



CAMPUS STRATEGIC SUSTAINABILITY PLAN 2020–2025

December 2019



**THOMPSON
RIVERS
UNIVERSITY**

Thompson Rivers University
**CAMPUS
STRATEGIC
SUSTAINABILITY
PLAN 2020–2025**

December 2019

Table of Contents

1.0	Introduction	1
	Context.....	2
	Key Drivers of Change	6
2.0	About the Plan	11
	Creating the Plan	12
	Structure of the Plan	16
3.0	Vision	19
	Vision Statement.....	20
	Sustainability Priorities.....	20
	Six Sustainability Priorities.....	21
4.0	Goal 1: Operations & Planning.....	29
	1.1 Design & Construction	30
	1.2 Buildings Energy & Air Quality.....	34
	1.3 Campus Grounds	38
	1.4 Transportation.....	40
	1.5 Waste	44
	1.6 Water	48
	1.7 Food & Dining.....	50
	1.8 Purchasing.....	52
5.0	Goal 2: Advocacy & Engagement	55
	2.1 Campus Engagement	56
	2.2 Community Engagement.....	60
6.0	Goal 3: Learning.....	63
	3.1 Curriculum	64
	3.2 Research.....	68
7.0	Goal 4: Administration	73
	4.1 Governance	74
	4.2 Equity, Inclusion & Access	78
	4.3 Human Resources.....	80
	4.4 Investment.....	82
	4.5 Monitoring & Communication	84





THOMPSON RIVERS UNIVERSITY

November 27, 2019

I am pleased to introduce Thompson Rivers University's new five-year Campus Strategic Sustainability Plan. This plan was shaped by input from hundreds of members of TRU's community from April to November 2019, including through a town hall, an online survey, targeted interviews, and focus groups. As a result of the input received, TRU's Office of Sustainability developed the plan, which will guide the university's sustainability efforts from 2020 to 2025.

TRU has identified "Increasing Sustainability" as a strategic priority since 2013, resulting in the development of TRU's first Campus Strategic Sustainability Plan (SSP). The plan provided a framework to measure and make improvements on four key sustainability-related areas — Operations, Engagement, Learning, and Governance.

In 2018, TRU became the first post-secondary institution in Canada to earn a platinum rating for its sustainability initiatives and achievements through the Sustainability Tracking and Assessment Rating System (STARS). This outstanding achievement was the result of the perseverance, passion and hard work of the entire TRU community.

STARS, developed by the Association for the Advancement of Sustainability in Higher Education (AASHE), is recognized by 931 institutions in 37 countries as the most comprehensive benchmarking tool for sustainability in higher education.

In addition to being one of only five institutions to ever achieve a platinum rating, TRU is currently the highest rated institution globally. The progress TRU has made re-affirms the university's commitment to meeting or exceeding the requirements of BC's Greenhouse Gas Reduction Targets Act.

Since I have joined TRU, it has been clear that sustainability is central to the ethos of campus and is a source of pride within the TRU community. What the university has achieved is proof that planning makes a difference. When we set goals and work together - when individual actions are aligned in a common direction — we are capable of breakthrough progress on one of the greatest challenges of our time.

TRU continues to be recognized as a global leader in advancing sustainability, and through our work, we are demonstrating how organizations can make necessary changes in order to address climate change and advance the United Nations Sustainable Development Goals.

TRU is committed to continuing to be a global sustainability leader and looks forward to continuing to work toward creating a more sustainable world for our future and for the generations that come next.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brett Fairbairn".

Brett Fairbairn,
President & Vice-Chancellor





TRU Indigenous Education ~ 805 TRU Way ~ Kamloops, BC ~ V2C 0C8
(P) 250.828.5227 ~ (F) 250.828.5236

Indigenous Education

The TRU Kamloops campus is situated on Tk'emlúps te Secwépemc territory and we acknowledge and thank them for allowing us as guests in their territory.

