



**Annual Core Theme Mission Fulfilment
Evaluation and Planning**

Work Book

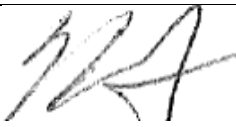
Core Theme	<i>Sustainability</i>
Submitted by	<i>Environmental Sustainability Advisory Committee</i>
Signature, Chair	 Karl Fultz
Date	July 31, 2020

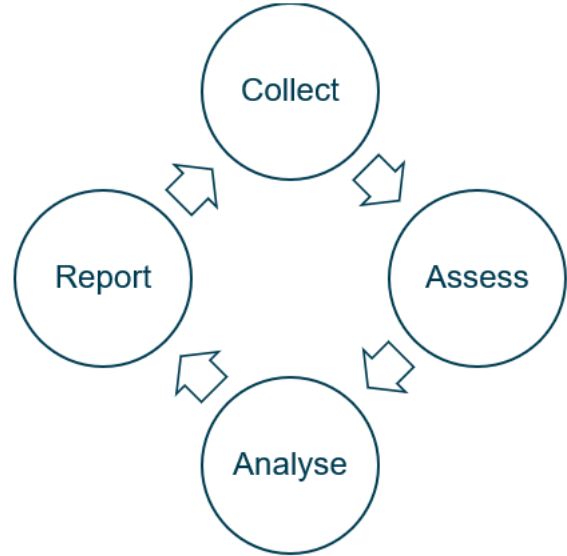
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Overview

Annual review of the core themes in relation to Mission Fulfilment involves four steps:

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **Analyse** results, considering contextual factors, and discuss implications relating to the success of the core theme.
4. **Report** results to TRU's governing bodies to inform divisional and unit planning across the institution.



Completed workbooks are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles findings into an Annual Institutional Mission Fulfilment Report that details how successful TRU was in fulfilling its mission that year.

Timeline for Submissions

April 1 - June 30	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
June 30	Core Theme Work Book submitted to ALO at ahoare@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
September 1 – September 30	Broad distribution of Annual Institutional Mission Fulfilment Report through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic and Research to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Collect

Complete the following Mission Fulfilment Framework for your Core Theme by inserting the values for the current reporting cycle, including any new or emerging indicators (if applicable) that were identified in last year's workbook.

Mission Fulfilment Framework for Core Theme

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 TRU will integrate sustainability across operation, engagement, academic, and governance practices.	1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	>1	1	<1	55.06 (max 58)	2015: 31.22 2018: 50.27 2019: 53.7 *2020: value unavailable for current reporting cycle
	2.1 Members of the TRU community are sustainability ambassadors on and off campus.	2.1 STARS score (Engagement category: campus engagement and public engagement)	>1	1	<1	39.53 (max 41)	2015: 29.53 2018: 36.93 2019: 39.12 *2020: value unavailable for current reporting cycle
	3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	3.1 STARS score (Academic category: curriculum and research)	>1	1	<1	51.23 (max 67)	2015: 40.06 2018: 55.21 2019: 49.75 *2020: value unavailable for current reporting cycle
	4.1 Sustainability is a core value in TRU's institutional and administrative framework	4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	>1	1	<1	26 (max 32)	2015: 24.33 2018: 20.59 2019: 24.36 *2020: value unavailable for current reporting cycle

***NOTE:** TRU follows a 3-year reporting cycle for AASHE Stars given the comprehensive nature of reporting. As such, updated metrics are not available on an annual basis. The next reporting cycle takes place in 2021.

Assess

Review of Previous Year

Complete the following for each indicator:

Current Value, Mission Fulfilment Range, and Contextual Factors

1. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period.
2. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).
3. Describe factors (e.g., plans, services, environmental, or initiatives) that impacted the progress of the indicator.

