by end of 2016-2017. *(The anchor institution framework is attached as Appendix C.)*

**2016-4:** That the majority of SJ&HR recommendations now be archived as reported below, recognizing that Social Justice & Human Rights work is of an on-going nature and evolves with time and context.

## 2. Message from the President

York University is proud to be a leader in sustainability. Our students, staff and faculty are committed to reducing our ecological impact on campus and around the world. This past year has been particularly successful in these areas thanks to the ongoing efforts of sustainability champions across the University, including members of the President's Sustainability Council.

In April, York celebrated a number of key sustainability achievements, including being named one of Canada's Greenest Employers for the fourth consecutive year and receiving a Silver rating from the Sustainability Tracking, Assessment and Rating System (STARS). To mark Earth Day, we recognized the contributions of our students, faculty and staff with the third annual President's Sustainability Leadership Awards.

This year also saw the completion of the successful phase out of bottled water on campus, the grand opening of the Bergeron Centre for Engineering Excellence—our newest “green” building—as well as the opening of York's new EcoCampus. The Lillian Meighen Wright Centre in Costa Rica will provide our students and researchers with meaningful experiential learning experiences that will prepare them to address some of the world's most challenging environmental issues.

Another important development is the opening of our first solar-powered electric vehicle charging station and the addition of the University's first electric car to our fleet. This innovative new station on our Keele Campus is the result of collaboration between Campus Services and Business Operations, the Sustainable Energy Initiative in the Faculty of Environmental Studies, and several external partners.

In addition to making great strides with University facilities and initiatives, we have reduced our energy use by more than 25 per cent since 2007—which saves the University over \$4 million yearly—and our waste diversion rate is 68 per cent. We also continue to foster a learning environment that promotes the importance of sustainability education, offering nearly 500 courses in sustainability and the environment. I am proud to note that the Schulich School of Business's MBA program was once again named top global MBA program on sustainability by *Corporate Knights*.

York University has been committed to building a sustainable future for decades, not only for our campuses but also for the communities we serve. Yet for all of our achievements, we recognize how critical it is to continue to act on this core value which has made us one of Canada's leading universities on sustainability.

Thank you for your leadership and for your continued commitment to a greener future for our world.

Sincerely,

A handwritten signature in black ink, appearing to read 'mshoukri', with a small dot at the end.

Mamdouh Shoukri  
President and Vice-Chancellor

### **3. Message from the PSC Chair**

The President's Sustainability Council is an advisory body to the President of York University. Its 36 members include faculty, staff, and students from across the University, who work to identify actions to improve sustainability on York's Campuses and surrounding communities. The Council addresses dimensions of sustainability related to campus operations and development, curriculum, administration and organizational structure, and social justice and human rights. Each of these dimensions is associated with one of the council's working groups, and the council also has a student subcommittee.

Since its establishment in 2009, the Council has made 102 recommendations in pursuit of a more sustainable University. Over two-thirds of these have been implemented, or have seen significant progress towards implementation. These successes have helped York University to be recognized, for the fourth consecutive year, as one of Canada's Greenest Employers. This year, York University has also registered with the Sustainability Tracking, Assessment & Rating System (STARS) operated by the Association for the Advancement of Sustainability in Higher Education. Initially, York University has been awarded a "silver" rating. Participation in STARS will enhance the University's ability to track progress toward sustainability as we move forward.

Already, York University has made some important progress toward sustainability. For example, reductions in greenhouse gas emissions have brought us back to 1990 levels, despite significant growth in population and buildings. However, the heavy lifting remains to be done. Both the Federal and Provincial governments have committed to reducing GHG emissions to 80% of 1990 levels by 2050. The new carbon pricing regime will be only one of many pressures to act. As a creature of the Province, York University will be expected to do its part to achieve this daunting goal, both regarding our operations, and in educating future generations to achieve and operate a low-carbon society.

As challenging as this is, sustainability is about more than reducing GHG emissions and diverting waste streams. York University campuses are embedded in local and regional contexts. We have a responsibility to promote and advance sustainability in (and with) our neighbouring communities. To do so, York University can intentionally pursue the role of an anchor institution. The work of the PSC's Social Justice and Human Rights working group identifies this as "an institutional outlook that extends beyond solely serving ourselves ... one that requires the institution to also hold the interests of the surrounding communities as our own."

To pursue goals such as these, York University will need to adopt a strategic and long-term perspective, as well as to commit its resources and organize its operations in very different ways than it did in the 20th century. Being a leader in sustainability will mean

overcoming social and economic inertia, and mobilizing significant capital in the short and medium terms. However, in addition to strictly environmental goals, it will lead to monetary, research, and reputational gains.

It is time for the next phase of sustainability at York University.

Sincerely,

A handwritten signature in black ink, consisting of several loops and a long, sweeping tail that extends to the right.

Professor Martin Bunch  
Chair, President's Sustainability Council

### **3. Report of the PSC Student Subcommittee (PSCSS)**

This past year, Michelle Chin-Dawe served as chair, and Ben Felsher and Michael Klasser served as student representatives. The PSCSS voted on changing the quorum for future meetings from 5 to 3. On March 30, elections were held. Michelle will continue to serve as chair as her position was acclaimed, and the incoming student representatives are Jenessa Doherty, and Craig Stephens. This past year we were unable to fill the positions of secretary and outreach coordinator, but since the most recent elections we were able to fill the positions. Zoi De La Peña and Nayel Halim will share duties and responsibilities for both positions for the upcoming year.

In the past year, the PSCSS held 4 meetings and met once with the college council of New College. We hope in the coming year we can meet with all of the colleges to increase awareness of the PSCSS and create a dialogue between the PSCSS and the student body on matters pertaining to sustainability. This year the PSCSS worked closely with the sustainability coordinator and their work-study students to work on a campaign that will encourage the use of reusable coffee cups and discourage the use of disposable paper cups. We recognize that Food Services and Aramark already have the “Lug a mug” campaign in place, which offers a discount on coffee or tea when customers use their own cup. We only hope to expand this campaign to further raise awareness in the coming years.

Our goals for the coming year are to

- Increase awareness of sustainability initiatives on campus amongst the student body.
- Increase dialogue between the PSCSS and the student body either through working groups within the colleges or the student clubs
- Promote the Green Clubs status for student clubs and further incentivize clubs to be considered a “Green Club”
- Create policy recommendations for the PSC that are reflective of the student’s priorities in regards to sustainability on campus
- Continue to support student led initiatives such as the YUM York University Farmer’s Market
- In lieu of the PSC’s recent success in banning the sale of plastic water bottles Develop and present a student-led campaign to reduce the amount of disposable paper coffee cups being disposed of on campus:
  - Work with York’s Waste Management department to conduct a waste audit to confirm the amount of disposable cups that end up being disposed of on campus
  - Look into the costs vendors on campus spend on paper cups, and create a cost benefit analysis to determine how much vendors would benefit from customers using their own cups for tea/coffee



- Work in tandem with other interested working groups to develop a plan to make this campaign reach as many students and faculty as possible

The PSCSS is committed to representing the student body campus wide and looks forward to a productive year with the PSC. We are committed to making sound and reasonable recommendations that will help York University continue to be a leader in sustainability nationwide.

## 4. Reports from the PSC Working Groups

The following are reports from each of the four working groups of the PSC, including summaries of progress during the past year on recommendations from previous years. Recommendations that have been completed or were not advanced in 2015-16 are not included here, but can be found in the table in Appendix A.

### **Administrative and Organizational Structure**

The PSC Working Group on Administrative and Organizational Structure (AOS) held four meetings during the 2015-2016 academic year:

- November 24
- January 29
- March 9
- April 11

Discussion focused on four previous recommendations, including:

**#2015-1:** Investigate best practices of sustainability strategic plans and planning processes from other institutions of higher learning, with a view to analyzing the potential value for successful application at York.

**#2014-2:** That, in addition to the Annual Sustainability Report, the PSC develop a shorter, reader-friendly sustainability report that captures annual 'highlights' for wider circulation and communications purposes.

**#2013-1:** Register for and participate in the STARS program, and provide the additional administrative and financial resources necessary for participation.

**#2013-2:** Develop a pilot initiative on signage on a specific sustainability initiative, in conjunction with relevant staff persons, in order to study the potential effectiveness of signage and social marketing in changing behaviour and enhancing campus sustainability.

This year's chair was Andrew Plunkett, Sustainability Coordinator in the Office of the President.

### **New recommendations for 2016:**

**#2016-1:** That York University undertake a strategic planning process, including broad community engagement, with the goal of developing an integrated sustainability plan for the University by the end of May 2017.

**#2016-2:** That York University investigate best practices in ‘green funds’ in the postsecondary sector, including the exploration of funding sources such as levies, fees or donations, with a view to establishing a fund at York University to support sustainability projects on campus.

### **Updated Progress Reports on Previous PSC Recommendations**

**#2015-1:** Investigate best practices of sustainability strategic plans and planning processes from other institutions of higher learning, with a view to analyzing the potential value for successful application at York.

**Progress:** *Completed*

Strategic plans from several other post-secondary institutions were reviewed, and staff from several institutions were interviewed. A background document was also developed, which is attached as Appendix D. The working group discussed these best practices and experiences and put forth a new recommendation (2016-1) in pursuit of a strategic planning process.

**#2014-2:** That, in addition to the Annual Sustainability Report, the PSC develop a shorter, reader-friendly sustainability report that captures annual ‘highlights’ for wider circulation and communications purposes.

**Progress:** *Completed and ongoing*

The new version of the Annual Sustainability Report was released in early 2016, and can be found on the annual reports page of the sustainability website:

<http://sustainability.info.yorku.ca/psc/annual-reports/>

**#2013-1:** Register for and participate in the STARS program, and provide the additional administrative and financial resources necessary for participation.

**Progress:** *Completed*

The STARS submission was completed during the winter term and was submitted in April 2016. York received a rating of STARS Silver, scoring just over 55%.

Further work will commence to assess the best path to achieving a score of 65% (STARS Gold). The STARS framework could also be utilized to frame discussions during the proposed strategic planning process.

**#2013-2:** Develop a pilot initiative on signage on a specific sustainability initiative, in conjunction with relevant staff persons, in order to study the potential effectiveness of

signage and social marketing in changing behaviour and enhancing campus sustainability.

**Progress:** *Completed*

Digital and paper posters were prepared for this initiative. The digital poster was placed on classroom screens in November 2015. Feedback was positive, but further follow up with custodial staff is needed to determine viability of future campaigns.

**#2010-2:** Create a President's Sustainability Award that would recognize efforts of an individual or a team that initiates, adopts and/or fosters a culture of sustainability.

**Progress:** *Completed and ongoing*

The awards program was successfully administered for a third year, with nominations accepted during January and February 2016. A total of 14 nominations were received, and 5 awards were given out during the Earth Day celebration on April 22.

### **Report on Previous Recommendations**

The following is an update on the active PSC recommendations from 2009 to 2012 that are relevant to this working group:

- **#2010-5:** Create a strategy that details how the PSC and PSCSS will engage the York community to establish greater awareness of sustainability, the work of the PSC, as well as opportunities for engagement.
- **#2009-7:** Continue to develop and implement opportunities for student engagement in collaboration with the PSCSS.

**Progress:** *Completed (but ongoing).*

There are currently a number of opportunities for the York community to become engaged in sustainability, including the Sustainability Ambassadors initiative (with over 60 volunteers so far), a Green Office program, the Eco-Team (157 members), Green Clubs initiative, and many outreach events. Additionally, during the past year, two work/study Sustainability Assistants assisted with those efforts and maintained a high visibility for York's sustainability efforts by tabling every Thursday during the academic year in the RED Zone in Vari Hall. The Sustainability Coordinator and Assistants also maintain a regular presence on social media through Twitter and Facebook. All of these efforts have been guided by a comprehensive communications plan.

#### Key events in 2015-2016:

- Our Blue Future, a water awareness event featuring keynote speaker Maude Barlow, was held in September.
- Fair Trade Fair was held in February, in collaboration with LAPS, Fair Trade Toronto and OPIRG.
- The Sustainability Fair was held in March, and was organized in conjunction with the Business and Environment course in FES.

Additional events were organized by CSBO, including Bike to York Day (spring term) and the Transportation Fair (fall term).

#### **Working Group Contributors - 2015 / 2016:**

##### **Staff:**

Richard Francki  
Helen Psathas  
Nicole Arsenault  
Brad Cochrane  
Ijade Maxwell Rodrigues  
Pamela Persaud  
Ross McMillan  
Andrew Plunkett (chair)

##### **Faculty:**

Martin Bunch  
Darryl Reed

##### **Students:**

Michelle Uy  
Tatiana Markina  
Bing Poon

## **Sustainability in the Curriculum**

The Curriculum working group held 2 meetings during the academic year. Discussions focused on the AASHE STARS Academic credits, and sustainability-related experiential education at York.

**STARS Academic Credits:** In particular, the working group discussed the STARS credits relating to learning outcomes on sustainability, which are defined by the following criteria:

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

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

The working group agreed to reach out to the Associate Deans of curriculum, to share the definition with them, and to get a more accurate assessment of how many students belong to programs that meet the STARS criteria for learning outcomes. The working group will also look at how other Canadian institutions fared in this STARS category, to assess any best practices that might be applicable to York.

**Experiential Education in Sustainability:** The working group agreed to continue work on establishing the TREES program (Teaching, Research and Experiential Education in Sustainability) through the following steps:

- Reach out to the AVP Teaching and Learning to discuss opportunities and resources in EE for sustainability
- Connect with EE leads in each faculty
- Complete the inventory of EE opportunities in sustainability
- Add the inventory to the Sustainability@YorkU website, along with a description of the TREES program
- Explore ways to expand EE opportunities in sustainability, in conjunction with AVPTL, EE leads, faculty, staff and students.

## **Progress on Previous PSC Report Recommendations**

**#3-2011:** The Office of the Vice Provost Academic will facilitate the enhancement of sustainability in curricular contexts through existing academic planning mechanisms and aligned university committees.

**Progress:** Work has begun

The Office of the Vice Provost Academic continues to work closely with all York Faculties and Senate Committees on curriculum and program development matters.

**#4-2011:** The Vice Provost Academic will undertake to discuss with the new Vice Provost Students the creation of a Working Group, involving students, faculty and staff, with a mandate to explore and foster co-curricular intellectual interest in issues of sustainability.

**Progress:** Work has begun

**#6-2010:** Cultivate intellectual interest in sustainability among students and faculty through symposia and/or key events

**Progress:** Ongoing

Over the past year, the University continued to sponsor and support numerous symposia and events focused on sustainability, including but not limited to:

- Sustainability Fair
- Bike to York Day
- Sustainable Transportation Fair
- FES Seminar Series
- Planet in Focus Environmental Film Festival
- Fair Trade Fair
- Our Blue Future

A more extensive list of events can be found on the York Events page at [www.yorku.ca/yuevents](http://www.yorku.ca/yuevents).

**#7-2010:** Bring forward discussion of sustainability to the Teaching & Learning Working Group on Technology Enhanced Learning in order to identify strategies to embed sustainable practices in course design and teaching practices across the University

**Progress:**

*Yvette to gather information from AVP, Teaching & Learning, Learning Commons and AODA Office.*

**#8-2010:** Explore the opportunity, perhaps in collaboration with relevant faculty members, to: a) undertake research to identify how other post-secondary institutions nationally and internationally support sustainability in the curriculum; and b) conduct key informant discussions internally and externally to identify opportunities for new or enhanced academic offerings related to sustainability that meet emergent workforce needs

**Progress:** Work has begun

- a) The Working Group, with the support of a Graduate Assistant, initiated research to explore best practices among higher education institutions related to supporting sustainability in the curriculum. The Working Group does not have any significant information to report at this time since the research was initiated late in the year but will provide an update in the near future.
- b) Where appropriate, and as part of the development of new or enhanced academic offerings, the University engages in consultations and/or key informant discussions to explore how programs can meet emergent workforce needs. Over the past year, the University is developing or has developed new programs where student's learning related to sustainability are required for their success in the workforce. Programs and new academic pathways (e.g. Urban Sustainability, Global Health, Engineering programs) have included consultation with internal and external partners. Furthermore, the University has also participated in an emerging dialogue led by the Conference Board of Canada and involving industry, government and other educational institutions to discuss the future workforce skills/learning needs of postsecondary education students.

**#11-2009: Develop a greater focus on sustainability in the York curriculum**

**Progress:** Significant progress

Sustainability continues to be a strong feature of York's curricular offerings and the University offers an impressive array of programs (undergraduate, graduate and certificate) and individual courses that address many aspects of sustainability. Over the past year, several new programs have been brought forward to relevant curriculum committees for consideration and/or have been approved by Senate. The latest count of courses that focus on environment and/or sustainability at York is 484 course offerings (as of February 2015).