Since time immemorial Secwépemc people have occupied this territory we call Secwepemcúlecw (*the land and territory of the Secwépemc people*). We refer to this area which spans from the Columbia River valley along the Rocky Mountains, west to the Fraser River, and south to the Arrow Lakes region. Historically there were 32 traditional campfires, today 17 Secwépemc bands remain as caretakers of our respective territories. We thank Tqeltkúkwi7 (Creator) that has blessed us with the land, water, animals, plants, and medicines. We work together in partnership with everyone in this territory to protect this land. We are stewards and caretakers of Mother Earth. When one aspect of our environment changes, the repercussions are felt by all. Sustainability means everyone working towards the same goal of protecting our land and resources which ensures the livelihoods of future generations, or as our Elders and Kukpi7's (Chiefs) remind us "for those yet unborn."

I am pleased to be a member of the TRU Sustainability committee and provide an Indigenous lens through which to view our campus, the partnerships that we create, and for the important work we do at the University.

Tina Matthew, Simpcw First Nation
Associate Director TRU Indigenous Education



EARTH DAY PLEDGE

RECYCLE
MORE!!



Introduction

CONTEXT

Sustainability at TRU

In 2009, TRU started the Sustainability Office (originally called the Environment and Sustainability Office) with the appointment of Dr. Tom Owen, as Director of Sustainability. In the early years, the Office focused its efforts on identifying opportunities for energy conservation. In response to the 2014–2019 Campus Strategic Plan that identified sustainability as a key priority for TRU, a comprehensive Campus Strategic Sustainability Plan (CSSP) was created in 2014 to help direct TRU's actions towards a broader set of sustainability priorities. The plan called for a 5-year review and in 2019 TRU initiated the process for updating the CSSP. Simultaneously in early 2019, TRU embarked on the Envision engagement process to seek input to TRU's strategic plan and vision for the future. TRU community members expressed that sustainability initiatives are of utmost importance. Recommendations and insights from engaged community members encompass the entirety of the triple-bottom line (economic, social, and environmental components to sustainability). This process further highlights the importance of updating the CSSP and aligning it with the strategic vision of TRU and its community members.

While the commitment toward sustainability involves every department, the keepers of the sustainability plan and vision resides with the Sustainability Office. The TRU Sustainability Office has three full-time staff and relies on several part-time students conducting research and acting as campus ambassadors. The Campus Strategic Sustainability Plan is the key document that sets out the priorities and actions for the Sustainability Office and the respective departmental partners working towards TRU's sustainability priorities and advancing its performance rating under the Sustainability Tracking, Assessment & Rating System (STARS).

Sustainability Tracking, Assessment & Rating System™ (STARS)

The organizational framework of the CSSP is closely aligned with the Sustainability Tracking, Assessment & Rating System™ (STARS) established by the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS is a fully transparent reporting tool for universities and colleges to measure their sustainability performance and benchmark it against other comparable institutions. STARS addresses performance in four areas: academics, engagement, operations, and planning and administration.

As a charter STARS participant, TRU was among the first wave of institutions to commit to completing the assessment in 2010. TRU obtained a Silver ranking with its first report in 2011. The second report gained a Gold ranking in 2015, and in 2018 TRU submitted its third report which received a Platinum rating with a score of 88.31—the highest ever achieved by any institution!

Figure 1. TRU's STARS Assessment Rankings



While this progress is a call for celebration, this plan update offers an opportunity to recommit to the actions TRU has already made, in order to maintain a solid foundation, and to take stock of gaps and opportunities where progress still needs to be made.


















UN Sustainable Development Goals














Universities play a key role in addressing global challenges. As hubs for education, research, and community involvement, academic institutions can facilitate long-lasting effects and societal change. To address the global challenges we face, the United Nations developed the Sustainable Development Goals (SDGs). These goals challenge us to work towards a better and more sustainable future globally.

The SDGs provide TRU with a holistic roadmap to address all aspects of sustainability (social, environmental, and economic) for both TRU and the campus community. This plan addresses themes and strategic actions that help TRU align with the SDGs. For each of the themes presented in this plan the corresponding SDG is illustrated, and summarized below:






























TRU is committed to tracking progress against the UN's SDGs, by integrating SDGs into research and curriculum, with the goal of applying to the Times Higher Education (THE) University Impact Rankings by 2025. THE University Impact Rankings measure global universities' success in delivering the UN SDGs. This supports TRU's Sustainability Priority to Champion Sustainability Beyond Campus for Global Impact (see p. page 27).