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range	Factors positively or negatively affecting progress
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	53.7	N/A	Minimally Achieved	<p>STARS follows a 3-year reporting cycle. Progress is continually monitored through the Environmental Sustainability Advisory Committee (ESAC), which meets on a monthly basis, and is supported by several subcommittees (Sustainability Education in the Curriculum Subcommittee, Awards Subcommittee, Zero Waste Subcommittee) to ensure continued progress of the indicators. In addition, the Campus Infrastructure and Sustainability department provides leadership in overseeing sustainability initiatives at TRU.</p> <p>In 2020, TRU's Board of Governors approved a five-year Campus Strategic Sustainability Plan (CSSP) that is aligned with the United Nations Sustainable Development Goals (SDG's) and AASHE's new STARS 2.0 framework. As such, the Core Theme indicators will be modified to better align with the six strategic priorities outlined in the CSSP. This new approach is more accessible, descriptive, relevant, and meaningful for TRU stakeholders.</p> <p>The mission fulfilment range 'minimally achieved' acknowledges that progress continues to be made during interim reporting periods.</p>
2.1 STARS score (Engagement category: campus engagement and public engagement)	39.12	N/A	Minimally Achieved	
3.1 STARS score (Academic category: curriculum and research)	49.75	N/A	Minimally Achieved	
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	24.36	N/A	Minimally Achieved	

Analyse

Identify how successful TRU was in fulfilling its mission for the core theme in light of the values of the indicators and the definition of Mission Fulfilment, as well as, strengths and opportunities for improvement.

Definition of Mission Fulfilment

Mission Fulfilment occurs when 70% of the indicators for each of the four Core Themes are in the *Achieved* or *Minimally Achieved* threshold ranges.

Note: TRU acknowledges that not all indicators carry the same weight in terms of their impact on outcomes. The impact of indicators may become evident through this analysis, and may inform future decision-making, including the relevance of tracking certain indicators.

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?
100% of the indicators for the Core Theme Sustainability were minimally achieved. The mission fulfilment range 'minimally achieved' acknowledges that progress continues to be made during interim reporting periods.
Identify strengths and successes
Despite interruptions due to COVID-19, we have made progress in many areas related to sustainability. Here are a few of our successes: Dedicated TRU Community Participation in Working to Improve Sustainability For example, for TRU formed a Single-Use Item Elimination Task Force, which involved a broad-based, participatory approach to resolving the issue of single-use plastics. Further, In the past five years, TRU has made a concerted effort to build a culture of participatory governance in which all stakeholders (students, staff, faculty) have the opportunity to be heard and engage in initiatives that move the institution towards meeting its strategic goals. Green Building Requirements for Market As The Reach development expands, TRU is in a position to determine the environmental standards for The Reach's developments. Wellbeing and Work TRU continues to promote a culture of safety on campus and raise awareness of security and safety options available to students, faculty, and staff. All staff are required to complete WHMIS training, plus COVID-19 PPE and Safe Return to Work courses, which leads to a healthier campus and workplace.
List opportunities and areas in need of improvement
Many of our challenges this year are the result of COVID-19 and related setbacks. Here are the areas identified as needing attention, although some also present opportunities for future focus: Reporting Initial indicators and targets were developed to align with work on the STARS report. However, since STARS reporting is a huge endeavour and happens only once every three years, it was not possible for the same indicators to be measured in the same way. This resulted in the necessity to develop new metrics for this workbook. This will lead to better reporting and comparators for following years, however. Conserve Potable Water

Based on discussions with the head of TRU Grounds, there was a plan in spring 2020 to hire a consultant to conduct a full audit of the campus irrigation system, which would then be followed by a substantial investment in a irrigation system, which could cost up to \$250,000. Due to COVID-19, however, which resulted in a drastic pull-back in the budget for this project, this plan is on hold for the foreseeable future.

Student and Employee Sustainability Ambassador Programs

The Sustainability Ambassador programs ran successfully for two years, but due to lack of human and financial resources, they had to be suspended. The student program was re-initiated in August of 2019 due to new funding, and a coordinator was hired who ran the program for two semesters until it had to be paused in March 2020 due to COVID-19. The future of these programs is uncertain.

Sustainability Education in the Curriculum Steering Sub-committee and the Creation of a New Sustainability Course

This sub-committee was planning to create an interdisciplinary sustainability course with a local Indigenous perspective and had recently revised its ToR to accommodate such an initiative. COVID-19 interrupted the work of this sub-committee, but the group has recently reconvened and is about to begin the preliminary work of creating this course.