**#15-2009:** Provide students with more opportunities to do research and work on sustainability projects

**Progress:** Work has begun

There currently exists a number of opportunities for students to do research and work on sustainability projects, such as the Environmental Auditing and Critical Urban Planning courses in FES. The group also recommends pursuing opportunities to expand these offerings by looking at best practices from other institutions, and then working with interested faculty here at York to further this initiative. This past year, the York University-TD Community Engagement Centre also launched its Catalyst Grants program. The grants program encourages university members (student organizations, faculty or staff) to work collaboratively with Jane Finch community partners (e.g.



schools, not-profits, resident groups). A number of funded projects have a sustainability focus such as a research project on resident-led urban/community farms and the creation of an environmental justice symposium.

The chair of the Sustainability in the Curriculum working group is Alice Pitt. The following PSC and community members participated in meetings during the year:

Alice Pitt

Martin Bunch

Sarah Barrett

William Colgan

Yvette Munro

Laurence Packer

Darryl Reed

Christine Till

Andrew Plunkett

## **Social Justice and Human Rights**

The PSC Working Group on Social Justice and Human Rights held 4 scheduled meetings and 4 sub-group meetings. At these meetings we developed a work-plan for the year and reviewed past recommendations, including 1) completion of the Fair Trade certification for York, 2) Community Use of Space, and 3) the new recommendation from 2014/15 to form a sub-group to advance a proposal for “how Community Benefits Agreements could be used by York as it moves forward on the development of Lands for Learning under the Secondary Plan as well as for Major upgrades and updates to existing buildings and infrastructures taking into account the needs of the neighbouring communities as well as existing contractual agreements and development plans.”

This year’s co-chairs were Noel Badiou, Executive Director, CHR and Lorna Schwartzenruber, Manager, YU-TD Community Engagement Centre. In May, Marian MacGregor joined as the Interim Executive Director, CHR.

Following extensive discussion on Community Benefits in a York Context, and reviewing past recommendations, we make the following recommendations.

### **2015-2016 Recommendations:**

- **#2016-3:** That York University review and endorse the “Framework for York as an Anchor Institution” developed by the sub-group on Community Benefits, and direct the creation of an implementation plan by end of 2016-2017.
- **#2016-4:** That the majority of SJ&HR recommendations now be archived as reported below, recognizing that Social Justice & Human Rights work is of an on-going nature and evolves with time and context.

### **Updated Progress Reports on Previous PSC Recommendations**

**#2015-2:** Advance how Community Benefit Agreements might be implemented in a York U context.

**Progress:** The sub-group developed a framework document which discusses community benefits in broader terms of York as an Anchor Institution and will be completed June 2016. **Ongoing**

**#2014-3:** That York University apply in 2014 to be designated as a “Fair Trade Campus”.

**Progress:** A last hurdle in finalizing certification is beyond the control of York due to tenant agreements. Where York does have control, we will continue to practice Fair Trade principles even though certification is on hold. **Significant Progress**

**#2013-5:** Invite committees, ad-hoc working groups and other stakeholder groups to present to the committee once per year to ensure collaboration and consideration of social justice and human rights values (e.g. Access York, Community Safety, YUDC, York-TD CEC, CHR, YUFA Community Projects, YUGSA – Equity, etc.)

**Progress: Ongoing**

**#2012-9:** Monitor, and where possible, strengthen the social justice and human rights considerations in the implementation of the York University Secondary Plan.

**Progress: Amended** (merged with #6-2013) This will be captured in the Anchor Institution Framework.

**#2012-6:** Create further opportunities for campus wide discussion, especially with students, to solicit input about SJ&HR issues in a sustainability context.

**Progress: Ongoing**

**#2012-5:** Strengthen York U's messaging to showcase diversity and equity as a key York U commitment. Specifically, the messaging should be highlighted in student, faculty and staff recruitment materials and York U's external webpage.

**Progress:** There are a number of on-going and promising initiatives, including the President's Inclusion Committee, RISE (Race, Inclusion and Supportive Environments), and advancements at the Faculty level that are paying attention to diversity and equity, which are important concepts to keep on the PSC table. **Ongoing**

**#2010-14:** In collaboration with the Harry Sherman Crowe Housing Co-Op, explore creation of on-campus employment opportunities for HSC Co-op youth and residents (e.g. social enterprise, summer employment)

**Progress: Work has begun**

**#2010-13:** Develop promotional materials for local neighbourhoods and other under-represented communities that outline programs, admissions, scholarship, financial aid and engagement opportunities, **and #12, 2010:** Develop an electronic portal for external groups to understand York engagement opportunities and make request for York resources and services.

**Progress:** A new webpage is being developed by the Office of the Vice-Provost Academic, Summer 2016. **Ongoing**

**#2009-23:** Support the on-going work of the President's Advisory Committee on Human Rights and help bridge this work with York's sustainability initiatives.

**Progress:** Continue to monitor and support linkages with this work.  
**Ongoing**

**#2009-22:** Support and implement the policies of the updated York University Secondary Plan, specifically as they relate to housing, community services and facilities.

**Progress: Amended** (merged with #6-2013). To be captured in the Anchor Institution Framework, 2016. (Archive)

**#2009-19:** Through the Division of Advancement encourage donor programs that enhance bursaries and awards for local residents.

**Progress: Work has begun**

**#2009-18:** Assess and develop outreach initiatives to attract qualified applicants for part-time and full-time employment from communities-in-need surrounding York.

**Progress:** Employment a key area included in Anchor Institution Framework. **Completed** (Archive)

**Working Group Contributors throughout 2015-2016**  
*\*indicates sub-group on Anchor Institution Framework*

Noel Badiou (co-chair)  
Lorna Schwartzentruber (co-chair)  
Marian MacGregor (co-chair replacing Noel in May 2016)

**Students:**

Loren Keyes  
Katie Florko  
Angelina Vaccarro\*

**Faculty:**

Jennifer Foster\*  
Natalie Coulter\*  
Martin Bunch  
Laurence Packer  
Darryl Reed\*

**Staff:**

Amanda Hickman  
Andrew Plunkett  
Chris Wong\*  
Rob Castle\*  
Yvette Munro\*  
Steve Sicluna\*  
Bob Smith\*

**Meetings 2015-2016**

December 2, 2015  
January 18, 2016  
February 10 (Anchor Institution Sub-group)  
April 6, 2016  
May 11, 2016 (Anchor Institution Sub-group)  
May 18, 2016  
May 30, 2016 (Anchor Institution Sub-group)  
June 9, 2016 (Anchor Institution Sub-group)

## **Campus Operations & Development**

During 2015-2016, the PSC Working Group on Campus Operations & Development held two meetings, one in November 2015 and another in April 2016. The two meetings were chaired by Nicole Arsenault, Manager, Transportation Services, Campus Services & Business Operations.

At these meetings, the working group discussion focused on the following areas:

- Printer Rationalization
- Electric Vehicle Recharging Stations
- The Paris Pledge for Action
- Energy Management and alternatives such as power-to-gas and renewables such as biogas
- Sustainable transportation Initiatives and bus replacement

The meetings were constructive, with robust discussion on the focus of future operational green initiatives. There was acknowledgement that while significant achievements have been made in key indicator areas of sustainability, for example, energy management, grounds/waste management, food services and transportation, ongoing efforts are required to fulfill past Working Group recommendations. As a result, there was agreement that work would focus on continuous improvements in these areas, with no new recommendations created for the upcoming academic year.

### **Update on past recommendations**

#### **#2015-3: Campus as a Living Lab**

2015-2016 Promote and support future experiential learning initiatives and sustainability projects using the campus as a living lab, upon acceptance of detailed research proposals and work plans. Experiential Learning initiatives can be targeted to meet operations & development objectives.

**Progress:** Work has begun

Current efforts focus on a few Research /CSBO partnerships where objectives align (e.g. Transportation, Energy). Other efforts also focused on examining how other academic institutions have successfully implemented similar programs. Consultation with Curriculum subcommittee is required to advance this recommendation.

#### **#2015-4: Campus Sustainability Communication & Educational Plans**

**Progress:** Work has begun

2015-2016 – Development of a communication and educational plan to showcase York University's achievement in sustainability (e.g, York's LEED certificated buildings, Xeriscape Gardens, ZeroWaste program, sustainable Grounds management, etc.)

### **#2009-30 and #2014-11: Active Transportation Initiatives**

*2014-2015 - Convocation and other major annual events, including the Rogers Cup Tennis Championships, have made it clear that the pedestrian network on the north part of Keele Campus would benefit from expansion. The Pan Am Stadium and Pioneer Village TTC Station will bring new, and more regular, pedestrian activity to the north end of campus. It is recommended that the expansion of the pedestrian and cycling network along Ian Macdonald Blvd. from Chimneystack Rd. to Shoreham Blvd. be considered.*

**Progress:** Completed.

New sidewalks have been installed on the north side of campus from Shoreham Drive to Chimneystack Road and along Arboretum Lane. These sidewalks were partially funded through the Pan / Parapan American Games Secretariat.

### **#2014-5: Electric Vehicle Recharging Stations**

*2014-2015 York will continue to encourage community members to consider adopting the most sustainable means of travel to and from campus. The interest in, and the potential use of, electric charging stations in support of electric vehicles has been studied by CSBO, assisted by the Campus Survey and research conducted by the Institute for Research and Innovation in Sustainability (IRIS). It is recommended that York consider the installation of electric recharging stations and prepare for their use by assembling "best practices" regarding the operation of the new facilities, for communication to the public as part of this initiative.*

*To continue in its demonstration as a leader in sustainability, it is recommended that the FES Researchers be provided with a high profile location for the accommodation of a pilot project examining the use of solar power in the use of electric vehicle re recharging stations.*

**Progress:** Ongoing. Parking Services has approval to implement multiple recharging stations over the course of several years throughout the two campuses.

2015-2016 – A solar recharging station was successfully implemented in the Vanier Parking Lot.

## **#2009-24: Green Building**

*2014-2015 - In 2008 and 2009, it was recommended that York develop a York-specific green standard for the development and construction of all new buildings and major renovations. Since that time, there has been wider community interest in the Leadership in Energy and Environmental Design (LEED) program. For example, the Kaneff Building (LEED certified) and the renovation of the Osgoode Law School (LEED CI) were the first LEED buildings at York. Later, the Life Science Building achieved LEED Silver certification, followed by the Pan Am Stadium (LEED, Silver) and the Bergeron Engineering Building (LEED, Gold). Plans are underway for the new Student Centre, which has been designed to a LEED, Silver standard. Since the time of the 2008-09 recommendation, the City of Toronto Green Building Standards were also created, and all new major construction in Toronto must comply to a heightened green standard.*

*Given the emergence of municipal green standards, and in view of the leadership role that York University has traditionally taken in sustainable building development, it is recommended that York consider the requirement that all new buildings demonstrate the structural and electrical capability to accommodate renewable energy, so that at minimum, new buildings are “solar ready” and can be considered in a future initiative when it becomes more viable to pursue solar power.*

**Progress:** Ongoing. York continues to employ LEED in major capital projects. The Ontario Building Code was recently updated with requirements for building design which improves building efficiencies, including energy consumption for all new development, including major renovations

## **#2014-4: Energy**

*2014/2015 - To further enhance York’s reputation as a leader in sustainability and in response to Ontario’s growing interest in public institutional use of energy, it is recommended that York publish, on annual basis, its Energy Conservation and Demand Management Plan. This should include consumption of electricity, chilled water, steam, gas and oil. The plan, which embraces smart technologies and concepts:*

- *seeks to mitigate climate change and challenges of extreme weather;*
- *improve system redundancy and resilience;*
- *enhance energy security in a planning context of high density land development;*

- *consider district energy opportunities; and*
- *respect budgetary constraints and address deferred maintenance costs.*

*The plan will build on the success of the current 5 year Energy Management Plan, and will consider additional infrastructure capacity through continued focus on conservation and efficiency, paving the way for sustainable growth and the impact of new buildings.*

**Progress:** Completed, but ongoing. York University Energy Management has posted the Energy Conservation and Demand Management Plans on the website in July 2014, as required by the Ontario Green Energy Act.

**#2013-8:** *Efforts should also aim at monitoring the renewable energy market for cost effective technologies that are compatible with York's physical footprint and energy grid.*

**Progress:** Ongoing. Monitoring is continuous, and certain positive changes have been made in the Ontario Power Authority Feed-in Tariff Program (FIT), which are encouraging to large institutional, multi building entities, such as universities; large scale initiatives will not be economical until other key changes in current funding programs are undertaken; these focus mainly on the method of metering and how energy generated is fed back into the grid.

## **Farmers' Market**

**#2013-13 and #2014-10:** *A weekly Farmers' market was run on a pilot basis during the fall and winter terms, with funding from Food Services and volunteer support from Regenesi@York. Located in the TEL building, the market saw a variety of local and artisan vendors offering a range of goods, including produce and meats, prepared meals and baked goods, and wellness products. Feedback from the community was very positive and there is interest in having it resume in fall 2014. A number of operational and organizational issues were identified as a result of the pilot, which should be addressed in order for the market to be viable in 2014/2015. In order to ensure the continuation of this program, it is recommended that CSBO, Food Services, develop an operating framework and mandate for the market during summer 2014 to ensure that it is integrated and operated within a broader Food Services program as a University-sanctioned event and is compliant with relevant policies and practices.*

**Progress:** Ongoing. Food Services, CSBO has developed an operating framework and mandate in order for the Farmer's Market to be compliant with relevant University policies and practices. A weekly Farmers' market



was run by CSBO Food Services with volunteer support from  
Regenesis@York during the fall and winter terms for 2014-2015. The  
market resumed in winter 2016. Institutional communication support is  
required to help build awareness in order to retain vendors.

Those contributing to meetings of the Sub-Committee during 2015-2016 were:

Andrew Plunkett  
Anthony Barbisan  
Brad Cochrane  
Bogdan Strafalogea  
Carolyn Fasick  
Christopher Wong  
Darnel Harris  
Helen Psathas  
Jason Gerrity  
Jose Etcheverry

Martin Bunch  
Meagan Heath  
Nicole Arsenault  
Pamela Persuad  
Patrick Saavedra  
Paul Mayol  
Peter Duerr  
Peter Thompson  
Richard Francki  
Steve Glassman

## 8. President's Sustainability Council Membership: 2015-2016

Nicole Arsenault	Manager, Transportation & Student Services
Noel Badiou	Executive Director, Centre for Human Rights
Anthony Barbisan	Director, YU-Card & Food Services
Sarah Barrett	Associate Professor, Faculty of Education
Idil Boran	Associate Professor, Dept. of Philosophy
Gary Brewer	Vice-President, Finance & Administration
Martin Bunch (Chair)	Professor, Faculty of Environmental Studies
Michelle Chin-Dawe	Student Representative
William Colgan	Assistant Professor, Lassonde School of Engineering
Ben Felsher	Student Representative
Richard Francki	AVP – Campus Services and Business Operations
Bob Gagne	Chief Information Officer
Ian Garrett	Assistant Professor, Dept. of Theatre, AMPD
Laura Taylor	Dean's Representative, Faculty of Environmental Studies
Christine Till	Assoc. Professor, Dept. of Psychology, Faculty of Health
Mikhaela Gray	Committee Secretary
Michael Klasser	Student Representative
Ijade Maxwell Rodrigues	Chief of Staff, Office of the President
Lucas McCann	GSA Representative
Gayle McFadden	York Federation of Students Representative
Ross McMillan	Director, Student Engagement and First Year Exp.
Janet Morrison	Vice-Provost Students
Yvette Munro	Academic Programs & Planning Officer
Laurence Packer	Professor, Faculty of Science
Pamela Persaud	Manager, Temporary Use of University Space
Alice Pitt	Vice-Provost Academic
Andrew Plunkett	Sustainability Coordinator, Office of the President
Helen Psathas	Senior Manager, Environmental Design
Darryl Reed	Associate Professor, LAPS
Lorna Schwartzentruber	Manager, TD Community Engagement Centre
Craig Scott	Professor, Osgoode Hall Law School
Noel Sturgeon	Dean, Faculty of Environmental Studies
Chris Wong	Director, Transportation and Master Planning, YUDC
TBC	Glendon College
TBC	Faculty of Graduate Studies

## **9. Acknowledgements**

### **Communications and Public Affairs**

Robin Edmison  
Mark Farmer  
Jenny Pitt-Clark  
Elisa Romano  
Karen Traboulay  
Janice Walls  
Cindy Wilce

### **Community and Alumni Relations**

Sheelagh Atkinson  
Mandi Hickman  
Liz McMahan  
Phillip Rego  
Marija Urbanovica

### **Energy Management**

Brad Cochrane  
Bogdan Strafalogea

### **Faculty of Environmental Studies**

Jose Etcheverry  
Jennifer Ferdinands  
Peter Love

### **Food Services**

Marcy McMillan

### **Glendon College**

Aaron Doupe

### **Grounds, Fleet and Waste Management**

Tim Haagsma  
Meagan Heath

### **Housing Services**

Debbie Kee  
Paramjeet Malhotra  
Anthony Spadafora

### **Office of the President**

Angus Anderson  
Tessa Barclay  
Lindsay Presswell  
Liisa Stephenson

### **Office of the Vice-President, Finance and Administration**

Rob Castle  
Paul Mayol

### **Schulich School of Business**

Mary Amati  
Andy Crane  
Nancy Sutherland

### **Smart Commute North Toronto - Vaughan**



Lauren Bates  
Jay Roberts

### **Student Community and Leadership Development**

Mitch Burnie  
Jair Kallidumbil  
Mike Kasaboski  
Ross McMillan  
Daryl Nauman  
Catherine Salole

## **Appendix A: Progress at a Glance**

## Appendix A: Progress at a Glance

RECOMMENDATIONS	Status	Comments
<b>2015</b>		
<b><u>A. Administration and Organizational Structure</u></b>		
<b>2015-1:</b> Investigate best practices of sustainability strategic plans and planning processes from other institutions of higher learning, with a view to analyzing the potential value for successful application at York.		Strategic plans from several other post-secondary institutions were reviewed, and staff from several institutions were interviewed. A background document was also developed. The working group discussed these best practices and experiences and put forth a new recommendation (2016-1) in pursuit of a strategic planning process.
<b><u>B. Curriculum</u></b>		
No new recommendations during the reporting period.		
<b><u>C. Social Justice and Human Rights</u></b>		
<b>2015-2:</b> That a sub-working group of the SJ&HR working group be formed to develop an action plan to advance a proposal for how Community Benefits Agreements could be used by York University as it moves forward on the development of Lands for Learning under the Secondary Plan as well as for major upgrades and updates to existing buildings and infrastructures taking into account the needs of the neighbouring communities as well as existing contractual agreements and development plans.		The sub-group developed a framework document which discusses community benefits in broader terms of York as an Anchor Institution and will be completed June 2016. The framework document is attached as Appendix D.