Themes


















 Campus Engagement	 Community Engagement	 Curriculum	 Research	
 Governance	 Human Resources	 Investment	 Monitoring & Communication	 Equity, Inclusion & Access
 Design & Construction	 Buildings Energy & Air Quality	 Campus Grounds	 Transportation	 Waste
 Water	 Food & Dining	 Purchasing		

Sustainable Development Goal	Related Campus Strategic Sustainability Plan Theme Areas
 <p>Economic growth must be inclusive to provide sustainable jobs and promote equality.</p>	  
 <p>The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.</p>	None
 <p>Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development.</p>	      

Sustainable Development Goal	Related Campus Strategic Sustainability Plan Theme Areas
 <p>Obtaining a quality education is the foundation to improving people's lives and sustainable development.</p>	
 <p>Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.</p>	
 <p>Clean, accessible water for all is an essential part of the world we want to live in.</p>	
 <p>Energy is central to nearly every major challenge and opportunity.</p>	
 <p>Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.</p>	
 <p>Investments in infrastructure are crucial to achieving sustainable development.</p>	
 <p>To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.</p>	
 <p>There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.</p>	

Sustainable Development Goal		Related Campus Strategic Sustainability Plan Theme Areas
 <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	Responsible Production and Consumption	    
 <p>13 CLIMATE ACTION</p>	Climate change is a global challenge that affects everyone, everywhere.	   
 <p>14 LIFE BELOW WATER</p>	Careful management of this essential global resource is a key feature of a sustainable future.	  
 <p>15 LIFE ON LAND</p>	Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.	  
 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	Access to justice for all, and building effective, accountable institutions at all levels.	   
 <p>17 PARTNERSHIPS FOR THE GOALS</p>	Revitalize the global partnership for sustainable development	   

Themes

 Campus Engagement	 Community Engagement	 Curriculum	 Research
 Governance	 Human Resources	 Investment	 Monitoring & Communication
 Design & Construction	 Buildings Energy & Air Quality	 Campus Grounds	 Transportation
 Water	 Food & Dining	 Purchasing	 Equity, Inclusion & Access
			 Waste

KEY DRIVERS OF CHANGE

Universities are charged with preparing students for the future marketplace and are often at the forefront of evolving economic, environmental, and social trends. Universities are therefore charged with not only incorporating sustainable practices into their curricula and internal operations but are expected to act as thought and practice leaders. Being aware of the key drivers of change helps prepare TRU in planning for the future.

Resource Scarcity

The world's population is projected to rise to more than 9.8 billion people by 2050. In addition to population growth, rising living standards will result in unprecedented demands for natural resources. Many of the resources that are considered renewable (i.e. forests and fresh water) may become finite, as human demands are growing more quickly than the ability of natural processes to replenish them. In Kamloops, water and energy consumption rates are some of the highest in Canada on a per capita basis, and watershed protection has been identified as an area of concern¹. In Kamloops over the last decades, increased public education efforts and the phasing in of water meters in the City has resulted in the steady decrease in water consumption. This is a positive overall trend for the City, however, future climate projections for the region indicate that water scarcity will continue to be an issue for the area. It is essential for institutions to address their demands on natural resources such as water, energy, and land and to turn their wastes into resources. This affects all areas of the institutions' design and operation, such as how buildings are constructed, how they operate, what materials and equipment the institution procures, etc. Reducing consumption of energy and water should be a primary driver of the CSSP.