Coordination & Planning

This was coordinated by the Sustainability Office as a distinct entity under the leadership of its Director in years past, and recent restructuring has seen this office absorbed into the Facilities Division. The Director position is currently vacant, and the COVID-19 Pandemic has increased budgetary pressures on the University. However, what TRU has accomplished with respect to sustainability transcends the efforts of a single individual. Sustainability is part of the ethos of TRU—it is embedded in who we are and how we do things. It is a campus investment and requires fully-engaged participation from every member of our TRU community. With sustainability now enshrined in the university's values under our new vision statement, as well as our new campus sustainability plan guiding us forward, we remain as committed as ever to advancing our sustainability agenda as we evolve and adapt, even in these difficult times.

Investment

The Investment Committee's role is to develop policy about investment recommendations to the Board of Governors through the Vice President, Administration and Finance. The committee's challenge is to use its voice to recommend investment decisions are made with integrity and keeping local and global sustainability in mind to adhere to the UN PRI and recommend Finance make a snapshot of investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. Support for these recommendations, if brought forward by the Committee, comes from the Office of the Associate Vice President Finance, as outlined in the ToR.

Review of Objectives, Outcomes, and Indicators

Objectives and Outcomes

Review current objectives and outcomes to confirm alignment with core theme and TRU's mission statement. If necessary, add or remove objectives and/or outcomes to keep the core theme relevant to TRU's mission statement.

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Objective 1.0 TRU will integrate sustainability across operation, engagement, academic, and governance practices	Y	To ensure alignment between TRU's new vision and values, Core Theme reporting, STARS, and the CSSP, we are proposing complementing the existing <u>outcomes</u> with <u>new priorities</u> that are more accessible to the TRU Community, in addition to STARS, which is a very rigorous but highly technical standard.
Outcome 1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	Y	<p>The six strategic priorities identified in the CSSP (2020-2025) are:</p> <ol style="list-style-type: none"> 1. Plan for Carbon Neutral and Net Zero Campus (1.1) 2. Eliminate Single-Use Plastics and Other Single-Use Items (1.1) 3. Integrate Sustainable Purchasing Throughout Campus Operations (1.1) 4. Conserve Potable Water (1.1) 5. Advance Sustainability Performance of Campus Built Environment (1.1) 6. Champion Sustainability Beyond Campus for Global Impact (2.1, 3.1, 4.1) <p>These priorities support TRU's Sustainability value: Sustainability. The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability we know that the well-being of generations to come is shaped by what we do today (TRU Vision, Values, and Strategic Change Goals, 2020).</p>
Outcome 2.1 Members of the TRU community are sustainability ambassadors on and off campus.	Y	
Outcome 3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	Y	
Outcome 4.1 Sustainability is a core value in TRU's institutional and administrative framework	Y	

Indicators

Review the current indicators and rationales to confirm alignment with TRU's mission, the core theme, objectives, and outcomes. Determine if indicators need to be removed, revised, and/or if new indicators are required to track if the outcomes associated with the objectives are being achieved.

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	Y	Indicators will be modified to align with the CSSP and can be tracked using STARS (see OP and EN) and strategies detailed in the CSSP. <ol style="list-style-type: none"> 1. Plan for Carbon Neutral and Net Zero Campus 2. Eliminate Single-Use Plastics and Other Single-Use Items 3. Integrate Sustainable Purchasing Throughout Campus Operations 4. Conserve Potable Water 5. Advance Sustainability Performance of Campus Built Environment
2.1 STARS score (Engagement category: campus engagement and public engagement)	Y	<ol style="list-style-type: none"> 6. Champion Sustainability Beyond Campus for Global Impact <ol style="list-style-type: none"> a. Student Ambassadors b. Staff and Faculty Ambassadors c. Percentage of undergraduate baccalaureate degree students who complete the Citizenship Learning Outcome course with a minimum of C grade or better.
3.1 STARS score (Academic category: curriculum and research)	Y	
4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	Y	

New Indicators and Emerging Indicators

New Indicators

Refer to indicators for which TRU has three years of historical data and be added or replace a current indicator.

Emerging Indicators

Given the changing nature of the institution, initiatives, and available data, consider if there are other indicators that would better measure the core theme objectives. Emerging indicators may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the core theme, as this will help develop historical information.