Legend:



Completed



Ongoing







Significant Progress









Work has begun








Not yet started

RECOMMENDATIONS	Status	Comments
<b><u>D) Campus Operations and Development</u></b>		
<b>2015-3:</b> The PSC Operations & Development Working Group recommends that York University promote and support future experiential learning initiatives and sustainability projects using the campus as a living lab, upon submission of detailed research proposals and work plans. Experiential Learning initiatives can be targeted to meet operations & development objectives.		Current efforts focus on a few Research /CSBO partnerships where objectives align (e.g. Transportation, Energy). Other efforts also focused on examining how other academic institutions have successfully implemented similar programs. Consultation with Curriculum subcommittee is required to advance this recommendation.
<b>2015-4:</b> The PSC Operations & Development Working Group recommends development of a communication and educational plan to showcase York University's achievement in sustainability (example: LEED certificated buildings, Xeriscape Gardens, Zerowaste, and no use of Pesticides etc).		Best practices from other organizations are being examined and some draft content has been developed.
<b>2014</b>		
<b>2014-1:</b> That the PSC adopt a revised Terms of Reference.		Completed. The updated TOR is available at <a href="http://yorku.ca/sustainability">yorku.ca/sustainability</a> .
<b><u>A. Administration and Organizational Structure</u></b>		
<b>2014-2:</b> That, in addition to the Annual Sustainability Report, the PSC develops a shorter, reader-friendly sustainability report that captures annual highlights for wider circulation and communications purposes.		Completed. The new version of the report is available at <a href="http://yorku.ca/sustainability">yorku.ca/sustainability</a>
<b><u>B. Curriculum</u></b>		
No recommendations during the reporting period.		

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started






RECOMMENDATIONS	Status	Comments
<b><u>C. Social Justice and Human Rights</u></b>		
<b>2014-3:</b> That York University apply in 2014-2015 to be designated as a "Fair Trade Campus."		The application process has begun, but compliance with all criteria must be achieved before the application can be submitted.
<b><u>D) Campus Operations and Development</u></b>		
<b>2014-4:</b> That York publishes, on an annual basis, its Energy Conservation and Demand Management Plan.		Completed. The Energy Conservation and Demand Management Plan is available at <a href="http://energymanagement.info.yorku.ca/">http://energymanagement.info.yorku.ca/</a> .
<b>2014-5:</b> That York consider the installation of electric vehicle recharging stations and prepare for their use by assembling best practices regarding the operation of the new facilities, for communication to the public as part of this initiative.		A solar electric vehicle recharging station was installed in late 2015 in partnership with the Sustainable Energy Initiative in FES. Furthermore, CSBO is working on the procurement and development of additional recharging stations on campus.
<b>2014-6:</b> That the Faculty of Environmental Studies researchers be provided with a high-profile location for the accommodation of a pilot project examining the use of solar power in the use of electric vehicle recharging stations.		The solar electric vehicle recharging station was installed in the Vanier parking lot, which is a central and highly visible location next to the Kaneff Tower and York Lanes.
<b>2014-7:</b> That tobacco waste control efforts focus on collaboration with interested building occupants to target key areas of non-compliance, including loading docks and under building awnings, with a view to improving health and safety in those areas.		Ongoing. City of Toronto passed a municipal by-law January 2015, which now requires a 9metre distance at all entrances of public buildings. A development plan is under way to address communication, enforcement, and removing physical ashtrays away from building entrances as required.
<b>2014-8:</b> That a protocol be developed which allows community members to advertise in a manner that does not cause the destruction of property or otherwise adversely impact the university environment, and that the Office of the Vice President of Administration and Finance, through Campus		Ongoing. A sub-working group is to be formed to develop an action plan to advance this issue.

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started





RECOMMENDATIONS	Status	Comments
Services and Business Operations (CSBO), bring together a working group for posterity with the objective of creating the new protocol.		
<b>2014-9:</b> That CSBO collaborate with pertinent stakeholders, including the Vice President of Student Services, and Corporate Communications, to develop a program aimed at deterring further graffiti on campus.		Ongoing. A sub-working group is to be formed to develop an action plan to advance this issue.
<b>2014-10:</b> That CSBO, Food Services, develop an operating framework and mandate for an ongoing Farmers' market during summer 2014 to ensure that it is integrated and operated within a broader Food Services program as a University-sanctioned event and is compliant with relevant policies and practices.		Ongoing. Food Services, CSBO has developed an operating framework and mandate in order for the Farmer's Market to be compliant with relevant University policies and practices. A weekly Farmers' market was run by CSBO Food Services with volunteer support from Regenesi@York during the fall and winter terms for 2014-2015. The market resumed in 2016. Institutional communication support is required to help build awareness in order to retain vendors.
<b>2014-11:</b> That the expansion of the pedestrian and cycling network along Ian Macdonald Blvd. from Chimneystack Rd. to Shoreham Blvd. be considered.		Completed. New sidewalks have been installed on the north side of campus from Shoreham Drive to Chimneystack Road and along Arboretum Lane. These sidewalks were partially funded through the Pan / Parapan American Games Secretariat.
<b>2014-12:</b> That York consider a requirement that all new buildings demonstrate the structural and electrical capability to accommodate renewable energy, so that at minimum, new buildings are "solar ready" and can be considered in a future initiative when it becomes more viable to pursue solar power.		Work has begun. The Ontario Building Code was recently updated demanding the need and requirements for building design which improves building efficiency. The new Engineering Building is targeted LEED Gold.
<b>2014-13:</b> That the tree inventories recently completed be uploaded into York's asset management tool so that it may be used in the tracking of all tree activity and changes; it is also recommended that a website be created to make the tree inventory information available to the public.		Ongoing. A Tree Management Plan Committee has been established to develop structures and processes to manage York's Inventory of trees for both campuses. The Tree Inventory Database is available at <a href="http://eab.info.yorku.ca/tree-management-update">http://eab.info.yorku.ca/tree-management-update</a> .

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started








RECOMMENDATIONS	Status	Comments
<b>2013</b>		
<b><u>A. Administration and Organizational Structure</u></b>		
<b>2013-1:</b> Register for and participate in the STARS program, and provide the additional administrative and financial resources necessary for participation.		Completed. The STARS report was submitted to AASHE in April 2016. York earned a STARS Silver rating.
<b>2013-2:</b> Develop a pilot initiative on signage on a specific sustainability initiative, in conjunction with relevant staff persons, in order to study the potential effectiveness of signage and social marketing in changing behaviour and enhancing campus sustainability.		Completed. A pilot project on waste management in classrooms was designed with assistance of communications staff in the OP and CPA. Posters appeared on screens in classrooms and lecture halls. Results were positive, and will be analyzed to determine the feasibility of a large, university-wide campaign during the academic year.
<b><u>B. Curriculum</u></b>		
No recommendations during the 2013 reporting period.		
<b><u>C. Social Justice and Human Rights</u></b>		
<b>2013-3:</b> Investigate current practices on campus, best practices at other post-secondary institutions, and the possibility of becoming certified by Fair Trade Canada to be a "Fair Trade University".		Completed. See #2014-3.
<b>2013-4:</b> Expand the Unconferences to more proactively include participation of students, faculty and staff.		No progress during the reporting period.
<b>2013-5:</b> Invite committees, ad-hoc working groups, and other stakeholder groups to present to the committee once per year to ensure collaboration		The working group has had presentations from YUDC, Regensis@York on the Black Creek bridge project; Temporary Use



Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
and consideration of social justice and human rights values (e.g. Access York, Community Safety, YUDC, etc.).		of University Space on access to space on campus; and Green Campus Co-operatives on becoming a Fair Trade Campus.
<b>2013-6 (Amended#9, 2012 and #22, 2009):</b> On an ongoing basis, the President's Sustainability Council shall identify, monitor, and where possible, help to strengthen implementation of the York University Secondary Plan and Keele Campus Master Plan with respect to social justice and human rights considerations embodied in these documents.		From 2013-2015, YUDC provided regular updates on the status of the York University Secondary Plan. Going forward, the working group will continue to ask for an annual update on progress, and that invitations to community consultations are brought to the attention of the Working Group for broad dissemination across the university.
<b><u>D) Campus Operations and Development</u></b>		
<b>2013-7:</b> Work should focus on better aligning heating, ventilation and air conditioning systems with programmed space use within buildings (e.g. classroom use), and on opportunities for further reductions through other community engagement initiatives, behavior modification and process changes.		Early progress was achieved in energy upgrades, retrofits and better alignment of HVAC with programmed space use, particularly in electricity, together with the identification of other efficiencies, but progress has been impacted by the backlog in required maintenance upgrades, and by the extremely harsh winter in 2013-14.
<b>2013-8:</b> Efforts should also aim at monitoring the renewable energy market for cost effective technologies that are compatible with York's physical footprint and energy grid.		Monitoring is continuous, and certain positive changes have been made in the Ontario Power Authority Feed-in Tariff Program (FIT), which are encouraging to large institutional, multi building entities, such as universities; large scale initiatives will not be economical until other key changes in current funding programs are undertaken; these focus mainly on the method of metering and how energy generated is fed back into the grid.
<b>2013-9:</b> In the 2013-2014 year, the Res Race to Zero program should be expanded to commence in September, engaging students in a broader program of sustainability, including water, waste, stewardship, and community involvement.		Through the efforts of SCLD and CSBO, Res Race to Zero has expanded to engage students in a broader program of sustainability, including waste, water, pollution and campus environment.






Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
<b>2013-10:</b> Conclusive evidence of the presence of the Emerald Ash Borer at Keele campus was established in the spring of 2012. A program of assessing all Ash trees was completed in summer of 2012. The inventory included a rating of all the trees, and those that could be saved were earmarked for a multi-year treatment program aimed at reversing the devastation posed by the insect infestation. The treatment program should be continued over the summer of 2013.		Injections for EAB will continue on a multi-year program, and tree health will be monitored.
<b>2013-11:</b> An overall tree inventory was commenced for Keele Campus in summer of 2012, and should be completed in 2013. An overall tree inventory for Glendon Campus should also be undertaken and completed in 2013.		Further work is required on the inventory as the result of the ice storm in December 2013.
<b>2013-12:</b> The York University Master Plan for the academic lands includes policies for the protection of all major opens spaces, including the four woodlots. Background technical studies have been completed assessing conditions and making recommendations for woodlot management. An assessment of the recommendations of these technical reports should be conducted in 2013-2014, including community consultation and identification of resource requirements for implementation.		While work has commenced on this, a more fulsome review and consultation program will be undertaken upon the completion of City approvals for the York University Master Plan.
<b>2013-13:</b> Considerable interest has created the proposal to pilot a Farmers' Market on Keele campus as collaboration between and among CSBO Food Services, Regenesi@York, the PSC Student Sub-committee and other campus partners.		A weekly Farmers' market was run during the fall and winter terms, with funding from Food Services and volunteer support from Regenesi@York. Located in the TEL building, the market included a variety of local and artisan vendors, offering a range of goods, including produce and meats, prepared meals and baked goods, and wellness products. Feedback from the community was very positive and there is interest in having it resume in fall 2014.
<b>2013-14:</b> Tobacco waste is a growing concern, mainly due to toxicity of the cigarette butts, leaching toxins into the soil and ground water. It's a human and environmental health issue, and it detracts from the quality of the University's public areas. A University strategy is required for more		Progress has been made as the number of tobacco ash urns installed has doubled over the past year and there has been a noticeable compliance in certain campus areas. The Grounds Department cleaned and reused the tobacco waste units removed several years




Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
effective management of cigarette butts which are presently being discarded by smokers in gardens, rockery, walkways and other common spaces. This might include a program of expanding the tobacco waste units on campus, and a communications program to inform smokers of the need to properly "bin their butts".		ago and outfitted the wall-mounted units with new descriptive stickers developed by Communications.
<b>2012</b>		
<b><u>A. Administration and Organizational Structure</u></b>		
<b>2012-1:</b> Given that the Planning, Budgets and Accountability report (PBA) is no longer printed, which had included a CSBO Sustainability Report, we recommend that future Sustainability reports be more comprehensive. The York University Sustainability report should include specific university sustainability goals with data and progress on those goals, along with a report from the President's Sustainability Council. This approach is currently being done at other Canadian Universities.		The 2013 Sustainability report contained data and progress on sustainability goals. CSBO revised the format for the 2014 – 2015 Sustainability Report to include specific data and indicators on sustainability.
<b>2012-2:</b> We recommend that the University consider adding new policies, modifying existing policies, or develop guidelines for the community to reflect best practices in the following areas of sustainability: <ul style="list-style-type: none"> <li>▪ Procurement</li> <li>▪ Food</li> <li>▪ Paper</li> <li>▪ Water - A water policy is part of the approved motion to phase out the sale of bottled water and is expected to be in place by September 2015.</li> </ul>		Background research and best practice reviews were conducted in each of these areas during 2011-2012. Draft policies on procurement and paper have been developed for discussion and consideration. The development of a food policy is on hold, pending the completion of food surveys by YFS and York Food Services. A water policy is part of the approved motion to phase out the sale of bottled water and is expected to be in place by September 2015.


Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
<b><u>B. Curriculum</u></b>		
<b>2012-3:</b> The Office of the Vice-Provost Academic will facilitate enhancement of sustainability in curricular contexts through existing academic planning mechanisms (e.g. quality assurance, development of learning outcomes) and aligned university committees (Community Safety Committee).		The Office of the Vice Provost Academic continues to work closely with all York Faculties and Senate Committees on curriculum and program development matters.
<b>2012-4:</b> The Vice-Provost Academic will undertake to discuss with the new Vice-Provost Students the creation of a Working Group, involving students, faculty and staff, with a mandate to explore and foster co-curricular intellectual interests in issues of sustainability.		A meeting was held on co-curricular opportunities in sustainability, and content for a website is also being developed. Several faculty members and staff have expressed interest.
<b><u>C. Social Justice and Human Rights</u></b>		
<b>2012-5:</b> Strengthen York U's messaging to showcase diversity and equity as a key York U commitment. Specifically, the messaging should be highlighted in student, faculty and staff recruitment materials and York U's external webpage.		<b>Progress:</b> While much work has been completed towards laying the groundwork for this recommendation, including around food policy, recruitment materials, and website accessibility, the recommendation also identifies "highlighting" those efforts, for which work has not yet begun. No additional progress in 2013-14.
<b>2012-6:</b> Create further opportunities for campus wide discussion, especially with students, to solicit input about SJ&HR issues in a sustainability context.		In 2013-14, there has been ongoing progress on this recommendation. This year there were again several Earth Hour Events held, a Fair Trade Fair, and the XAO – Expressions against Oppression week hosted by YFS.
<b>2012-7:</b> York U communicates regularly with the neighbouring communities using plain language and various accessible means to promote opportunities to connect with the campus (for example, events, facilities, etc.)		In 2013-14, examples of communications to the neighbouring communities included the TD Community Engagement Center's continued wide dissemination of its e-newsletter to the Jane/Finch community. Every year the Community Relations office organizes the door-to-door distribution of the Good Neighbour Guide to students and homeowners living in the Village. This resource provides information on rights and responsibilities of individuals living in a

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started



RECOMMENDATIONS	Status	Comments
		community, tips on staying safe and important service numbers.
<b>2012-8:</b> Continue to explore viable mechanisms to promote and expand opportunities for community use of space on campus.		In 2013-14, conversations moved forward with the office of Temporary Use of University Space, the office of the Vice-President Finance and Administration, Campus Service & Business Operations: Accommodation & Conference Services, York's Community Relations Office, and the TD Community Engagement Centre, along with the SJ&HR working group. Communicating consistent and transparent information for access to available space on the website are planned, and an option to provide a limited amount of space at no cost to the community is being explored. These activities also relate to #17-2009.
<b>2012-9:</b> Monitor, and where possible, strengthen the social justice and human rights considerations in the implementation of the York University Secondary Plan.	Amended	See 2013 - 6
<b>2012-10:</b> Continue to support and monitor progress related to previous SJ&HR recommendations in past PSC reports recognizing that several of the 2011/12 recommendations are refinements of previous recommendations based on the progress and new information gathered.		Progress continues to advance on this recommendation and as the nature of social justice work is ongoing, we recommend that a new status code be added to the PSC Annual Report titled "completed, but requires ongoing support and monitoring". This way we will not lose sight of past recommendations that need continued monitoring.
<b><u>D) Campus Operations and Development</u></b>		
<b>2012-11:</b> It is recommended that the President authorize the implementation of a three-year plan developed by the Vice-President Finance and Administration to phase out the sale of bottled water at the University, with the phase-out to be complete by September 2015. This plan should address the following: <ul style="list-style-type: none"> <li>Assess current state of public drinking water infrastructure;</li> </ul>		There are 67 refill stations currently in place on the Keele and Glendon campuses, with an additional 7 possible locations identified and currently under review. Currently, 194 water fountains are in existence. New building standards include the requirement for drinking fountains in public areas and water refill stations in all new buildings and major renovated space. Standard Operating Procedures (SOP's) have been developed and enacted for the

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
<ul style="list-style-type: none"> <li>▪ Address deficiencies of existing infrastructure;</li> <li>▪ Engage community through participation and promotion/education;</li> <li>▪ Improve access/way finding to public drinking water ;</li> <li>▪ Reduce bottled water use from administrative areas;</li> <li>▪ Coordinate phase-out with University Food Services, York Lanes and York University Student Centre ;</li> <li>▪ Establish access to drinking water as an element of York University's standards for new buildings;</li> <li>▪ Expand water bottle refill stations; and</li> <li>▪ Establish a University policy on sale of bottled water on campus.</li> </ul>		<p>cleaning and maintenance of fountains and refill stations. Only approved cleaning products are used for cleaning. Stations and fountains cleaned once daily by custodial staff. The York Federation of Students (YFS), together with the assistance of the President's Office, distributed approximately 8,000 refillable water bottles during 2013/14. Work has commenced on a Communications Plan, which is to be posted on the website.</p>
<p><b>2012-12:</b> It is recommended that the University create an advisory committee on responsible investing that includes student and employee members. The Committee should provide a forum to discuss and express opinions on responsible investing and, from time to time, to provide advice to the University administration through the Vice-President Finance and Administration. The VPFA is responsible for formulating recommendations for decision by the Board of Governors of York University, through its Investment Committee.</p> <p>The scope of the Advisory Committee's work might include:</p> <ul style="list-style-type: none"> <li>▪ Advice about investments where investment managers can actively engage;</li> <li>▪ Identification of companies who may be involved in activities contrary to the University's principles and beliefs, where active engagement by York's investment managers would be warranted;</li> <li>▪ Advice about circumstances in which stocks held by the University may cause social or environmental injury;</li> <li>▪ Advice on proxy voting guidelines, including areas in which</li> </ul>		<p>An Advisory Committee has been set up and the first meeting was held in March 2014 and a series of meetings have been schedule over the next 12 months. At the first meeting a presentation was made on the University's Endowment Investment Policies and related information was provided as an introduction to the Committee members. The next agenda has been drafted and items to be discussed include a draft vision statement and the development of a work plan to "Putting Responsible Investment Into Practice" will begin.</p>

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started



RECOMMENDATIONS	Status	Comments
<p>the University should invoke proxy voting; and</p> <ul style="list-style-type: none"> <li>Identification of like-minded organizations, shareholder groups or coalitions, with which the University could potentially affiliate or become a member.</li> </ul>		
<b>2010</b>		
<b><u>A. Administration and Organizational Structure</u></b>		
<p><b>2010-1:</b> Implement a pilot project for student engagement in sustainability in the summer of 2011, and</p> <p><b>2010-5:</b> Create a strategy that details how the Council and the Student Sub-Committee will engage the York community to establish greater awareness of sustainability, the work of the Council, as well as the opportunities for engagement.</p>		<p>There are currently a number of opportunities for the York community to become engaged in sustainability, including the Sustainability Ambassadors initiative (with over 60 volunteers so far), a Green Office program, the Eco-Team (56 members), Green Clubs initiative, and many outreach events. Additionally, during the past two academic years, two work/study Sustainability Assistants assisted with those efforts and maintained a high visibility for York's sustainability efforts by tabling every Thursday during the academic year in the RED Zone in Vari Hall. The Sustainability Coordinator and Assistants also maintain a regular presence on social media through Twitter and Facebook. All of these efforts have been guided by a comprehensive communications plan.</p>
<p><b>2010-2:</b> Compile a list of University policies and procedures that are related to sustainability. The list will be reviewed to see if there are any opportunities for modification, and the list of relevant policies and procedures will be posted on the Sustainability Website.</p>		<p>Several York University policies that relate to sustainability were reviewed, including the policies on sustainability, capital projects, brand stewardship procedures, procurement, vehicle idling, surplus asset disposal, accessibility, employment equity and investments. Committee members then reviewed best practices on campus sustainability policies and procedures from members of the Association for the Advancement of Sustainability in Higher Education (AASHE) in areas such as food, building, water, paper and waste.</p>

Legend:



Completed



Ongoing



Significant Progress







Work has begun





Not yet started






RECOMMENDATIONS	Status	Comments
<b>2010-3:</b> Encourage University divisions and departments to integrate sustainability into their Integrated Resource Plans.		We have been working with the Integrated Resource Planning office to assist us in advancing the sustainability agenda at York University. The University will be updating their Divisional and unit plans in the summer of 2012 and there will be an explicit reference to sustainability in one of the five strategic priorities. We expect that the plans that will be submitted will include specific reference from each Division and unit as to how they will advance the culture of sustainability at York.
<b>2010-4:</b> Create a President's Sustainability Award that would recognize efforts of an individual or a team that initiates, adopts and/or fosters a culture of sustainability.		The working group discussed the implementation of the President's Sustainability Leadership Awards, including the timing of the awards, number of awards, and the establishment of a committee to decide on the award winners. A website was created for the awards, and the nomination period opened in January 2014, and closed at the end of February. Eight nominations were received. The awards committee met in mid-March, and selected the 5 award winners. The winners were announced in a yfile story in mid-April, and the awards were given out during the 2014 Earth Day celebration on April 22 <sup>nd</sup> . Substantial coverage of the awards and Earth Day celebration was received through Yfile and social media.
<b><u>B. Curriculum</u></b>		
<b>2010-6:</b> Cultivate intellectual interest in sustainability among students and faculty through symposia and/or key events.		Over the past year, the University continued to sponsor and support numerous symposia and events focused on sustainability, including the Fair Trade Fair, Focus on Sustainability Film Festival, Earth Hour and Earth Day events, and numerous lectures and book launches.
<b>2010-7:</b> Bring forward discussion of sustainability to the Teaching & Learning Working Group on Technology enhanced Learning in order to identify strategies to embed sustainable practices in course design and teaching practices across the University (for example, use of electronic assignment drop-box).		This past year, the Academic Technology Advisory Group (chaired by the Associate Vice President, Teaching and Learning) released the University's eLearning Strategy, A Case for Change -eLearning Integration at York University and Recommended Actions. While not specifically focused promoting more sustainable practices, the University in implementing its eLearning Strategy, will more

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started




RECOMMENDATIONS	Status	Comments
		effectively incorporate technology into both face-to-face and blended courses and continue to explore opportunities for fully online programs.
<p><b>2010-8:</b> Explore the opportunity, perhaps in collaboration with relevant faculty members, to:</p> <p>a. undertake research to identify how other post-secondary institutions nationally and internationally support sustainability in the curriculum; and</p> <p>b. conduct key informant discussions internally and externally to identify opportunities for new or enhanced academic offerings related to sustainability that meet emergent workforce needs</p>		<p>c) The Working Group, with the support of a Graduate Assistant, initiated research to explore best practices among higher education institutions related to supporting sustainability in the curriculum. The Working Group does not have any significant information to report at this time since the research was initiated late in the year but will provide an update by end of 2014.</p> <p>d) Where appropriate, and as part of the development of new or enhanced academic offerings, the University engages in consultations and/or key informant discussions to explore how programs can meet emergent workforce needs. Over the past year, the University is developing or has developed new programs where student's learning related to sustainability are required for their success in the workforce. Programs and new academic pathways (e.g. Urban Sustainability, Global Health, Engineering programs) have included consultation with internal and external partners. Furthermore, the University has also participated in an emerging dialogue led by the Conference Board of Canada and involving industry, government and other educational institutions to discuss the future workforce skills/learning needs of postsecondary education students.</p>
<b><u>C. Social Justice and Human Rights</u></b>		
<p><b>2010-9:</b> Establish an assessment model for community investments, including time, financial, in-kind and other resource allocations.</p>		Not yet started.

Legend:





	Completed		Ongoing		Significant Progress		Work has begun		Not yet started
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RECOMMENDATIONS	Status	Comments
<p><b>2010-10:</b> Develop the York University-TD Community Engagement Centre (CEC) as a hub for York's various academic and non-academic outreach and engagement activities, by:</p> <p>a. expanding employment and enrollment recruitment sessions at CEC and with CEC partners;</p> <p>b. creating more opportunities to educate local community agency/support staff (such as youth workers, job developers, faith leaders) recognizing their important role as key influencers within the community for youth/residents interested in post-secondary education;</p> <p>c. building/enhancing current mentoring activity between York students and local youth (including WAY, partnering with Teacher candidates, and through nursing student placements in local schools and at Black Creek Community Health Centre); and</p> <p>d. developing capacity to host and support more York students who are high achieving local secondary school grads.</p>		<p>A review of the CEC was completed in 2013-14 with a revised mandate and priorities. Mandate: The York University TD Community Engagement Centre supports the University's commitment to build a more engaged university by facilitating mutually-beneficial collaborations between York University and the Black Creek community.</p> <p>Core Functional Areas: The CEC is a pan-university resource centre situated in the Black Creek community that:</p> <ul style="list-style-type: none"> <li>a) Fosters academic innovation in teaching and learning through community engaged pedagogy and experiential education opportunities</li> <li>b) Supports post-secondary educational attainment among community residents and the development of academic pathways</li> <li>c) Enhances capacity of York faculty/students and community partners to work collaboratively on community-based research.</li> </ul>
<p><b>2010-11:</b> Explore policies and procedures at other institutions with a view to developing the best practices for improved community access to York, including access to events such as college speakers' series, the March Gala, public workshops, and fine arts performances.</p>		<p><b>Progress:</b> Completed. For example, Colleges and Faculties utilize community resources and expertise in their research interest and bring that back to the community through 'academic labour'. That has allowed us to continue to form ties and relations to this community and enhance the perception of York University to be included as part of the overall sense of the word 'community'.</p>
<p><b>2010-12:</b> Develop an electronic portal for external groups to understand York engagement opportunities and make requests for York resources and services.</p>		<p>In Spring 2014, the Community Relations office initiated the development of an online, searchable database of Community Engagement (CE) activities. Based on the "Inventory of Community Engagement" (2010) this database will serve as a dynamic clearinghouse of the variety of CE activities happening at YorkU. This information will contribute to a more comprehensive story of the positive impact York is having on the community and demonstrate</p>


Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
		that York truly is the engaged university.
<b>2010-13:</b> Develop promotional materials for local neighbourhoods and other underrepresented communities that outline programs, admissions, scholarship, financial aid and engagement opportunities.		Recruitment has developed significant materials and outreach efforts for local neighbourhoods.
<b>2010-14:</b> In collaboration with the Harry Sherman Crowe Housing Co-Op, explore creation of on-campus employment opportunities for HSC Co-Op youth and residents (e.g. social enterprise, summer employment).		The Office of the VP Finance and Administration continues to build a close liaison with the Harry Crowe Co-op, holding membership on the Co-op Board. Early discussions have taken place in regard to Recruitment Services in Human Resources working with the Co-op on periodic employment outreach presentations, in partnership with CSBO (for maintenance, custodial, grounds jobs, etc.). This is intended to provide Co-op residents with an overview of the types of employment opportunities available at York and how to apply. Another initiative to strengthen linkages between the Co-op and York University is an interface being explored with the School of Social Work for student learning experiences that would provide support to families and youth in need. <i>(text from Operations Working Group)</i>
<b>2010-15:</b> Explore a program for workplace training opportunities, for example, through internships, skilled trade apprenticeships and other employment training in collaboration with local partners and community initiatives, including systems and support for faculty and staff to participate in supervision.		For the past five years, CSBO has accepted high school co-op placements in trades' areas. With CUPE 1356 (trades, grounds and custodial workers), this partnership is continued with the Board of Education and provides workplace literacy and, through the HR Technical Learning Centre, computer literacy. Additionally, co-op students from community colleges, architecture and engineering students-in-training, and students in York's Faculty of Environmental Studies have been given postings in CSBO Planning & Renovations, Facilities Development and Campus Planning. <i>(text from Operations Working Group)</i>

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
<b>2010-16:</b> Advocate, with the City of Toronto, the Toronto Region Conservation Authority and other partners, for the construction of a physical link across the Black Creek, to enhance pedestrian and bicycle access to York University.		While there has been significant progress made in the sense that there is a direct paved path across Black Creek equidistant between Shoreham and Finch, there is also a call for a bridge to be built across the ravine at that location, which would potentially further improve mutual Jane/Finch and York University community access. A plan is being developed for a bridge by Regenesi@York for submission to CSBO. In 2013-14, Regenesi@York made a presentation on their research findings to the committee and has also undertaken a survey with Project KNCT on “to research the effect of the Black creek bridge on pedestrians in the York University and Village and to create initiatives to improve the safety, accessibility and value around York pedestrian safety.”
<b><u>D. Campus Operations and Development</u></b>		
<b>2010-17:</b> All University contracted, non-franchised food service outlets that serve coffee and tea provide its customers with at least one option of fair trade certified coffee and tea at all times; that information on fair trade be displayed; and that these options are priced so that cost alone will not be an overriding factor in consumer selection. This approach, as a principle, should be extended to include other fair trade commodities (for example, sugar and cocoa) where this becomes feasible.		Significant progress has been made on this recommendation, and the University will be submitting an application in the summer 2017 term to be certified as a ‘Fair Trade Campus’ by Fair Trade Canada. (please also see 2013-3 and 2014-11).
<b>2010-18:</b> Request the York University Development Corporation and the York University Student Centre to take the same approach with their contracted tenants and embed the requirement for a similar fair trade certified coffee and tea option in leases of food service operators within their respective premises. This approach, as a principle, should be extended to include other fair trade commodities (for example, sugar and cocoa) where this becomes feasible		Meetings were held with staff from the Student Centre and YUDC, who voiced support for Fair Trade designation. Work is ongoing as part of the Fair Trade Campus application.
<b>2010-19:</b> The University should give preference to suppliers who can meet or exceed predetermined “green” specifications. Procurement Services could include in their Request for Proposal (and other “RFx” procurement		Significant progress. Please refer to 2013 Annual Report.