Climate Change

The consequences of a rapidly warming climate are already being felt across the globe. From more frequent and intense superstorms and heatwaves, to rising sea levels and diminishing Arctic sea ice, the direct and indirect impacts to human and ecosystem health are wide ranging and potentially devastating. In June 2019, the Canadian Government declared a climate emergency to recognize that climate change is a real and urgent crisis and called for Canada to commit to meeting its national emissions target under the Paris Agreement in order to limit the future negative effects of global warming. At a regional level, future climate projections² show that under a 'business-as-usual' greenhouse gas emissions scenario, Kamloops can expect to experience the following high-level climate trends and accompanying impacts:

- Significant increase in very hot days (days above 30°C), increase in cooling degree days and increase in tropical nights (where nighttime temperatures remain above 20°C), leading to overall increase in energy consumption for cooling.
- Longer frost-free seasons, fewer freeze-thaw cycles, decreases in heating degree days, leading to overall decreases in energy consumption for heating.
- No significant increase in annual precipitation, however, extreme precipitation events are expected to increase in intensity and frequency. This is associated with higher likelihood of urban flooding as existing stormwater conveyance infrastructure may be undersized due to historical design practices.

1 <http://www.kamloops.ca/communityplanning/pdfs/11-SustainableKamloopsPlan-Foundations-12-11.pdf>

2 <https://www.pacificclimate.org/analysis-tools/plan2adapt>

- Increased risks of wildfires and related air quality concerns, leading to higher risks of property damage or loss from wildfires, and increased negative health impacts from poor air quality.
- Potential negative impacts to local water supply availability, leading to higher stresses on water supply systems and cost to consumers.

The impacts of climate change will impact everyone, from the TRU Campus to the Kamloops community and beyond. As such, anticipating and proactively adapting to future climate change is a driver for TRU.

Political and Regulatory Environment

At a macro level, there are many relevant policy drivers that support the update of the CSSP. For example, the Pan Canadian Framework for Clean Growth and Climate Change has a focus on reducing greenhouse gas emissions through improving energy efficiency in buildings. This is reiterated at the Provincial level through the CleanBC plan and policies such as BC's Energy Step Code which specifies energy performance metrics based on building typology. Furthermore, TRU is held to the Provincial policy for all new public sector construction to be certified to LEED Gold³, a green building rating system that has minimum performance requirements in energy, water and resource consumption, and other environmental measures.

Truth and Reconciliation

Reconciliation with Canada's Indigenous peoples is another national priority. To redress the legacy of residential schools and to advance reconciliation, the Truth and Reconciliation Commission of Canada called on governments, educational and religious institutions, civil society groups and all Canadians to take action on the 94 Calls to Actions, including a number of actions specific to education.

TRU's Kamloops campus is situated on the land of the Tk'emlúps te Secwépemc within Secwépemc'ulucw, the traditional territory of the Secwépemc people. TRU's Williams Lake campus is situated on the lands of the T'exelc (Williams Lake Indian Band), within the traditional territory of the Northern Shuswap people. In addition, there are over 40 First Nations⁴ in the regional vicinity of the two campuses, making meaningful engagement and consultation with Indigenous peoples an essential part to TRU's leadership and commitment to sustainability.

Student Demographics and Attitudes

Campuses are unique environments that combine high-turnover student populations alongside typically slower-turnover administration populations. This can bring varying perceptions within the campus community, as was evident in the CSSP survey. Where students feel passionate about sustainability and want to see more being done, staff tend to feel it is less of a concern. This in part can be explained by the varying degrees of awareness between these two groups of what has been happening regarding sustainability on campus. The higher refresh rate for students brings new energy and momentum, whereas administration / faculty tend to be more apathetic with less interest in change. This dynamic suggests that actions and sustainability messaging should account for differences in audience groups on campus.

3 LEED stands for Leadership in Energy and Environmental Design, a global green building rating and certification framework.

4 <https://bcafn.ca/community-profiles/?region%5B%5D=thompson-okanagan>

Furthermore, in an increasingly globalized world, competition for attracting the best and brightest students is no longer occurring at the regional level, but the international level. In Canada, the student population as a whole is becoming more diverse, both in terms of their cultural background and in their method of study. In 2016, international students accounted for approximately 12% of all university students in Canada, and the international student population is growing at an annual rate of 11%⁵. Each semester, TRU welcomes 3,000 international students from more than 90 countries around the world.