Finally, consider if a qualitative performance indicator would be beneficial. "Although quantitative indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to diagnose the causes of problems and suggest solutions" (Canadian Education Statistics Council, 2006, p.x).

If you see no need to add or replace indicators, leave Table 5 blank.

Table 5: New and/or Emerging Indicators

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
Plan for Carbon Neutral and Net Zero Campus	Greenhouse Gas Emissions	>30%	15-30%	<15%	90% reduction carbon emissions in connected buildings		New 2021
Eliminate Single-Use Plastics and Other Single-Use Items	OP – 19: Waste Minimization and Diversion (6.83/8)	>2 eliminated	1-2 eliminated	0 eliminated	Eliminate 10 single use plastics		New 2021
Integrate Sustainable Purchasing Throughout Campus Operations	Sustainable Purchasing Workshops delivered	>7 workshops delivered	1-7 workshops delivered	<1 workshop delivered	Every department (~35) has completed the Sustainable Purchasing Workshop and has committed to following guidelines		New 2021
Conserve Potable Water	Water Use	>2% reduction	1-2% reduction	0% reduction	10% reduction of water consumption		Emerging – pending audit 2020-2021
Advance Sustainability Performance of Campus Built Environment	Building Design and Construction is mindful of Biodiversity ¹ and protecting native species	>2	1-2	<1	100% of campus buildings are assessed to determine "Bird Strike Hot Spots" in order to protect birds from striking the windows. All areas		New 2021

¹ **Biodiversity** - Approximately 50 of the 250 acre campus is wild grasslands. A slight disturbance many years ago of less than an acre caused several faculty members from the Faculty of Science to undertake a restoration project. It began with pulling a number of invasive species from the area (Spotted Knapweed and Dalmatian Toadflax), and replacing them with native bunch grass species. Since several plantings are typically needed to restore these types of habitats, another bunch grass planting will take place in the next year. The Lewis' woodpecker, which is a native species and is threatened, is being monitored on the campus by faculty members. Over a year ago, a combination faculty and staff project

Version 2.0 (March 2020)

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
					identified as hot spots are subsequently remedied with 3M Feather Friendly window film.		
Champion Sustainability Beyond Campus for Global Impact	Student Ambassadors are stewards of sustainability on campus and share knowledge with community members (touchpoints = # of interactions)	>2	1-2 students	0 students	20 student ambassadors	2019/20: 1300 touchpoints for 11 student ambassadors	New 2021
	Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members (touchpoints = # of interactions)	>1	1	<1	10 staff and faculty ambassadors	2017: 9 staff and faculty	New 2021
	Percentage of undergraduate baccalaureate degree students who complete the Citizenship Institutional Learning Outcome course with a minimum of C grade or better.	>4% increase	1-4% increase	<1% increase	80% of baccalaureate degree students who completed	TRU will begin tracking data for this indicator in Spring 2021	New 2021

saw the installation on several buildings of cutting-edge plastic window film which helps prevent birds from flying into and striking windows and either killing or hurting themselves. During this project, approximately 60 species of birds were identified as regular species on the campus. The window film project is ongoing and a motion was recently passed to make sure all new buildings go through an assessment to determine if film has to be applied to the windows.

Version 2.0 (March 2020)

Levels of Achievement

In your review of the annual mission fulfilment threshold ranges, consider what is acceptable (or not) on an **annual** basis. For example, ask yourselves:

Achieved

What does achievement look like? For example:

- an increase in retention rate of 2%; or, perhaps, 5%
- an increase in Indigenous students' sense of belonging, as evidenced by a sampling of Indigenous students' narratives

Minimally Achieved

What would be considered maintaining the status quo? For example:

- a 0% increase in intercultural activities delivered; or, perhaps, a range of -1 to +1%
- little change in students' ability to navigate university processes (e.g., admissions, advising, degree progression, etc.), as evidenced by a representative sample of students' journey maps.

Not Achieved

What would be considered problematic? For example,

- a decrease in tri-agency research dollars awarded by 2%; or, perhaps, 5%
- a decrease in the level of satisfaction with student support services, as evidenced by qualitative student responses to the NSSE survey.