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
documents) criteria/specifications from suppliers that could be quantified on responses received As a starting point to be able to test this recommendation, Procurement Services should focus on goods that are easily measurable and have accepted industry standards, such as appliances (EnergyStar, Energuide), paper (FSC – Forest Stewardship Council) and vehicles (fuel efficiency, hybrid/alternate fuel technology).		
<p><b>2010-20:</b> Develop a York-University-wide Green IT program that would, among other initiatives, include the following:</p> <p>a. develop and issue a series of green IT guidelines to be adopted by all IT units across the institution;</p> <p>b. further explore and, where practical, adopt virtualization technology and cloud computing as means of achieving efficiencies and energy consumption reductions;</p> <p>c. establish institution-wide standards for the management of IT infrastructure, servers requiring spaces with specialized utilities, and other considerations;</p> <p>d. work with Procurement Services to establish and adopt minimum power efficiency standard for all new computer hardware;</p> <p>e. work with Procurement Services and the Waste Management department to develop a procurement process that requires consideration and adoption of life-cycle assessment for computer hardware purchases and in-house mechanisms to collect, recover and ensure that end-of-life computer equipment are recycled responsibly;</p>		<p>Work on each of these initiatives is ongoing:</p> <p>a. Work on this initiative is continuing. UIT consults with it clients and identifies opportunities that will reduce energy and use of paper. Examples of this include the implementation of Sm@rtBuy (on-line purchasing system) and the Time Managing Support System (payroll, attendance tracking/reporting, etc.) where thousands of monthly paper transactions will be replaced by electronic transactions.</p> <p>b. Adopting virtualization technology is standard practice for all new and upgraded systems unless there are specific requirements that preclude it. Over 60% of the servers managed by UIT are virtualized. While UIT added approximately 170 new servers over the year, the total physical server count was reduced by 50.</p> <p>c. UIT provides standardized data-centre services for use by UIT, other IT groups, and researchers. This allows optimal use of space, power and cooling resources. Use of these standard services is encouraged but voluntary.</p> <p>d/e. UIT has set up procurement standards that will constantly be updated to reflect the most current available energy efficient hardware. EPEAT (Electronic Product Environmental Assessment Tool) registered computer desktops, laptops, and monitors must meet an environmental performance standard for electronic products. We currently purchase "Gold-registered" which reduces waste and increases recyclability of waste. Gold-registered features 10 percent post- consumer recycled plastic in its chassis and small form factor comes in recyclable packaging. To help reduce energy costs, minimum procurement standards now include Energy Star 5.0-</p>

Legend:



Completed



Ongoing






Significant Progress



Work has begun








Not yet started

RECOMMENDATIONS	Status	Comments
<p>f. develop and implement a centralized workstation power management initiative for all laboratory (and “computer common”) workstations, as a way to reduce power consumption from these workstations, beginning with the approximately 2,000 laboratory workstations managed by UIT; and</p> <p>g. phase out desktop printers in favour of an environment of duplex and network printers only.</p>		<p>compliant desktops with 90% efficient power supply, Energy Smart Power Management settings, high efficiency processors and latest chip technology increase per watt performance.</p> <p>f. UIT-managed computer labs are power-managed so they are powered only when in use, or during application/software updates.</p> <p>g. The University's PRASE initiative (Process Re-engineering and Service Enhancement) is furthering this initiative. UIT does discourage use of a local desktop printer approach. Utilization of networked printers not only reduces energy costs, but also consumables, and the packaging of both the consumables and the actual printers. Greater savings will be realized upon wide deployment of the leased multi-function networked all-in-one units (that integrate all functions of printers, fax, copiers, and scanners).</p>
<b>2009</b>		
<b>2009-1:</b> Establish opportunities for broad-based discussion of this report, including opportunities for constructive feedback.		Ongoing
<b><u>A. Administration and Organizational Structure</u></b>		
<b>2009-2:</b> Develop a York University policy statement on sustainability.		Completed
<b>2009-3:</b> Include the Senior Manager, Environmental Design & Sustainability in the Sustainability Council membership		Completed





Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started






RECOMMENDATIONS	Status	Comments
<b>2009-4:</b> Dedicate resources to the Sustainability Council to enable fulfillment of its objects		Ongoing. Two Sustainability Coordinators were hired with AIF funding. One position continues, with funding from the Office of the President.
<b>2009-5:</b> Establish a formal role for the Yorkw!se program in relation to the Sustainability Council.		Completed
<b>2009-6:</b> Establish a community of Campus Sustainability Ambassadors.		Completed. There are currently over 50 sustainability Ambassadors at York.
<b>2009-7:</b> Continue to develop and implement opportunities for student engagement in collaboration with the President's Sustainability Council Student Sub-Committee.		There are currently a number of opportunities for the York community to become engaged in sustainability, including the Sustainability Ambassadors initiative (with over 60 volunteers so far), a Green Office program, the Eco-Team (50+ members), Green Clubs initiative, and many outreach events. Additionally, during the past two years, two work/study Sustainability Assistants assisted with those efforts and maintained a high visibility for York's sustainability efforts by tabling every Thursday during the academic year in the RED Zone in Vari Hall. The Sustainability Coordinator and Assistants also maintain a regular presence on social media through Twitter and Facebook. All of these efforts have been guided by a comprehensive communications plan. There were also over ten significant outreach events this year organized on behalf of the PSC.
<b>2009-8:</b> Undertake and support a Sustainability Assessment Project.		The University currently participates in 2 significant surveys: The UI GreenMetric World University Ranking, and the Canada's Greenest Employers survey. Work to complete the AASHE STARS survey will commence in the summer 2014 term.

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started









RECOMMENDATIONS	Status	Comments
<b>2009-9:</b> Engage a review of sustainability administration models across Canadian and international institutions of higher education, with a view to identifying the most suitable model for York.		The administrative working group supported the review of sustainability administration models from several universities across Canada and the United States. This research was incorporated into the business plan for a sustainability office.
<b><u>B. Curriculum</u></b>		
<b>2009-10:</b> Request that the Academic Policy, Planning and Research Committee (APPRC) and the Vice-President Academic and Provost make sustainability a major strategic feature in the White Paper and the new University Academic Plan.		Completed
<b>2009-11:</b> Develop a greater focus on sustainability in the York curriculum.		Sustainability continues to be a strong feature of York's curricular offerings and the University offers an impressive array of programs (undergraduate, graduate and certificate) and individual courses that address many aspects of sustainability. Over the past year, several new programs have been brought forward to relevant curriculum committees for consideration and/or have been approved by Senate. The Faculty of Health's new BA and BSc in Global Health, approved by Senate this year, is an example of interdisciplinary program focused on the health of a global population and how the connections between health and environmental, political and economic issues
<b>2009-12:</b> Work with the relevant faculty members/offices to design and implement a survey about sustainability within the existing York curriculum.		Given the administrative challenges and unreliability of implementing a pan-University survey about sustainability within existing York curriculum, the Working Group with the support of a graduate student, adopted a different approach to gather information. With the co-operation of the Registrar's Office, an analysis of the all York course titles and course outlines was conducted. Over the 2013/2014 year, more than 570 York courses included sustainability as a core feature of course content. Sustainability-related courses were available in all Faculties both at the graduate and





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RECOMMENDATIONS	Status	Comments
		undergraduate levels.
<b>2009-13:</b> Include sustainability in more courses and academic programs throughout the University.		The University continues to support existing curriculum planning processes (at Faculty and Senate levels) in the development of new courses and academic programs. The exercise undertaken to identify the number of sustainability-related York courses reveals that the University has an impressive range of curricular offerings. As direct result, plans are underway in conjunction with the Registrar's Office to facilitate ways that students, interested in taking sustainability-related courses within and outside of their program, may be able to do so more readily.
<b>2009-14:</b> Encourage and support the development of non-degree offerings in sustainability.		This year, the University hired its first Executive Director, Continuing and Professional Education to support the development of non-degree offerings throughout the University. The Vice Provost Academic will meet with the new Executive Director to discuss opportunities to develop courses and/or certificates related to sustainability.
<b>2009-15:</b> Provide students with more opportunities to do research and work on campus sustainability projects.		In 2013/2014, the University released its new Strategic Research Plan 2013-2018, which aims to build on York's research strengths and also aligns York's research goals with the University's sustainability and community engagement priorities. "Forging a Just and Sustainable World" is among one of the six themes of York's new Strategic Research Plan. The Plan also emphasizes a commitment to enhancing opportunities for students to become involved and familiar with research. The undergraduate experience will be enhanced by the integration of academic research into the classroom/courses and more upper year students will be able to become involved in research projects and internship opportunities.
<b><u>C. Social Justice and Human Rights</u></b>		




Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
<b>2009-16:</b> Enhance York's resource commitment to existing initiatives such as those identified in the Inventory of Community Engagement (Office of University Events and Community Relations)		Completed, but of an ongoing nature, as the Inventory evolved into what is now the work of the TD Community Engagement Centre. See also the update for #12, 2010.
<b>2009-17:</b> Improve access to York facilities such as the library system, buildings, and sports complexes and laboratories. In particular, a number of days each year should be designated as "community use days" for specified facilities (with streamlined approval process and waived or significantly reduced fees for facility use).		Completed, as the recommendation is the same as #8, 2012 (above). Work has begun insofar as a smart building management system is in development, but further progress reports should be in response to recommendation #8, 2012 (see above). The working group on space will continue to work on this in 2014-15.
<b>2009-18:</b> Assess and develop outreach initiatives to attract qualified applicants for part-time and full-time employment from communities-in-need surrounding York.		Completed. The following are a few initiatives specifically to achieve representation of the four designated groups: Women, Visible Minorities, Aboriginal Peoples, and Persons with Disabilities as part of York's commitment under the Federal Contractors Program.
<b>2009-19:</b> Through the York Foundation encourage donor programs that enhance bursaries and awards for local residents.		Work has begun in the sense that these donor programs have been encouraged, but there has not been significant progress made in that regard, as far as the working group could discover. No additional progress in 2013-14
<b>2009-20:</b> Encourage deliberate outreach efforts with local secondary schools by each Faculty and department.		Completed
<b>2009-21:</b> Coordinate bridging and transitional programs and explore opportunities for ongoing budget support to these programs.		No further progress during the reporting period.
<b>2009-22:</b> Support and implement the policies of the updated York University Secondary Plan, specifically as they relate to housing, community services and facilities.	Amended	See 2013-6




Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
<b>2009-23:</b> Support the ongoing work of the President's Advisory Committee on Human Rights and help bridge this work with York's sustainability initiatives.		<b>Progress:</b> Completed, but of an ongoing nature. Additionally, it should be noted that as the chair of the working group also sits on PACHR (as Director of the Centre for Human Rights) the lines of communication are especially reinforced. If that ceased to be the case, the approach taken for supporting PACHR would need to be revised.
<b><u>D. Campus Operations and Development</u></b>		
<b>2009-24:</b> Develop a York-specific green standard for the development and construction of all new buildings and building renovations		In 2013-2014 the Life Sciences Building was the most recent building at York to achieve LEED Silver certification; the new Engineering Building and Pan Am Stadium are progressing towards LEED Silver or Gold certification, and the new Student Centre, presently in the design stage, is anticipated to be LEED Gold. The City of Toronto has passed Green Standards that now require all major construction in the City to conform to heightened sustainable building requirements.
<b>2009-25:</b> Establish an institution-wide program that enhances "e-waste" recycling practices in all academic departments and administrative units, and locate drop boxes throughout the Keele and Glendon campuses to facilitate broader community participation.		CSBO continues to collect e-waste from loading docks, which is recycled by a contractor that is ISO 14001 certified. Individual pick-up can also be arranged for special circumstances by issuing a Service Request to CSBO. During the annual student residence move-out, e-waste is collected at the "Free Stuff" tables. UIT and IT departments recycle e-waste following bulk upgrades. Glendon campus also participates in this program. Also, all libraries now house a bin for battery and cell phone recycling—all loading docks feature a battery bin.
<b>2009-26:</b> Identify and implement policies, plans and incentives to substantially reduce the consumption of paper at York by adopting practices of double-sided printing on all multiple-paged documents and encouraging students to print and submit double sided papers and assignments.		Since 2010, there have been several initiatives which have been focused on employees reducing paper use through double-sided printing and use of electronic communication over printed documents. Paper consumption has certainly been reduced from the increase in use of electronic teaching and learning materials. CSBO Printing and Mailing Services have played an important role in advocating these types of behavioural changes in order to promote sustainability and





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RECOMMENDATIONS	Status	Comments
		reduce client costs. The Green Office program also promotes ways to reduce paper use in the office.
<b>2009-27:</b> Implement a clear, comprehensive and coordinated program that is aimed at increasing the level of recycling and composting.		The ZeroWaste program was launched in June 2010 to build on York's long-standing recycling initiative, which had achieved a 58% waste diversion ratio since its inception in 1990. Currently the program is operating at a 66% diversion rate. ZeroWaste provides organic waste containers in all kitchenettes in buildings and has introduced communal "tri-bins" in offices so that individual staff and faculty empty their individual waste bins. Additionally, FreeStuff is an initiative among Housing Services, Residence Life and CSBO Waste Management. In April, FreeStuff tables are set up in each of the University's undergraduate residences. Vacating students were encouraged to share unwanted items prior to moving out of residence for the summer. At the end of the month, all remaining items were donated to the Oasis Clothing Bank. In its second year, the 2013 Free Stuff program was wildly popular with community members exchanging and donating seven times more goods than in 2012.
<b>2009-28:</b> Provide a larger selection of products made from 100% recycled materials in the University Bookstore.		The Bookstore continues to have a wide range of these products clearly identified throughout the store, and also recently began offering Step Forward Paper, made of wheat straw and FSC certified wood fibre.
<b>2009-29:</b> Establish a program to reuse office furniture, when/where feasible, and if not, items should be offered by sale/donation to the York community, community charities, and organizations		CSBO continues wherever possible, to procure modular furniture to facilitate re-use to the extent possible. CSBO also has a desk/furniture recycling agreement in place with one of its suppliers, Calstone. The University policy on disposal of surplus assets specifies that surplus furniture is to be allocated to other departments to decrease waste and maximize the life cycle of the University asset prior to considering its disposal. Unwanted items may also be donated to a non-profit organization for re-use through arrangement with Procurement Services.

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started




RECOMMENDATIONS	Status	Comments
<b>2009-30:</b> Support (and if possible increase support for) organizations focused on traffic demand management, the promotion of transit use and other alternate modes of transportation, and like sustainable transportation initiatives.		CSBO Transportation Services continues to undertake transportation demand assessments; to liaise with municipal and regional public transit agencies in coordinating, adjusting and expanding public transit service to campus (now with over 2,500 bus trips daily to campus and the GO train service to communities north to Barrie); and, in conjunction with Smart Commute- North Toronto, Vaughan, to promote alternatives to single occupant motor vehicles. Additionally, there has been continuous improvement with the campus shuttle services, including the evening shuttle service to The Village (residential community south of the Keele campus), the shuttle service to the GO Train station east of the campus, and the inter-campus shuttle to Glendon. This year, Transportation acquired a new barrier free shuttle bus, which will be utilized primarily for Van Go. This past year, Zipcar has increased the number of vehicles on campus to 16.
<b>2009-31:</b> Establish policies and practices to reduce emissions of greenhouse gases and other pollutants from vehicles, for example through establishment and enforcement of a “no idling” policy for all vehicles on York’s campuses.		CSBO continues to collaborate on awareness campaigns (including with the Idle Free York Club); and CSBO continues to work with transit agencies to reduce unnecessary idling of buses.
<b>2009-32:</b> Develop a York University policy or framework aimed at governing campus food service operations in a more coordinated fashion that enables and supports the implementation of sustainable practices at a much greater degree than is presently possible.		In 2012-2013 CSBO Food Services engaged a consultant to assist with the development of a Keele Campus Food Service Master Plan. The scope of work for the study included, among other things, an assessment of the food operations of each of the three food service jurisdictions and the impact each has on the other and the total campus market, as well as an assessment of, and recommendations for, campus food service policies and governance practices. The project was extended to permit additional community consultations. Recommendations will be presented to senior leadership for consideration during summer 2014.