To attract the most talented students and faculty, universities are challenged to provide and help facilitate quality student experiences, services, and excellence in teaching and research. Technology changes have made it possible to market to and attract students from distant places; even the way learning and teaching is happening is changing due to technology (such as online courses / distance learning).

With this shift in demographics comes social challenges for cultural expression and accommodating diversity. Greater international populations also often present challenges for sustainability as increasing portions of the population have diverging levels of understanding and sometimes values, for example, regarding solid waste sorting.

Complete Campus Neighbourhoods

Universities are no longer isolated academic institutions. Thompson Rivers University is the fourth largest employer in the City of Kamloops, and a significant contributor to regional economic and sustainable growth⁶. University students, faculty, and employees are residents in the community, and as an overall community partner, the university is influenced by (and can influence) local land use planning, traffic patterns, and other policy objectives.

The trend is to integrate campuses with the community for a live-work-play and learning destination. This change is evident in the 2013 Campus Master Plan that calls for TRU to create a destination where people come to learn, live, and play. Through the creation of the wholly owned Thompson Rivers University Community Trust (TRUCT) in 2011, TRU is building this vision—incorporating market housing, retail, and other uses alongside its institutional portfolio. Marketed as The Reach, TRU is building a new community in Kamloops. This requires closer integration and coordination between the institution, surrounding landowners, transit authorities, the community, etc. It also requires greater definition of sustainability performance expectations for non-institutional developments on campus, so that the entire neighbourhood (institutional and market development) visibly demonstrates TRU's commitment around sustainability.

5 <https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128c-eng.htm>

6 <http://venturekamloops.com/labour-force/major-employers/>





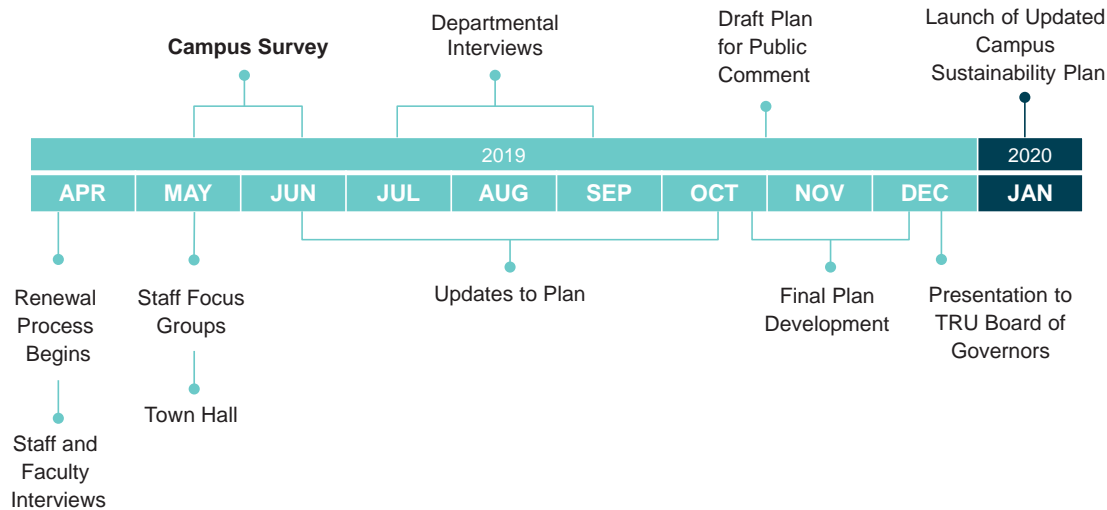
About the Plan



CREATING THE PLAN

The CSSP process was an eight-month long process that initiated in April 2019 and concluded in December 2019. The diagram below illustrates the key elements of the engagement strategy.

Figure 2. CSSP Process Timeline



Environmental & Sustainability Advisory Committee

The Environment & Sustainability Advisory Committee (ESAC) was engaged at the outset to review the process and timeline, and the committee provided input on the draft CSSP.