Review the existing threshold ranges and determine if any changes need to be made. If so, provide a rationale.

Table 6: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1	>1	1	<1	
2.1	>1	1	<1	
3.1	>1	1	<1	
4.1	>1	1	<1	

Review the Five-Year Target (2018-2023)

Note: The current 5-year reporting cycle is 2018 – 2023. Unless exceptional circumstances require earlier review, leave this section blank.

Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

Table 7: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	55.06	Y	
2.1	39.53	Y	
3.1	51.23	Y	
4.1	29.33	Y	

Discussion

Finally, based on the analysis of the data available, identify risks and opportunities associated with the performance of the indicators. Comment on, for instance:

- themes or patterns in the data;
- implications of these findings;
- highlights and strengths;
- recommendations (if any); and/or
- outliers or unusual findings.

Indicator 1.1, Priority 1: Plan for Carbon Neutral and Net Zero Campus

TRU tracks scope 1 emissions (direct emissions from owned or controlled sources), scope 2 emissions (indirect emissions from the generation of purchased energy consumed) and is beginning to track scope 3 emissions and pursue initiatives that offset the carbon emissions associated with indirect value chain activities. TRU will be shifting away from fossil fuel use, like natural gas and petroleum, and instead focus on electric and renewable sources of energy for campus buildings and fleet. Where reductions are not possible, TRU will be looking at purchasing or developing offsets. TRU has worked to aggressively reduce energy consumption on campus, and the next step is to target net zero energy use by reducing energy loads, using energy-efficient technology, expanding on energy commissioning efforts, and investing in on-site renewable energy sources such as solar and geothermal.

TRU has been able to lower its emissions in yearly incremental amounts because of two main factors: use of cutting edge energy technology, and regular monitoring of energy levels. In 2019, however, it embarked on the start of a major project which has the potential to realize a dramatic drop in greenhouse gas emissions, and this is the Campus Electrification Project. Creative Energy is working on the planning of a three phase electrification plan with each phase encompassing various campus buildings, and which also includes City of Kamloops buildings and all Reach buildings. BC Hydro is excited about the project and is also contributing resources. Ground-breaking for Phase 1 should begin in 6 to 12 months, and all three phases should be complete in 4 to 6 years. Any buildings that are expected to be decommissioned will not be included in the plan. TRU is well on track to becoming a carbon neutral campus.

Indicator 1.1, Priority 2: Eliminate Single-Use Plastics and Other Single-Use Items

During the 2019-2020 school year TRU formed the Single-Use Item Elimination Task Force to conduct research and consult with key stakeholders with the aim to eliminate single-use items, especially plastic ones, around the campus. The task force goals are to meet monthly and adhere to the following principles:

- Research precedes any action to remove items;
- Have ample discussions with all stakeholders in order to get everyone on side;
- Come up with good alternatives to what single-use items are being taken away;
- provide good examples from other institutions/organizations of how these alternatives are working; and
- Write up a list of items to focus on and prioritize it. Here are items the task force is focusing on: creamers, Keurig cups, paper coffee cups, plastic pop and water bottles, plastic food containers, and cardboard clamshell containers.

To further support this priority in 2019/20, TRU introduced the following programs:

- **Installation of new water bottle refill stations around campus on a regular basis:** Since the start of the 2016-2017 school year, 21 new refillable water bottle stations have been installed on campus, bringing the total to 30. Six (6) stations were installed during the 2019-2020 school year.
- **Eco-Container refillable clamshell container program:** The program is free and uses reusable containers, and all patrons get a free punch-card. When they are done their meal and return the container, they get a stamp from a cashier. Once they return 10 containers and get 10 stamps, they get a free meal worth \$10.

Indicator 1.1, Priority 3: Integrate Sustainable Purchasing Throughout Campus Operations

The TRU Sustainable Purchasing Guide (revised August 19, 2019, attached as Appendix A) was created as joint project between the TRU Sustainability Office, TRU Purchasing, and Reeve Consulting, with input from the broader TRU Community and the Environmental Sustainability Advisory Committee.