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started

RECOMMENDATIONS	Status	Comments
<b>2009-33:</b> Develop a University food services policy that protects the investments made in campus food operations by restricting on-campus catering and food service provision to caterers and food service providers that are contracted, permitted or otherwise authorized by the University's Food Services office.		A consultant was engaged by CSBO-Food Services to develop a Food Services Master Plan for the Keele Campus which is anticipated to lead to a clear framework for food service planning, coordination and delivery on campus. Substantial community consultations were conducted during 2013-2014 in support of this process. Results will be compiled for review by senior administration during summer 2014.
<b>2009-34:</b> Improve the University's marketing of the range of available food services on both campuses, for example through website improvements, and better signage.		Food Services is working with the York Federation of Students to develop a set of food standards and consistent signage to clearly identify certain food options for the community, including vegetarian, vegan and halal. This will be developed during summer 2014 with a view to implementing the program for the fall. Food Services has also begun using social media to more proactively inform community members about new offerings, specials, events and discounts.
<b>2009-35:</b> Expand and enhance the availability of sitting/common space for use by students (both indoors and outdoors) and improve access to microwaves, water-bottle refilling stations and sinks for those that bring food from home or want to refill water bottles.		Following a successful student referendum in Fall 2013, a second Student Centre has been approved and is in the design stage. The new centre will provide much needed social, study, club and prayer space on campus. The Office of VPFA and CSBO have worked collaboratively to identify a number of spaces in common areas that can be furnished with seating and electrical plug-in, in order to provide more seats for student social and study use. As mentioned earlier, water bottle refill stations have been installed on the University's two campuses and a building standard established to include water refill stations in all new construction and major renovations.
<b>2009-36:</b> Compile and analyze studies of the natural features of the University's two campuses, establish a York inventory of natural features and develop a comprehensive plan for protecting and enhancing York's endowment of natural features		EAB program to continue over multiyear schedule of injections; tree inventories for both campuses are now complete but require upgrades due to the December 2013 ice storm which resulted in significant damage.

Legend:  Completed  Ongoing  Significant Progress  Work has begun  Not yet started



RECOMMENDATIONS	Status	Comments
<b>2009-37:</b> Continue to develop ecologically progressive plans and procedures to guide campus landscaping and grounds management practices.		The University curtailed pesticide use long before the City by-law was established. As a long-standing member of Landscape Ontario, the University ascribes to best practices in its landscaping and grounds management.
<b>2009-38:</b> Integrate relevant research and studies into grounds management and other areas of campus operations by establishing formal opportunities with straightforward processes for the engagement of students (for example, through course-related research projects, internships, paid work, or volunteer opportunities).		CSBO and IRIS have hired students, created Graduate Assistantships and internships, and taken on volunteers. This arrangement is anticipated to continue. Studies in recent years have included food, student engagement, accessibility, transportation, electric vehicles, and tree inventories.
<b>2009-39:</b> Continue to position the University to manage its carbon footprint more effectively through the implementation of the energy management program and other initiatives; and expand efforts to engage the community in prudent energy conservation practices in order to sustain, and possibly improve, the targeted reduction in energy consumption and emissions.		With the five-year investment in the Energy Management Program concluding, efforts will now focus on sustaining reductions in energy consumption. This will place greater emphasis on community engagement and behaviour change. On the operations side, process improvements will be pursued to optimize use of spaces in buildings and reduce energy consumption at times spaces are not in use.

Legend:



Completed



Ongoing



Significant Progress



Work has begun



Not yet started



## **Appendix B: President's Sustainability Leadership Awards Recipients**

## **Appendix B: President's Sustainability Leadership Award Recipients**

This was the third year of the President's Sustainability Leadership Awards, which recognize students, faculty and staff who are contributing to making the University a leader in sustainability among postsecondary institutions. The awards are intended to raise awareness of the important work that sustainability champions are doing at York, to provide much-deserved recognition of their work, and to encourage others to get involved in sustainability initiatives on our campuses.

### **2016 President's Sustainability Leadership Award Winners**

#### ***Nicole Arsenault***

##### ***Manager, Transportation, Campus Services & Business Operations (CSBO)***

When Nicole started in her position, over 10 years ago, the transportation modal split for York was 80/20, in favour of single occupant vehicles. Today, that modal split is reversed and people come to York mainly via sustainable travel, and mostly via transit. While there are several factors which led to this shift, one surely has been her tireless advocacy for sustainable travel. She has continued to push transit agencies to expand service, both in frequency and routes, and helped to move York to be home to one of the largest transit hubs in North America with over 2,600 bus trips in and out of the Common every day. Nicole has worked continuously to expand priority carpooling, free shuttle service, on campus car sharing services and considerable support for the cycling community. It is this type of accomplishment that contributed to York University's 2012 Smart Commute Regional Employer of the Year award, a distinction for organizations taking action to address traffic congestion and climate change.

#### ***Jose Etcheverry***

##### ***Associate Professor in the Faculty of Environmental Studies, and Co-Chair of the Sustainable Energy Initiative***

As a faculty member in FES and Co-chair of the Sustainable Energy Initiative, for several years he has been teaching students about the importance of clean, renewable energy. But he has also been able to take his experiences from the classroom out onto campus, by working with a number of partners, including students and our Campus Services and Business Operations department, to install a photovoltaic electric vehicle charging station here on the Keele campus. The charging station is innovative in that it is modular, easily replicable, and made mostly from materials sourced right here in Ontario. To install this station, Jose was on-campus during sabbatical, in the early hours of the day and late hours of the night to ensure that the installation of the station was complete. He also promoted the project through numerous channels which has gained positive recognition for York University, the Sustainable Energy Initiative and the Faculty of Environmental Studies.

#### ***Finance Department***

The Finance Department for some time has been acutely aware of green initiatives, and one of their goals has been to reduce the consumption of paper used in many financial transactions.

The department has instituted digital journal transfers, the Sm@rtBuy eProcurement system, document imaging, the Concur electronic travel reimbursement, and direct deposit for a variety of financial transactions, which has resulted in the saving of hundreds of thousands of pieces of paper on an annual basis. All the above initiatives, while contributing to sustainability, have also significantly added to the productivity both within the Finance department and across the University community.

***Mark Terry***

***PhD Candidate, Department of Humanities***

Mark Terry is a documentary filmmaker and PhD student in the Department of Humanities. His current project, which is also part of his academic research in Humanities, uses Geographic Information Systems to showcase the latest climate research being done by climate scientists, researchers and scholars around the world. The project was invited by the United Nations to be used as a data delivery system to delegates and negotiators attending the COP21 climate summit in Paris last December, and Mark was named to the official delegation representing Canada at this conference. It marked the first time the United Nations used a GIS documentary mapping project as a data delivery system for its COP conferences. Mark has recruited students working with climate researchers around the world providing a voice for both the international youth community and the international climate science community at COP21. Collaboration on this project reached nearly 150 participants from every continent (including Antarctica). The project, innovative in bringing together GIS and interactive documentary filmmaking, can be replicated by anyone interested in using Google mapmaking tools available to the public. To help facilitate the adoption of this tool and methodology for climate and related research, Mark has been giving presentations and seminars at York to faculty and graduate students. In his work with the United Nations, Mark has always recognized York University during his presentations as well as with the media that have covered his research.

***John Wilson***

***Manager, Mailing Services, CSBO***

John Wilson's role is Mail Room Manager, and in carrying out these duties, he often steers community members to reductions in printing and savings on use of paper. But his official duties do not tell the story of the past 32 years that John has spent contributing to improving the 'green infrastructure' at York. John started in Grounds, as he is an arborist by training. But John moved from taking care of trees, into creating new environments, working with the Facilities Development, CSBO. There he worked on helping to expedite site works to make way for the construction of new roads and the subway, and in doing so, helped protect, spade, move and replant hundreds of trees on campus. He has worked with other likeminded tree champions over the past 30 years, examining ways to protect the woodlots, expand and protect the tree canopy and promote the need to create an inventory and manage the trees that are so vital to our environment.

John continued to work informally with Grounds, and on several projects, including commenting on various tree and landscape designs for new developments. He also helped create a preferred list of trees that are now issued to all proponents on major capital projects. The list

identifies species that work well on campus given specific conditions here. The list focuses on native, drought resistant species, and on the need to create variety for overall resilience and longevity. John was instrumental in the creation of an Ash tree inventory and management program for fighting the Emerald Ash Borer, which has resulted in the survival of the highest quality remaining Ash trees on campus. He documented efforts to manage EAB and created a web page to share with the community. That work grew into a full inventory of all trees on both campuses. This inventory is a living tool that holds incredible value to Grounds, and to those who are interested in the landscape, and to the overall health and wellbeing of the University community.

His latest efforts have been focused on galvanizing support for more active management of campus trees. His advocacy has resulted in the creation of a Tree Management Project Committee, Chaired by the AVP of CSBO. John continues his advocacy work outside York as the Chair of the Canadian Tree Fund, an organization aimed at raising funds to elevate and allow the evolution of arboreal culture in Canada.

## **Appendix C: Anchor Institution & Community Benefits Framework (DRAFT)**

# **Anchor YORKU: An Anchor Institutional & Community Benefits Framework**

## **DRAFT**

### **Introduction**

York University is a comprehensive, diverse university—a leading organization and key driver of social and economic development within the three geographical communities its campuses are located within and shares relationships with. As the plans are underway to build and open a new campus in Markham, and the Keele and Glendon campuses continue to grow, York University is committed to recognizing and respecting the mutual support and reciprocity that exists between the university and the community. We see ourselves as contributing to the surrounding neighbourhoods with the goal of promoting and advancing local sustainability in its broadest sense. Recognizing York in an anchor role requires an institutional outlook that extends beyond solely serving ourselves, but one that requires the institution to also hold the interests of the surrounding communities as our own.

This document was created to acknowledge and outline York’s significant role within the broader communities of which we are a part, through adoption of an anchor institutions framework. Created by the Human Rights and Social Justice Working Group, under the President’s Sustainability Council, this framework will define “anchor institutions”, as well as establish four target areas as the foundation of the framework at York University. These target areas are: Employment, Engagement, Infrastructure and Social Procurement, and will be discussed in the context of current and future initiatives, and the potential beneficiaries of these targets will be established. This document concludes with suggested next steps in order to implement specific objectives to realize this framework.

Universities are complex organizations. We acknowledge that when thinking of sustainability and the realities of financial and resource management, the struggle to maximize development opportunities along with respecting broader community interests will create tension. It is the goal of this framework to spark a dynamic discourse around the growing development of mutually favourable community benefits. This approach will help propel York to the forefront of progressive and innovative approaches to sustainability among universities worldwide and enhance York’s reputation as a sustainability leader.

## Defining Anchor Institutions

Canada is increasingly becoming defined by rising levels of income inequality and decreased access to wealth. In 2013, 4.65 million Canadians were living on incomes that were, on average, one third below the poverty line—a poverty gap that Statistics Canada estimates to have a value of 16.9 billion<sup>1</sup>. Within Toronto specifically, income inequality is particularly prevalent, as the city has the second largest income inequality gap in the country. Without action, an estimated 60 percent of Toronto neighbourhoods will be classified as low and very low income communities by 2025<sup>2</sup>. An “anchor institutions” approach is an encouraging, proactive response to counter growing inequality through building community capacity, community wealth and localized economic opportunity<sup>3</sup>.

Anchor institutions are defined as “entities such as colleges and universities, hospitals, military bases and local business that are deeply embedded in a community and could not easily move elsewhere (Holden, 2013 p. 2). Such institutions share an “interdependent relationship with their communities, and are important players in community development and revitalization efforts” (Holden, 2013 p. 2). A report completed by the Mowat Centre states that anchor institutions employ a “deliberate and strategic use of resources to benefit communities, especially low-and-moderate income neighbourhoods or historically disadvantaged groups” (Dragicevic, 2015 p. 5)

According to a collaborative report published by the University of Maryland and the Massachusetts Institute of Technology, anchor institutions are increasingly being viewed as partners in social and economic development, as they hold significant economic, social and intellectual power to “leverage their resources for the long term benefit of their communities” (Serang, Thompson & Howard, 2010 p.5). Within Ontario, universities and hospitals alone annually spend 9.9 billion on acquisition of goods and services. Channeling just a small percentage of that capital into the community could have a transformative impact on employment generation, community development and local economic growth<sup>4</sup>. As drivers of social and economic development, anchor institutions play a critical role in wealth building and positive community transformations.

Outlined in the following section is a framework that defines York University’s role as an anchor institution based on four target community benefit areas.

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<sup>1</sup> Klein, S. & Yalnizyan, A. (2016). Better is always possible: A federal plan to tackle poverty and inequality. Canadian Centre for Policy Alternatives. Retrieved from [https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2016/02/Better\\_is\\_Always\\_Possible.pdf](https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2016/02/Better_is_Always_Possible.pdf)

<sup>2</sup> The Toronto Foundation. 2015. Toronto Vital Signs Report. Retrieved from <https://torontofoundation.ca/sites/default/files/OP-TVS%202015-Full-Report-PRINTING.pdf>

<sup>3</sup> Dragicevic, N. (2015). Anchor Institutions. The Mowat Centre. Retrieved from [https://mowatcentre.ca/wp-content/uploads/publications/109\\_Anchor\\_Institutions.pdf](https://mowatcentre.ca/wp-content/uploads/publications/109_Anchor_Institutions.pdf)

<sup>4</sup> Toronto Star. (2015). “Anchor strategy is a smart way to fight poverty”.

## Defining Sustainability

Core principles of the York approach to sustainability include: a long-term perspective; an holistic outlook; acceptance of limits; a focus on place; and active involvement in problem-solving<sup>5</sup>. Each of these core principles relates directly to this anchor institution framework.

As spaces that facilitate the pursuit of innovation, critical thinking and knowledge, as well as their expertise within the realms of the natural, human and social sciences, universities have the resources, moral responsibility and proficiency to take on a leadership role in the promotion of sustainability—a role that York University has adopted within the City of Toronto. York University and the President's Sustainability Council have taken the initiative to move beyond an exclusive focus on environmental measures by incorporating a more comprehensive perspective of sustainability that include factors of social equity, as demonstrated through the establishment of the Social Justice and Human Rights Sub-Committee and its role in initiating and developing this document.

Issues of social justice and human rights are essential components of sustainability due to the interdependency between social, human and natural capital, and their collaborative contribution in the development and growth of sustainability within institutions and communities. The World Commission on Environment and Development defines sustainability as meeting “the needs of the present without compromising the ability of future generations to meet their own needs”<sup>6</sup>-- needs that include the advancement of social equity, increased access to human rights and building community capacity through measures that promote social justice<sup>7</sup>.

To be effective, organizations promoting sustainability must recognize the relationship between equality and environmental justice and understand that existing social injustice and violations to human rights lead to unsustainability and environmentally damaging practices<sup>8</sup>. Indeed, countries with greater civil liberties and political rights, higher literacy and education levels, more equal income distribution and a greater overall focus on social justice have found to have significantly higher ratings of environmental quality (as measured by concentrations of air and water pollutants and access to clean water and sanitation) than those with fewer rights, civil liberties, lower income distribution and literacy levels<sup>9</sup>. Also significant, greater inequalities in the distribution of privilege and power in society were found to be associated with not only less stringent environmental policies and greater levels of environmental stress, but higher rates of infant mortality and premature deaths<sup>10</sup>.

The development and pursuit of this framework under the Social Justice and Human Rights Sub-Committee, the President's Sustainability Council at York University has demonstrated a commitment to sustainability within both the university and the surrounding community

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<sup>5</sup> President's Sustainability Council (2009). Annual Report. York University

<sup>6</sup> Brundtland, Gro, Mansour Khalid, Susanna Agnelli, Sali Al-Athel, Bernard Chidzero, Lamina Fadika, Volker Hauff et al. "Our Common Future ('Brundtland report')." (1987).

<sup>7</sup> Wright, T. S. (2002). Definitions and frameworks for environmental sustainability in higher education. *International Journal of Sustainability in higher education*, 3(3), 203-220.

<sup>8</sup> Roseland, M. (2000). Sustainable community development: integrating environmental, economic, and social objectives. *Progress in planning*, 54(2), 73-132.

<sup>9</sup> Agyeman, J. (2005). Alternatives for community and environment: where justice and sustainability meet. *Environment: Science and Policy for Sustainable Development*, 47(6), 10-23.

<sup>10</sup> Agyeman, J. (2005). Alternatives for community and environment: where justice and sustainability meet. *Environment: Science and Policy for Sustainable Development*, 47(6), 10-23.