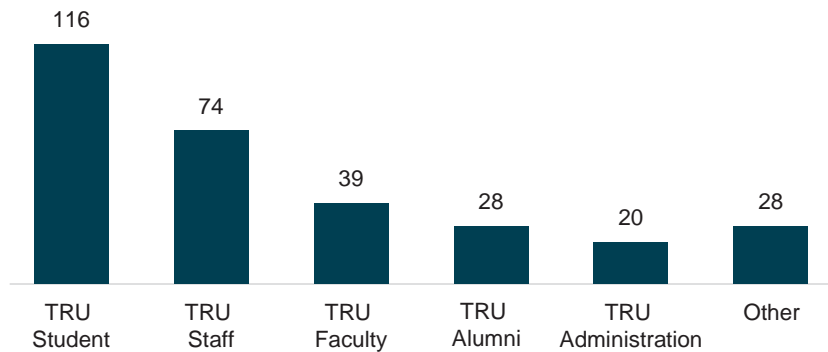
Campus Community Town Hall & Survey

The campus community was invited to a Sustainability Town Hall session on May 14th to learn more about TRU's progress over the last 5 years and to contribute their input regarding sustainability on campus. There were 22 attendees at the Town Hall on May 14th. Of the 22 attendees, 9 were staff, 4 were administration, 7 were students, and 2 were faculty.

To reach the broader off-campus community during the summer term, an online survey was run from May 14th to June 3rd. A 30-minute presentation summarizing the current sustainability status at TRU and accomplishments achieved to date was made accessible to participants. A total of 329 people participated in the survey, of which 305 identified themselves to be a part of the following stakeholder groups (24 participants did not self-identify): TRU Student, TRU Staff, TRU Faculty, TRU Alumni, TRU Administration, Other.

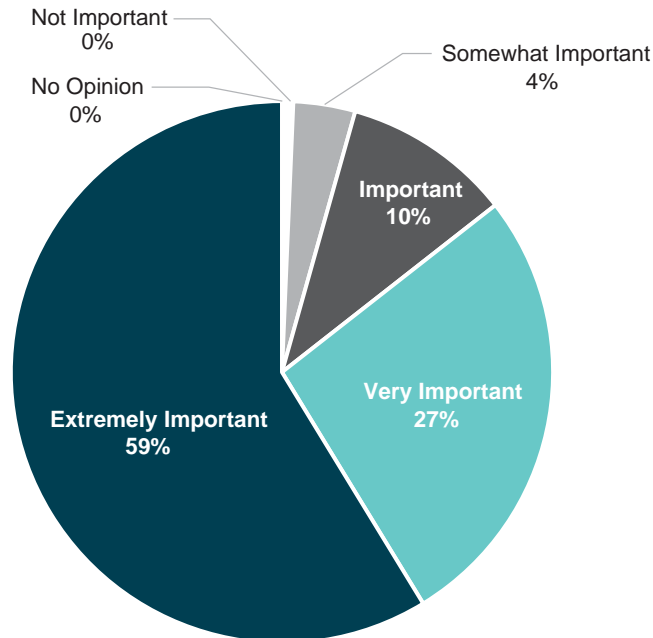
The survey and townhall were promoted through social media, the Sustainability Office website and the Leadership, Relationships, Alignment and Communications (LRAC) group.

Figure 3. Survey Respondent Demographics



When asked how important sustainability is to them as a core value and that TRU maintains a leadership position, 298 participants responded to this question (292 via the survey and 6 via the town hall). Overall, 59% felt that it was “Extremely Important” that TRU define sustainability as a core value, while an additional 37% viewed it as “Very Important” or “Important”. Students tended to indicate a higher level of importance, while administration indicated a relatively lower importance, yet still very important.

Figure 4. How important is it to you that sustainability be identified as a core value for Thompson Rivers University and that we continue to be viewed as a sustainability leader among higher education institutions?