Sustainable Procurement as a Policy is being established at TRU. For example, the Workshop “Advancing Sustainable Procurement at TRU,” cohosted by Reeve Consulting and the TRU Sustainability Office, was held on January 23, 2020; the agenda is attached as Appendix B. At this workshop, managers and administrators from across reviewed TRU’s Draft Sustainable Procurement Guide and High Impact Sustainable Procurement Opportunities List (attached as Appendix C), and they co-created a 2020 Sustainable Procurement Action Plan. These documents, together with senior management support, should make this Policy an institutional norm within TRU’s day to day operations across campus in the years to come.

Indicator 1.1, Priority 4: Conserve Potable Water

In a province like British Columbia (BC) where water appears to be abundant, it can be hard to see the need for water conservation. However, population growth, the expansion of industry and agriculture, and climate change impacts all place enormous pressure on the province’s water supply.

Based on discussions with the head of TRU Grounds, there was a plan this Spring (2020) to hire a consultant to conduct a full audit of the campus irrigation system, which would then be followed by a substantial investment in a new state of the art irrigation system of up to \$250,000. Due to the COVID-19 situation, however, which resulted in a drastic pull-back in the budget for this project, this plan is on hold for the foreseeable future.

Indicator 1.1, Priority 5: Advance Sustainability Performance of Campus Built Environment

The following are examples of programs initiated in 2019/20 to advance sustainability performance of the campus built environment:

Green Building Requirements for Institutional

Since TRU is a British Columbia public institution, all new building construction that takes place on campus are mandated to comply with being a LEED Gold certified building. This helps to assure building owners that their investment in a new facility yields superior performance in a variety of areas, including energy and water efficiency, storm water management, indoor environmental quality, materials usage, etc. Information about the government's requirements can be found [here](#).

Green Building Requirements for Market

The Reach has implemented sustainability measures in its condos, which include, but are not limited to, the following:

- Minimization of surface asphalt, which reduces the impact on the storm water system;
- Landscape design that utilizes drought resilient plantings (all native and hardy plants);
- Usage of an efficient, low-flow system with a rain gauge;
- Water conservation and efficiency, which are achieved by using low flow toilets that are LEED compliant, as well as ultra-low-flow faucets, shower heads, and toilets;
- Installation of only EnergyStar rated dishwashers, refrigerators, and washing machines;
- Use of water meters in each building;
- Ensuring that buildings comply with ASHRAE 90.1-2016 by utilizing an envelope trade off method for compliance, using an energy model
- Installation of Green Label Carpets;
- Use of 15% recycled drywall; and
- Use of Low-VOC paints for interior finishes.

Climate Adaptation and Resilience

TRU staff continue to improve climate adaptation and resilience by regularly

1. Monitoring dry vegetation around campus buildings (and remove it when necessary so it does not act as fuel should forest fires get too close), and
2. Attending government sponsored meetings, presentations and webinars on what universities can do to safe-guard themselves from climate change related threats.

Clean and Renewable Energy

Developing clean and renewable energy sources is one of the cornerstones of this effort as evidenced by the following:

- The brand new [Nursing and Population Health building](#) (built but not yet officially opened) has a 55 kw solar PV array on its roof, and also uses a new electric boiler to heat the building.

- TRU is part of a 1 MW solar PV system impact study conducted by BC Hydro for the Kamloops campus.
- Two other similar solar feasibility studies are complete and awaiting a decision to move forward
 - For the newly acquired Bandstra building, and
 - For the Upper College Heights residences (for a solar PV array over a new parking shelter).

Biodiversity

Approximately 50 of the 250 acre campus is wild grasslands. A slight disturbance many years ago of less than an acre caused several faculty members from the Science Department to undertake a restoration project. It began with pulling several invasive species from the area (Spotted Knapweed and Dalmatian Toadflax) and replacing them with native bunch grass species. Since several plantings are typically needed to restore these types of habitats, another bunch grass planting will take place in the next year. In order to keep the grassland area as pristine as possible, a disc golf course, which was initially believed to pose very little harm to the grasslands, was removed many years ago. A very small section on the top of a rocky knoll (of less than the 1/10th of an acre) has a weather monitoring station which is used to better understand how different types of weather affect the grasslands. The Lewis's Woodpecker, which is a native species and is threatened, is being monitored on the campus by faculty members. Over a year ago, a combination faculty and staff project saw the installation on several buildings of cutting edge plastic window film which helps prevent birds from flying into and striking windows and either killing or hurting themselves. During this project, approximately 60 species of birds were identified as regular species on the campus. The window film project is ongoing, and a motion was recently passed to make sure all new buildings go through an assessment to determine if film must be applied to the windows.