## York University's Role as an Anchor Institution: 4 Target Areas

As an Anchor Institution, York will focus on addressing economic disadvantage, discrimination, and/or barriers to equal opportunity experienced by people across the GTA, but with initial and ongoing focus to the neighbouring communities of the Keele campus. This includes those distant or isolated from the labour market (such as youth experiencing vulnerabilities) and those from equity-seeking communities and neighbourhoods (i.e. Jane Finch) who have historically faced discrimination that prevents equitable access to economic opportunities. These groups include, but are not limited to:

- Indigenous Peoples (First Nations, Inuit, Metis)
- Racialized groups/visible minorities
- Persons with disabilities
- Newcomers/new immigrants
- Women
- LGBTQ+ people
- Youth

We have identified four target areas which we believe can have the most impact over the next 10 years.

1. Employment
2. Engagement
3. Neighbourhood building through infrastructure
4. Social Procurement



# 1. Employment

York University is a driver of community social economic development and local capital growth, as it is one of the largest employers in the Black Creek area and neighbouring York region, employing over 14,000 staff in full and part-time, unionized and non-unionized environments.<sup>11</sup>

In 2010 the President's Sustainability Council identified the opportunity to "explore a program for workplace training opportunities...in collaboration with local partners and community initiatives." York has developed some innovative practices that could be expanded to build employment skills and exposure through the implementation of a variety of programs and procedures aimed at building economic capacity of the community and its residents. One initiative is the Ontario Youth Apprenticeship Program with Campus Services and Business Operations at York. The program takes a number of students from high schools, and introduces them to different trades and apprenticeships involved in Trade Maintenance.

Another program is the Advanced Credit Experience, or ACE program, within the Faculty of Education. ACE is an initiative to increase access to post-secondary education for local high school students. They enroll in an introductory university course and earn a co-op credit for their Ontario secondary school diploma by working in various work settings on campus. They receive credit towards an undergraduate degree—while simultaneously fostering the academic skills necessary for success within post-secondary education.

Expanding local employment opportunities to qualified local residents is another pathway towards the target of employment. Institutionally, the Human Resources department employs a Diversity and Inclusion Consultant to monitor and attract a diversified talent pool. This important role and work continues to evolve. Due to the size of the York University workforce, opportunities exist to integrate a community hiring strategy within its human resource requirements. Even if a target of 5% of eligible employees were hired from surrounding postal codes, we would contribute approximately 700 jobs that would have a significant impact at the community level.

It could also be considered that emerging enterprises could be supported to develop locally to meet the demand of institutional need. For example, in Cleveland, cooperatives emerged in a community near a hospital, providing services such as laundry, that were a direct need of the hospital, creating jobs for local workers with a reliable market<sup>12</sup>.

## Opportunities

- Explore a program for workplace training opportunities, for example, through internships, skilled trade apprenticeships and other employment training in collaboration with local partners, educational partners and community initiatives, including systems and support for faculty and staff to participate in supervision.
- Work with education partners (e.g. school board, Seneca College) and community partners to develop training programs or opportunities to build skills needed for target groups to access employment opportunities at York.

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<sup>11</sup> York University (2016). *About York University*. Retrieved from <http://about.yorku.ca/>

<sup>12</sup> Serang, F., Thompson, J. P., & Howard, T. (2013). *The anchor mission: Leveraging the power of anchor institutions to build community wealth*. College Park, MD: Democracy Collaborative. Retrieved from <http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/UH-composite-online.pdf>

## 2. Engagement

York University and its surrounding communities share an intrinsic, reciprocal relationship. While the focus is often on what the university has to offer the community, there must also be an acknowledgement of the many resources that York gains from the relationship, which strengthens and benefits the existing learning environment, (i.e. experiential education opportunities and field based practicums for students, research opportunities for students/faculty). The future of the university and communities are intertwined, emphasizing the importance of engagement within this anchor institution and community benefits framework.

One of the opportunities for civic engagement included within this framework is increasing access to community use of university space, a need that has been frequently voiced by the community. There have been a number of recommendations from the Presidents Sustainability Council that merit being integrated into this target of the framework. For example, recommendation 17 states to “Improve access to York facilities such as the library system, buildings, and sports complexes and laboratories. In particular, a number of days each year should be designated as “community use days”. At present, community members are able to access the library system on a day-use basis and purchase community memberships for athletic/fitness facilities. Nevertheless, progress to increase community use of university space (particularly among smaller external community groups) has been slow and sometimes impeded by negative perceptions permeated within the relationship, concerns regarding security, cost considerations and internal complexities of how to manage. However, there are still opportunities for realizing the spirit of these recommendations.

At York University, the message must be one of openness and a willingness to welcome and engage with the community. Recommendations for engagement include using existing infrastructure to draw in residents of surrounding neighbourhoods, including extending the use of the Keele campus baseball diamond to residents, connecting neighbourhood schools with university faculties and departments for educational opportunities, opening theatres for cultural events, and promoting the walkability of the campus through signed walking paths. Furthermore, York Lanes on the Keele campus houses a diverse set of services relevant to community members, including medical and dental services that are limited in the neighbourhood outside campus. Advocating for increased accessibility of York Lanes and transforming the space into a “service centre” for both student and neighbourhood residents could be a mutually beneficial avenue to increased engagement for businesses within York Lanes and the community. The new subway is anticipated to increase opportunities for community engagement.

Engagement opens opportunities to strengthen both the university and the resident communities. The York-TD Community Engagement Centre remains as a key initiative of York to supporting engagement with the local community

### **Opportunities**

- Establish transparent and accessible process for community groups to request and access space.
- Explore the possibility of developing a grant stream for community members to offset the costs of the space.
- Encourage visitors to the campus and support the development of a ‘welcoming campus’ environment through development of walking paths, community open house days, public events, etc.

- Promote York's community engagement opportunities and resources through the York University website in a manner that provides community members with easy to access/understand information about the University (e.g. general information, profiles stories/examples, key contacts/resources, upcoming public events).

### 3. Neighbourhood Building: Developing physical, social and environmental infrastructure.

York has recognized the importance of infrastructure in the past. The 2008-2009 President's Sustainability Council annual report outlined York's role to maintain, promote and develop social, physical and environmental infrastructure. The role would also require a commitment to protect local ecosystems within the communities York inhabits, as well as building social connections, community collaborations and social supports to alleviate the inequities and injustice as they currently exist within the surrounding Black Creek/Jane Finch Community, thereby contributing to thriving, sustainable neighbourhoods<sup>13</sup>.

Opportunities are emerging with the increase of rapid transit in the neighbourhood. Support of community efforts in securing community benefits agreements with Metrolinx through the construction of the Finch LRT, including the building of its maintenance facility at Finch and Yorkgate Blvd should be an immediate consideration. The City of Toronto is poised to develop the Keele Finch neighbourhood with community consultation processes underway. The university will be central to this planning, and should be mindful of resident concerns regarding gentrification and environmental impacts.

Buildings and land development that is inclusive of community needs has been a standing recommendation from the PSC (#22, 2009; #9, 2012; #4, 2013). Creating a collaborative plan that includes community input and resources to co-support university and community needs will be an opportunity in the next 10 years. This will be relevant both at the Keele campus and in the new emerging Markham campus.

#### **Opportunities**

- Support and implement the policies of the updated York University Secondary Plan, specifically as they relate to housing, community services and facilities.
- Monitor, and where possible, strengthen the social justice and human rights considerations in the implementation of the York University Secondary Plan.
- Create a collaborative plan that includes community input and resources to co-support university and community needs.
- Participate in current neighbourhood planning initiatives related to community benefits of infrastructure development.

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<sup>13</sup> President's Sustainability Council (2009). *Annual Report*. York University

## 4. Social Procurement

The City of Toronto defines social procurement as “the achievement of strategic social, economic and workforce development goals using an organization’s process of purchasing goods and services.” In May of 2016, Toronto City Council passed the Social Procurement Program and encourages large institutions such as York to follow suit.<sup>14</sup>

York has been an active member of AnchorTO, a broad initiative of 18 anchor institutions, including 3 provincial Ministries, Metrolinx, colleges and universities and City agencies and corporations who will develop further implementation plans around social procurement in the next year.

Furthermore, York has aimed to engage with local small businesses and promote fair labour practices through the Procurement Code of Ethics and Fair Wage Policy. The procedure specifically outlines that the university will “grant all competing suppliers/vendors equal consideration”<sup>15</sup> with respect to contracts—allowing smaller, local business to compete for large university contracts. Furthermore, the code of ethics states that York will “encourage suppliers to consider sustainability and social responsibility in their product or service offerings”<sup>16</sup>, including “ensuring all procurement activities are conducted according to University policies, provincial and federal laws, and respect the principles of ethical business practices”<sup>17</sup>. Through adoption of this code of ethics, York has shown dedication to developing the local economy and promoting sustainable, equitable businesses practices.

However, anchor institutions like York have considerable leveraging economic power that can be used to generate sustainable, local jobs within the communities it exists within<sup>18</sup>. Indeed, the introduction of a place based purchasing policy could result in more equitable access for local vendors to foods and service, thereby building both the human and economic capital of the surrounding community.<sup>19</sup>

The opportunities of social procurement in the York context are: 1) increase the number of employment, apprenticeship and training opportunities leveraged for people from the Black Creek neighbourhoods and other equity-seeking communities, and 2) increase the diversity of York’s supply chain by providing diverse suppliers with equitable access to competitive procurement processes. For example, an opportunity includes favouring local postal codes when posting supplier/vendor contracts. Implementing this recommendation could encourage further participation from local businesses and facilitate economic capacity building for residents within the three distinct communities. It might also see York be proactive in seeking out partners for building a local procurement stream for the University.

### Opportunities

- Increase the number of employment, apprenticeship and training opportunities leveraged for people from the Black Creek neighbourhoods and other equity-seeking communities.
- Increase the diversity of York’s supply chain by providing diverse suppliers with equitable access to competitive procurement processes.

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<sup>14</sup> City of Toronto (April 4, 2016). Social Procurement Program. (Staff Report)

<sup>15</sup> York University, (2009). Procurement Code of Ethics. Procurement Services

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Dubb, S., & Howard, T. (2012). Leveraging anchor institutions for local job creation and wealth building. Big Ideas for Job Creation, at [http://community-wealth.org/\\_pdfs/news/recent-articles/04-12/paper-dubb-howard.pdf](http://community-wealth.org/_pdfs/news/recent-articles/04-12/paper-dubb-howard.pdf).

<sup>19</sup> Ibid.

## New and Emerging Communities: Potential Beneficiaries and Community Benefits

York University is a large institution, with three distinctive campuses - the Keele Campus, Glendon Campus and upcoming Markham campus – each rooted in three diverse community contexts. It is necessary to acknowledge and embrace the diversity of these distinct communities, as well as appreciate the impact York as an anchor institution has on the more expansive surrounding region. The existing partnerships and developing relationships with the Glendon and Markham communities are essential to acknowledge and give recognition to within the context of this framework, for they are fundamental members of the growing contemporary community within York University. In the case of Markham, the York University should make every effort to honour the municipality's *Greenprint Sustainability Plan*, particularly in terms of the well-articulated priorities identified in the plan relating to social equity, as well as education and skills.

However, the primary focus of this framework, and the resulting impact, is envisioned to be primarily with the Black Creek/ Jane Finch community—the community surrounding the York University Keele Campus where York University was first established almost 60 years ago. Jane-Finch is a community with substantial human assets and strong aspirations for positive change, but the existing shortage of resources has continually acted as a barrier to facilitation for this change<sup>20</sup>. Social injustices and inequity are particularly prominent within this neighbourhood, as economic opportunities have been unable to keep in pace with the needs of the community, resulting in higher levels of unemployment and lower levels of income experienced by community members, compared to that of other neighbourhoods in the Greater Toronto Area.<sup>21</sup> The residents of the Black Creek/Jane Finch community are disproportionately racialized and stigmatized and experience significantly high concentrations of discrimination on the basis of socioeconomic status and ethnicity when compared to residents in other Toronto neighbourhoods. York University and the Black Creek/Jane Finch community share a long standing, reciprocal relationship, and the university has the moral imperative to respond to the detrimental social conditions that currently exist within the surrounding community it is rooted within. An anchor institution and community benefits framework has the potential to create considerable positive change within the Jane-Finch community, making it a pertinent and relevant focus for this framework.

### **Intersecting interests (unions, social investment, procurement, employment, policy, government): Collaborative Organizations.**

It will be critical to consider that there are many intersecting interests and potential partners as we implement this framework. This includes unions, social investment policies, government and sector specific policy. A broad education and engagement strategy, both with internal and external communities, will need to be undertaken to ensure that we are working across the board as collaborators for the benefit of the communities in which we serve.

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<sup>20</sup> The Jane-Finch Toronto Strong Neighbourhoods Strategy Task Force (2015). *Community response to the Toronto strong neighbourhoods strategy 2020: What neighbourhood improvement looks like from the perspective of residents in Jane-Finch*. Retrieved from <http://cec.info.yorku.ca/files/2014/03/TSNS-Research-Report-August-12-2015.pdf>

## Recommendations

1. As per the President's Sustainability Council 2015-2016 report, we recommend that York University review and endorse this Framework for York as an Anchor Institution developed by the sub-group on Community Benefits, and direct the creation of an implementation plan by end of 2016-2017.
2. That representatives of the broader community (external to York) who are working in the areas of community benefit, economic development, and planning initiatives, be included in the working group that moves this framework forward.
3. That a communication strategy accompanies the acceptance of the Framework as well as its implementation.
4. That this framework be integral to a Sustainability Plan for York University as proposed by the Presidents Sustainability Council in their 2015-16 Report.

## Background: The President's Sustainability Council's Mandate.

The President's Sustainability Council is an advisory body with the responsibility to provide recommendations and guidance on the advancement of York University's sustainability initiatives. The council facilitates integration of knowledge about sustainability into research, education and application through overseeing approved recommendations and providing opportunities and support for York students, faculty and staff to meaningfully participate in the planning and implementation of various York University sustainability policies, projects and practices.

The specific objectives of the council include:

- Develop a framework for understanding the different dimensions of sustainability as relevant to the university's campuses;
- Conduct assessments of sustainability to establish common understandings and benchmarks in the context of the 2001 Report of the President's Task Force on Sustainability;
- Provide a forum in which members may discuss sustainability challenges and opportunities to foster pan-university approaches to sustainability initiatives;
- Identify and review current university sustainability practices and initiatives, and ascertain opportunities for synergies and engagement;
- Through a planning/prioritization process, identify and examine specific high priority issues and develop recommendations for the President to consider implementing;
- Develop communication tools that promote and enhance awareness of sustainability activities and initiatives, including the work of the Council, throughout the entire York community; and
- Produce an annual report on sustainability at York relative to the Councils' Activities.

## Social Justice and Human Rights Working Group

The SJHR Working Group serves to further the understanding and action related to sustainability and human rights and social justice, which are integrally intertwined. The working group meets regularly to review past PSC recommendations for progress and updating and to advise on the development of future recommendations for the PSC's Annual Report.

In responding to a 2014-15 recommendation of the PSC Report, a sub-group was formed to "develop an action plan to advance a proposal for how community benefit agreements could be used by York

University as it moves forward on the development of Lands for Learning under the Secondary Plan as well as for major upgrades and updates to existing buildings and infrastructures taking into account the needs of neighbouring communities as well as existing contractual agreements and development plans” (#1, 2015). After lengthy discussion, it was agreed that a Framework on York as an Anchor Institution, including community benefits, be created to begin to move this from discussion to action.

The Social Justice and Human Rights working group would like to thank the following for their construction of this document through thoughtful discussion, forward looking ideas and careful reflection. They are: Martin Bunch, Robert Castle, Natalie Coulter, Jennifer Foster, Richard Francki, Marian MacGregor, Yvette Munro, Andrew Plunkett, Darryl Reed, Lorna Schwartzentruber, and Christopher Wong. Special thanks to Angelina Vaccaro for conducting the research for this framework and articulating our ideas to paper.



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## **Appendix D: Background and Rationale on Strategic Planning for Sustainability (DRAFT)**

# **Background and Rationale:**

## **Strategic Planning for Sustainability at York University**

**\*\*\*Draft for Discussion\*\*\***

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"When it comes to sustainability, individual action is important, but working together as a community is where you begin to see real results. And that's just what York University is working towards: making sustainability an integral part of our culture."

Mamdouh Shoukri  
President & Vice-Chancellor

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### **1.0 INTRODUCTION**

According to the International Alliance of Research Universities (IARU) ( n.d., p.125), universities foster innovation, academic excellence and conduct research, which uniquely position these institutions to demonstrate their leadership in visioning and realizing a more sustainable world as they educate the future leaders of our society. This unique position provides the universities with an opportunity to leverage sustainability as an advantage for potential students, demonstrate and share advances in research and to strengthen community partnerships. A large number of universities from across the globe, according to University Leaders for a Sustainable Future (2001 p.1), have taken up the call to have a major role in the education, research, policy formation, and information exchange necessary to contributing to creating a more equitable and sustainable world.