Focus Group Sessions

Two focus sessions were held with key staff and TRUCT representatives:

Climate Vulnerability & Adaptation Session

On May 14, 2019, representatives from facilities, finance, and sustainability participated in a half-day focus group on climate vulnerability and adaptation. The focus group conducted a high-level climate vulnerability assessment for the campus. The focus group reviewed future climate projections for Kamloops up to 2050- and 2080-time lines under the 'business-as-usual' greenhouse gas emissions scenario with a view of the potential impacts to campus infrastructure, operations and maintenance, emergency preparedness, delivery of education and research missions, and campus community health and wellbeing. The assessment concluded that the highest climate risks to the campus community are wildfires, poor air quality related to wildfires, and heat waves. These risks can be mitigated through building design and operations measures, emergency preparedness planning, and community education and awareness. Strategies for addressing these risks are referenced within the CSSP.

Buildings Energy & Carbon Session

On May 15, 2019, representatives from facilities, finance, and sustainability participated in a half-day session to discuss options for achieving deep energy conservation in the context of pursuing a carbon neutral campus. The GHG intensity of 30 buildings on campus were analyzed and ranked based on their heating and domestic hot water (DHW) systems type and the size of the building. The ranking identified buildings that should be high priorities for inclusion in energy efficiency, electrification, and zero carbon programs. A series of strategies were identified to inform the CSSP.

Departmental Interviews (July 2019)

During the month of July 2019, several interviews were conducted with departmental champions / partners. The interviews were targeted at identifying the key actions and responsibilities, and timeframes as they relate to the various partners' areas of responsibility in the CSSP. In addition to the Director of Sustainability, various partners were engaged including the Academic Committee, Director of Facilities, Director of Engineering and Construction, Executive Director of Human Resources, Dean of Students, Executive Director for Indigenous Education, AVP Research and Graduate Studies, Student Research and Public Engagement Manager, Learning and Faculty Development Coordinator, Faculty of Science Senior Lecturer, the Centre for Excellence in Learning and Teaching (CELT), Interim Associate Dean at TRU Williams Lake Campus, and the Campus Coordinator at TRU Williams Lake Campus.

Date	Interview Topics
July 5, 2019	<ul style="list-style-type: none"> • Waste • Water
July 8, 2019	<ul style="list-style-type: none"> • Grounds • Food & Dining • Purchasing • Transportation • Community Engagement
July 16, 2019	<ul style="list-style-type: none"> • Buildings Energy & Air Quality • Design & Construction
July 18, 2019	<ul style="list-style-type: none"> • Faculty Plan alignment
July 19, 2019	<ul style="list-style-type: none"> • Equity, Inclusion, & Access • HR (related to employees)
July 22, 2019	<ul style="list-style-type: none"> • Investment • Governance • Monitoring & Communications • Campus Engagement • Equity, Inclusion, & Access (specifically, indigenization of campus & curriculum)
July 24, 2019	<ul style="list-style-type: none"> • Williams Lake Campus
July 23, 2019	<ul style="list-style-type: none"> • Equity, Inclusion, & Access • Campus Engagement • HR (related to students)
August 19, 2019	<ul style="list-style-type: none"> • Curriculum • Research
August 22, 2019	<ul style="list-style-type: none"> • Curriculum

STRUCTURE OF THE PLAN

The CSSP is a comprehensive plan that takes a holistic view of strategies over the next 5 years—incorporating more than 117 recommended strategies across four key focus areas (goals): Operations & Planning, Advocacy & Engagement, Learning, and Administration. These strategies are not all the responsibility of one department or office, rather they are shared among many. The CSSP is intended to provide a framework for various TRU departmental and operational units who have a role in advancing the campus sustainability initiatives. This comprehensive approach will allow each office or department to see where and how it can play a role in TRU's sustainability journey.

Most of the strategies are recommended for implementation over the short term (one to three years) and medium term (three to five); however, the plan includes several strategies for consideration over the longer term (five plus years). These have been included to provide points of reference for longer term planning and resource allocation.