Bike Facilities and Accommodations

TRU continues to develop and improve its bicycle facilities and programs. The popular student and staff bike share program is being improved upon. There are now communal indoor bike lockers throughout the campus.

Electric Vehicles

TRU continues to add electric vehicles to its fleet on an as-needed basis and whenever it is feasible. Twelve new electric charging stations were added in 2020 and more will be added as the need arises. TRU has one all-electric car and one plug-in hybrid car, and both are available to staff for regional travel as part of the TRU Car Share program.

Car Share

After three years partnering with Zipcar to offer a simple car share program (simple car rentals) for students and staff, the company decided to pull out of BC once the COVID-19 pandemic hit in March 2020. TRU is looking at other companies to fill this void. TRU has renewed its contract with RideShark after working with the company for four years. It offers an online platform for ride sharing (car-pooling), and TRU is in the process of revising its program in light of the social distancing measures caused by covid-19. TRU's Car Share program (primarily for staff to use while on TRU business) has seen regular use of its four vehicles since it began three years ago. The fleet will be expanded on an as-needed basis.

Indicators 2.1 and 3.1, Priority 6: Champion Sustainability Beyond Campus for Global Impact *Student and Employee Sustainability Ambassador Programs*

TRU is committed to applying to the [Times Higher Education \(THE\) University Impact Rankings](#) by 2025. Because the THE University Impact Rankings measure global universities' success in delivering the UN SDGs, this further exemplifies TRU's mission to make a global impact with their sustainability initiatives.

The Student Sustainability Ambassadors Program began strong this past year. In September of 2019, 11 student ambassadors were selected out of 70 applications to champion sustainability across campus. Ambassadors actively communicated green habits and sustainable initiatives with the student body four days a week at tabling sessions. Additionally, ambassadors supported the the Campus Infrastructure and Sustainability department at several on-campus events and worked on a variety of 'give-back' projects. Give-back projects are events, initiatives, or research projects aimed at supporting the greater TRU and Kamloops communities. Examples of projects worked on and/or completed include, but are not limited to the following:

- Classroom visits to promote green habits and to teach students about zero waste stations & clean commuting;
- Composting workshop and pilot program (not fully completed);
- A cigarette butt clean-up in downtown Kamloops with education around zero-waste and cigarette butt disposal for volunteers*;
- Riverside Park and shoreline clean up. An annual event planned to educate the community and clean up a community space. This event was planned with support from the TRU student club, TRU ECO (postponed due to COVID-19); and
- "Where does our trash end up?" informational video (postponed due to COVID-19).

Even with COVID-19 restricting engagement and events, the Student Sustainability Ambassadors had a successful year, achieving over 1300 touchpoints, which are quantified as any sort of interaction with a student or community member about sustainability topics. With large amounts of interest in participating during the 2020-2021 academic year, and the COVID-19 pandemic impacting winter engagement in winter 2020, the program coordinator anticipates program growth in the following year, with upwards of 2100 touchpoints both at TRU and in the greater Kamloops community.

Sustainability in the Curriculum

While COVID-19 has interfered with its progress this year, student education about sustainability will continue to help achieve the priority "Champion Sustainability Beyond Campus for Global Impact": now that TRU's General Education Model has been adopted by the university, all undergraduate students will be required to demonstrate achievement of the Citizenship institutional Learning Outcome (ILO), which states, "A TRU graduate should be able to critically evaluate and apply socially responsible, sustainable and ethical behaviours," before they graduate.

Furthermore, the Sustainability Education in the Curriculum Steering Sub-committee, which reports to the Environmental Sustainability Advisory Committee of Senate, has a newly-created terms of reference (attached as Appendix D), which includes its commitment to promoting sustainability education. The sub-committee is currently planning to create an undergraduate interdisciplinary sustainability course that integrates a local Indigenous perspective. While COVID-19 temporarily interrupted the work of this sub-committee, the group has reconvened and is about to begin the preliminary work of creating this course. While the creation of this course will take time, ultimately offering it will increase student options for sustainability education that they can then bring to their communities and beyond.