York University is one of these universities and it has a substantial history in demonstrating its commitment and contribution to advancing sustainability; however, the development of a strategic sustainability plan would be an important milestone for the university, as it would represent a comprehensive strategy, using a pan-university approach, that would help to define and inform the direction of how sustainability will be advanced over the long term. The purpose of a strategic plan is to communicate and implement strategies that: demonstrate a shared vision, inspire positive change, build capacity, empower people, harness innovation and creativity and foster a culture of sustainability within and beyond the university (IARU, n.d., p.125).

## 2.0 BACKGROUND

York University has an extensive history in demonstrating a strong commitment to sustainability. In 1968, York established the Faculty of Environmental Studies, a first in Canada, which focused on an interdisciplinary approach to environmental studies and planning (Horn, 2009, p.90). Since that time, many other Faculties within the university have included sustainability within their curriculum, resulting in approximately 500 sustainability courses available to students in 2015-16 (President's Sustainability Council, 2016).

Furthermore, York was one of the first Canadian universities to construct a green building on its campus in 2001 (Eluta, 2015, p.1). Since that time, York University (n.d.(a), p.1) has added a total of 10 green buildings to its campuses. In addition to capital investment, the university has made significant improvement to the efficiencies of campus operations.

Over the past fifteen years, the university's commitment and actions in sustainability have been guided by a number of notable milestones. In 2001, President Marsden struck a Taskforce on Sustainability to assess the university's performance on a number of key sustainability issues, as well as, provide recommendations for the future (York University, 2003, p.1). In 2002, York University (2011, p.1) joined several hundred other universities in signing the Talloires Declaration, which is a commitment to a ten-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at their institution. In 2008, President Shoukri established the President's Sustainability Council. The role of the President's Sustainability Council (2015, p.1) is to advise the President on how to advance York's sustainability initiatives, projects, and practices and produce an annual report on their activities. Lastly, in 2011 the University passed a Policy on Sustainability that articulates the "University's responsibility for and commitment to sustainability. It provides the framework for the ongoing implementation of the policy and assists the University Community in incorporating Sustainability into its decision making" (York University, 2011, p.1).

Understanding York's history in sustainability along with the evolution of sustainability within higher education institutions provides important insights as to the potential for York to continue to enhance and evolve its efforts. Krizek, Newport, White & Townsend (2012) developed a model to illustrate the phases of approaches used by universities to integrate sustainability into the university. The model outlines four phases:

- First phase - Grassroots efforts and ad hoc activities are the genesis of most sustainability efforts at the university. Over time these disparate campus groups can become entrenched and inflexible around the ownership of certain activities (p.21)
- Second phase – Campus leadership acceptance of the business case for sustainability centered around enhanced efficiency and institutional reputation. Universities assemble a sustainability committee to identify and provide advice. (p.22)
- Third phase – A visionary campus leader supportive of stakeholder engagement, a holistic strategic plan and full-cost evaluation practices (p.22)

- Fourth phase – A fully integrated sustainable campus community focused on systems-thinking and an interdisciplinary cooperation (p.23)

This model is a useful tool to assess the institution's progress and the future opportunities for change and full integration of sustainability into the university. York is currently in the second phase of the model.

Therefore a strategic sustainability plan is an important component in moving into the third phase of the Krizek et. al. model (2012). The plan's creation would require the engagement of a large number of stakeholders to help to build consensus around the university's vision for sustainability. It would also assist the university in making fundamental decisions about the direction of its future efforts in sustainability and would provide a rationale for those decisions while responding to the external environment (Bryson, 2011, pp.7 &8).

### 3.0 ENVIRONMENTAL SCAN

An environmental scan is useful in examining the internal and external context to assist in the identification of the challenges and opportunities that the institution will face in the future. The environmental scan includes the external context (political, economic, education and social) in the sustainability and post-secondary education sectors and internal forces and trends (resources, present strategy and performance) at York University.

#### Forces & Trends

Sustainability has been identified as an emerging megatrend (Kanani, 2014 and Pricewaterhouse Coopers, 2014). This megatrend is an important signal for universities, as potential students and society will be looking to the universities to provide leadership in the areas of both research and teaching.

#### External:

##### Political

- **Provincial Government's Commitment to Sustainability** -The Ontario government recently released a new long-term **Climate Change Action Plan**: (<https://www.ontario.ca/page/climate-change-action-plan>) This plan commits the public and private sector to contribute to Ontario's Greenhouse Gas reduction targets, which includes an **80% reduction in GHG emissions (from 1990 levels) by 2050**. The provincial government also regularly consults with and provides funding to university researchers in this area for evidence and advice on government policy and initiatives (Ministry of the Environment and Climate Change, 2015).
- **Provincial Fiscal Challenges** - In addition, the Government of Ontario has responsibility for regulation and providing some operating funding for universities. The operating funding from the government has declined steadily over the past

several years (Pin & Andrey, 2011, p.12) in response to the pressure from the taxpayers to contain government expenses. This decline in operating funds requires that universities find efficiencies in their campus operations and service delivery.

- **Federal Government's Commitment to Sustainability** – In recent years, federal government has deprioritized sustainability and climate change through lack of action and significant reductions in funding (Boutilier, 2014, p.1). Moreover, Bombicino (2013) noted that funding cuts have resulted in a reduction or in some cases elimination of data to be used by university researchers and a reduction or elimination of available research funding available. The recently elected government has shown signs of reversing these trends, and has indicated a commitment to take climate change seriously. What this means in practical terms is not year clear, but policy changes and funding mechanisms should follow soon.
- **Increasing Levels of Accountability** - An increasing level of accountability for higher education institutions to the communities that they serve and to the government body that is responsible for their regulation and funding. Tilbury (2012, p.23) observed that governments are under increasing pressure by the electorate to demonstrate that their investments are creating public value, which in turn, is increasing the pressure on publically funded universities by the government to demonstrate value and impact.

#### Economic

- **Carbon Pricing:** As part of the Ontario Climate Change Action Plan, the provincial government has launched a “Cap and Trade” program that will put a price on carbon emissions. As a large institution with a significant carbon footprint, this carbon pricing program could significantly impact the University's budget down the road. Strategic initiatives to reduce carbon emissions at the University (green building initiatives, electric vehicles, behavioral change etc.) will allow the University to reduce the long term economic costs associated with carbon pricing and emissions.
- **Pursuit of Post-Secondary Education for Employment** - Pursuit of a post-secondary degree by students is primarily motivated by improving their future employability followed by completing a personal accomplishment (Maragakis & van den Dobbstein, 2013, p.13). Employability is connected to employers matching desired skills, competencies and past experiences of candidates with available positions. The International Sustainable Campus Network (ISCN)(2015, p.7) found that employers are beginning to seek employees who have developed interconnected systems thinking skills to be able to make a contribution to the organization's ability to make sustainable and holistic decisions. Sustainability provides an excellent opportunity to introduce and explore interconnected systems thinking into the curriculum and student experiences on campus.

- **Sustainability can increase Operational Efficiency** - Operating costs related to electricity for all public sector organizations continues to escalate. Morrow & McCarthy (2013) estimated that the price of electricity will increase in Ontario steadily over the next 20 years by almost 68% from its current rate. Universities are using a variety of methods to find efficiencies in their operation to minimize these costs including: solar energy, LED light fixtures, procurement of energy efficient equipment, behavior modification, awareness campaigns and competitions (Marans & Edelstein, 2010 and Peterson, Shunturov, Janda, Platt & Weinberger, 2007).

#### Education

- **Using the Campus as a Living Lab** – Horan (2010, p.1) noted that universities are increasingly using their campus as a living lab. This practice is enhancing sustainability literacy of students across disciplines and throughout the curriculum (ISCN, 2014, p.5). The entire campus can be used as a test bed for innovations and solutions, which provides students with a strong connection between education and the application of research (ISCN, 2015, p.5).
- **Building a Culture of Sustainability** - Training leaders of tomorrow to have the competencies and skills needed to contribute to building a culture of sustainability for a more sustainable future have become a focus for universities (IARU, n.d., p.5). Curriculum design and educational experiences (co-op, internships and experiential learning) provide students with a broad knowledge about systems, human behavior and how sustainability is applicable to their chosen field. Wright & Elliott (2012, p.145) observed that many universities are moving to a model where sustainability is woven throughout multiple disciplines to address: environmental literacy, social responsibility and civic engagement. This education along with a set of hands-on learning experiences equips graduates with the skills and competencies desired by employers (IARU, n.d., p.126).
- **Competitive Advantage** - A university's commitment and implementation of sustainability within the institution has a positive correlation with its overall reputation (McMillin & Dyball, 2009, p.62). An integrated sustainability approach throughout the university, similar to that of the University of British Columbia, has the potential to be a key differentiator among a competitive Ontario university marketplace. Hambrick & Fredrickson (2005) state that differentiators are deliberate and specific choices about how the education and experience at one university will be different than another, with the goal to continue to be competitive in attracting the best and brightest students.

#### Social

- **Driving Global Solutions** - Society expects universities to produce research and graduates that will contribute to innovations and solutions to the sustainability challenges currently being faced globally. This was reinforced by the United



Nations Educational, Scientific and Cultural Organization (UNESCO) (2011), who stated that education is a key driver for change in identifying and implementing solutions for sustainable development as part of the United Nations General Assembly implementing the Decade of Education for Sustainable Development from 2005-2014.

- **Community Partnerships** –Tilbury (2012, p.22) observed that over the past ten years, universities have been reaching beyond their campus to address and build partnerships with the communities that they serve with respect to sustainability.

#### **Internal:**

##### Resources

- **Funding** – currently sustainability efforts within the administration and operations side of the university are funded through cost-recovery funding and one-time only money. At this time, sustainability does not receive base operating funding.
- **Staffing** - Campus Services and Business Operations have several staff members who focus either solely or partly on sustainability in their work. The Office of the President currently has one staff member on a limited-term contract responsible for identifying and supporting sustainability projects and initiatives and to engage the York community on sustainability issues.

##### Performance

- York has received considerable external recognition for its commitment and dedication to sustainability over the last several years, including:
  - York received one of the highest rankings for Canadian universities in the North American College Sustainability Report Cards for 2009 and 2010 (York Alumni, 2009 and Hughes, 2010)
  - York received one of the highest rankings for Canadian universities for six consecutive years 2010-2015 in the UI Greenmetric survey of over 360 universities worldwide (UI Greenmetric, 2015)
  - York was the recipient of the 2012 Ontario Minister's Award for Environmental Excellence (Ministry of the Environment and Climate Change, 2013).
  - York University has been named as one of Canada's greenest employers for 4 consecutive years (2013 – 2016).
- The university has made significant progress in the areas of: waste diversion (66% diversion rate in 2015), transportation (80% of the community uses alternative transit in 2015), energy consumption (~30% reduction in 2015 as compared to 2007), increased availability of local and Fair Trade food options (28% of all offerings in 2015) and the phase-out of the sale of bottled water in September 2015 (President's Sustainability Council, 2015).

In summary, the emerging external trends in the post-secondary sector appear to coalesce around the theme of integration of sustainability throughout the university, building stronger

partnerships with the community and providing students with experiential learning experiences. In addition, the funding from government has continued to shrink while at the same time, the level of accountability expected continues to grow. Lastly, the internal assessment reveals that the University has received a substantial amount of external recognition for our efforts in sustainability even with a very limited budget and decentralized approach.

## 4.0 STAKEHOLDERS THAT SHOULD BE CONSULTED

- **York University students** – The majority of our students are members of Generation Z who are characterized as: “self-directed, entrepreneurial, outward looking and keen to change the world” (Hammer, 2014, p.1). For the majority of students, it is important that their university is committed to and implements strategies that enhance the culture of sustainability.
- **York University staff** – Staff are active in promoting and participating in sustainability activities at the university. Further, the national recognition for 2013 & 2014 as one of Canada’s Greenest Employers has been a useful recruitment tool for new staff. It will be important to engage all level of staff in the strategic planning. Lower-level staff can assist in “defining affordable objectives and meaningful measures” within the strategic plan (Leon-Soriano, Munoz-Torres & Chalmeta-Rosalen, 2010, p.255).
- **York University faculty members** – Faculty members have a strong attachment to the university’s commitment to social justice and equity which includes sustainability.
- **President’s Sustainability Council** – is an advisory group to the President and provides advice on how to advance sustainability initiatives and practices at the university (York University, 2015, p.1). It is made up of faculty, staff and students and provides a regular forum for meaningful participation in the planning and implementation of York’s sustainability policies, initiatives, projects and practices (York University, 2015, p.1).
- **York’s Campus Services and Business Operations (CSBO) Division** is responsible for the overall planning, development, expansion, alteration, maintenance, and operation of all physical facilities (buildings, grounds, energy, waste, water management and plant equipment) as well as the ancillary services (Food Services, Residences and Transportation) for the University (York University, n.d.b, p.1). Sustainability is interwoven in every area in CSBO.
- **York University student clubs and organizations** – there are a number of student groups/organizations who have a focus on sustainability in the areas of: academic programs, activism, voluntarism and stewardship. These include: York Federation of Students, Graduate Students Association, ReGenesis, Glendon Roots and Shoots, Bachelor of Environmental Studies Students Association, Graduate Environmental Studies Students Association, OPIRG, and York Sustainable Enterprise Consultants club (Institute for Research in Sustainability (IRIS), 2012, p.1))
- **Faculties that teach and conduct research in the area of sustainability** – these include the Faculties of: Education, Environmental Studies, Arts, Media, Performance

and Design, Schulich School of Business, Osgoode Hall Law School and Liberal Arts & Professional Studies. York has over 500 courses in sustainability available to students (President's Sustainability Council, 2014, p. 16).

- **Prospective York Students and parents** – the majority of prospective students and parents include the university's commitment to sustainability as part of their decision in selecting a university (Princeton Review, 2014, Maragakis & van den Dobbelsteen, 2013 and Bone & Agombar, 2011).
- **On Campus Vendors** – are required to comply with university policies, procedures and guidelines which include the policy on Sustainability<sup>22</sup>, the Vehicle Idling guidelines<sup>23</sup> and the phase-out of the sale of bottled water on campus<sup>24</sup>.
- **University Information Technology (UIT) department** – is responsible for establishing and maintaining a reliable, secure technology infrastructure that is both cost effective and environmentally sustainable to support the operation of University information systems (UIT, 2014, p.21)
- **The Board of Governors**- are responsible for the oversight of the “conduct, management and control of the University and its property, revenues, expenditures, business and affairs” (University Secretariat, n.d., p.1). This would include the review, approval and monitoring compliance of sustainability related policies.

## 5.0 POTENTIAL STRATEGIC ISSUES TO BE ADDRESSED BY A STRATEGIC PLAN

The identification of the key strategic issues related to sustainability that significantly impact the university and require resolution in order for the university to move forward, is the core rationale for embarking on this strategic planning process. Four strategic issues are suggested below that have potential to frame the conversation for a consultation process:

- How can the university better integrate sustainability into the fabric of the university's teaching, research, operations, student experience and community engagement?
- How can the university leverage sustainability as a differentiator among other Canadian universities?
- How can the University use strategic planning on sustainability to take a proactive approach to long-term sustainability, particularly in light of impending legislative/policy/funding changes related to issues such as climate change?
- How can the University utilize strategic planning on sustainability to reduce resource use and operating costs?

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<sup>22</sup> Policy on Sustainability - <http://secretariat-policies.info.yorku.ca/policies/sustainability-policy/>

<sup>23</sup> Vehicle Idling Guidelines- <http://secretariat-policies.info.yorku.ca/policies/vehicle-idling-on-campus-guidelines/>

<sup>24</sup> Phase-out of the sale of bottled water to take effect in September 2015 - <http://vpfa.info.yorku.ca/2013/07/phase-out-of-bottled-water/>

## 6.0 LIST OF CANADIAN UNIVERSITIES AND COLLEGES WITH EXISTING OR PENDING SUSTAINABILITY PLANS

<u>Universities</u>		<u>Colleges</u>
Carleton University	University of Calgary	ACAD
Dalhousie University	University of Manitoba	Camosun College
MacEwan University	UNBC	Confederation College
McGill University	University of Regina	Fleming College
Queen's University	University of Saskatchewan	George Brown College
Royal Roads University	University of Toronto	Humber College
Saint Mary's University	University of Victoria	Mohawk College
Simon Fraser University	University of Winnipeg	Niagara College
Thompson Rivers University	Western University	Sheridan College
University of Alberta	Wilfrid Laurier University	St. Lawrence College
University of British Columbia		Vancouver Community College