Indicator 4.1, Priority 6: Champion Sustainability Beyond Campus for Global Impact Diversity & Affordability

TRU maintains a [Diversity and Inclusion](#) program based on its Employment Equity Policy which is intended to identify and eliminate barriers to employment and to promote an equal opportunity workplace. There are four staff Employment Equity Groups on campus, and 59% of staff are female. Tuition fees at TRU continue to be below the average cost for universities in British Columbia. According to [reports published by TRU's Institutional Planning and Effectiveness](#), the population of international students at TRU and the number of distance education students has been increasing steadily since 2015. Last year, 29% of the campus population 17% of TRU Open Learning students were comprised of international students for a total of 21% overall. However, these statistics are expected to change in the coming academic year due to the COVID-19 pandemic curtailing international travel. TRU has quickly pivoted to Virtual Classrooms, and TRU Open Learning is experiencing record enrollments for distance education courses. Even so, more work needs to be done to make TRU more accessible to all who choose to come here, and [we celebrate and embrace our diverse community](#). We need to increase faculty and staff representation of women, visible minorities, Indigenous people, gender fluid or non-binary people, and people with disabilities in all facets of campus life. [TRU supports the work of Truth and Reconciliation](#), and this journey continues with [TRU's Coyote Project](#): a pan-institutional initiative comprised of commitments from all nine faculties, Open Learning, the Library and TRU World and reflects TRU's commitment to meaningfully Indigenize its curriculum and services by honouring and integrating the values and traditions of the Secwepemc and Shuswap peoples on whose traditional lands TRU's Kamloops and Williams Lake campuses are situated. It also reflects the institution's, and its individual faculties' and divisions' longstanding respect for local Indigenous communities and commitment to fulfilling the recommendations of the [Truth and Reconciliation Commission](#).

Wellbeing and Work

As a partner in the community, the Human Resources Department at TRU focuses on supporting our diverse workforce through attracting and retaining top talent. The goal is to incorporate Sustainability, wellbeing and safety into Human Resources (HR) programs and policies. To that end, TRU and HR have deployed the following strategies:

- Assessed employee engagement and satisfaction through the use of an annual anonymous survey and regular issue-specific pulse checks like the June 2020 COVID-19 Feedback Survey that polled TRU employees on their experience with working, wellness, and supports during the current Pandemic.
- Continued the work of the [TRU Wellness Centre](#) to provide counseling, referral, and wellbeing services to all students. Promoted available resources and mental health awareness initiatives on campus through Lunch and Learns and new CUPE Wellness Coordinator hired as a result of the 2019 Collective Agreement.
- Highlighted exceptional sustainability ideas/performance through awards administered through the Sustainability Office and ESAC. It is recommended these awards be brought into the President's to create a higher profile and stronger awareness.
- Continued to promote a culture of safety on campus and raise awareness of security and safety options available to students, faculty, and staff. All staff are required to complete WHMIS training, plus COVID-19 PPE and Safe Return to Work courses.
- Developed sustainable compensation guidelines and/or collective bargaining agreements to advance the living wage status of contract workers on campus. The new Collective Agreements and CUPE Job Evaluation enhancements have aided this process.
- Identified and implemented strategies to reduce the total number of reportable workplace injuries and occupational disease cases through the use of an effective occupational health and safety management system.

Planning and Administration

Sustainability is a core value in TRU's institutional and administrative framework. We see this reflected in the new TRU vision and values that were approved by the Board of Governors in March 2020 and in the new Campus Sustainability Strategic Plan (2020-2025):

VISION STATEMENT

Sustainability is at the core of our values. We are regarded among our peers as a leader in sustainability and we proactively identify opportunities for continuous improvement towards sustainability—both on and off campus. We walk the talk with integrity and work together across departments to fulfil our vision. (CSSP, p. 20)

Thank you!

Determining indicators and reporting on Mission Fulfilment is an important task. Your work keeps the University focused on its mission.

To send feedback on the process, please contact TRU's Accreditation Liaison Officer, Alana Hoare at ahoare@tru.ca.