The CSSP framework is illustrated on the opposing page and is comprised of the following key elements:

Vision	The vision for the future is comprised of a brief Vision Statement that describes what TRU will be like in the future, as well as six Sustainability Priorities that relate to, and especially drive TRU, towards its sustainability vision in the next five years.
4 Goals	The CSSP is closely aligned with the STARS rating system and sets high level goals consistent with those established by STARS in four key focus areas. The focus areas and the corresponding themes are illustrated below.
17 Themes	The themes build on the goals and the general alignment with the STARS rating system.
Current Reality Where are we?	The current reality describes, in a snapshot, the highlights of what TRU has accomplished and where it is at with regards to the particular theme.
Desired Outcomes Where do we want to be?	One or more desired outcomes for each theme helps to describe the future that TRU strives towards.
117 Strategies What needs to be done?	The strategies identify what TRU aims to address to help move the institution towards its desired outcomes, and ultimately its goals and vision.

VISION

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.

SUSTAINABILITY PRIORITIES

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
6. Champion Sustainability Beyond Campus for Global Impact

GOALS



Operations & Planning

Our commitment to sustainability is evident in how we develop, operate, and maintain our campuses and regional centers.



Advocacy & Engagement

The TRU community are sustainability ambassadors on and off campus.



Learning

TRU is a recognized as a leading academic institution for advancing sustainability education and research.



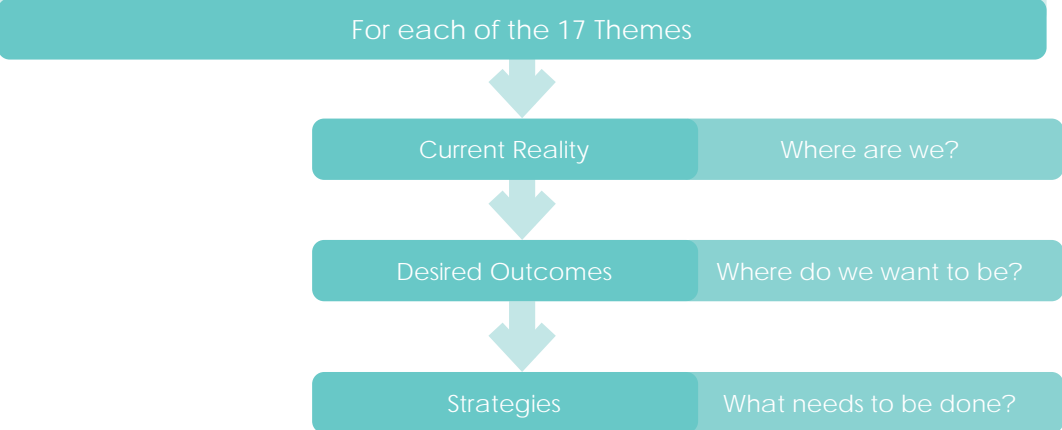
Administration

Sustainability is a core value in our institutional / administrative framework.

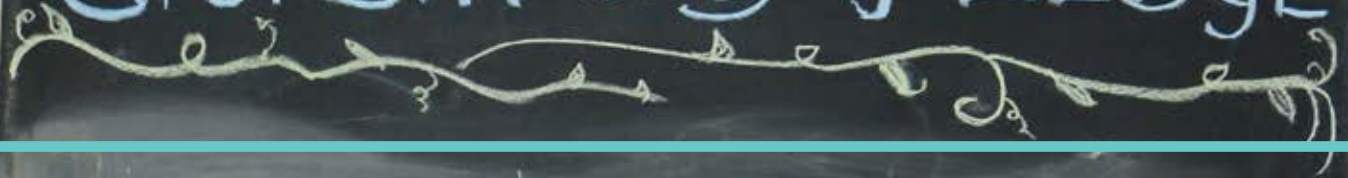
THEMES

Design & Construction	Campus Engagement	Curriculum	Governance
Buildings Energy & Air Quality	Community Engagement	Research	Human Resources
Campus Grounds			Investment
Transportation			Monitoring & Communication
Waste			Equity, Inclusion & Access
Water			
Food & Dining			
Purchasing			

CURRENT REALITY + DESIRED FUTURES



EARTH DAY PLEDGE



Walk to work
every day!



Vision



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.

SUSTAINABILITY PRIORITIES

This plan provides a comprehensive list of goals, themes, and strategies for TRU. Six sustainability priorities have been identified. These priorities relate to and drive TRU's sustainability vision for the next five years.

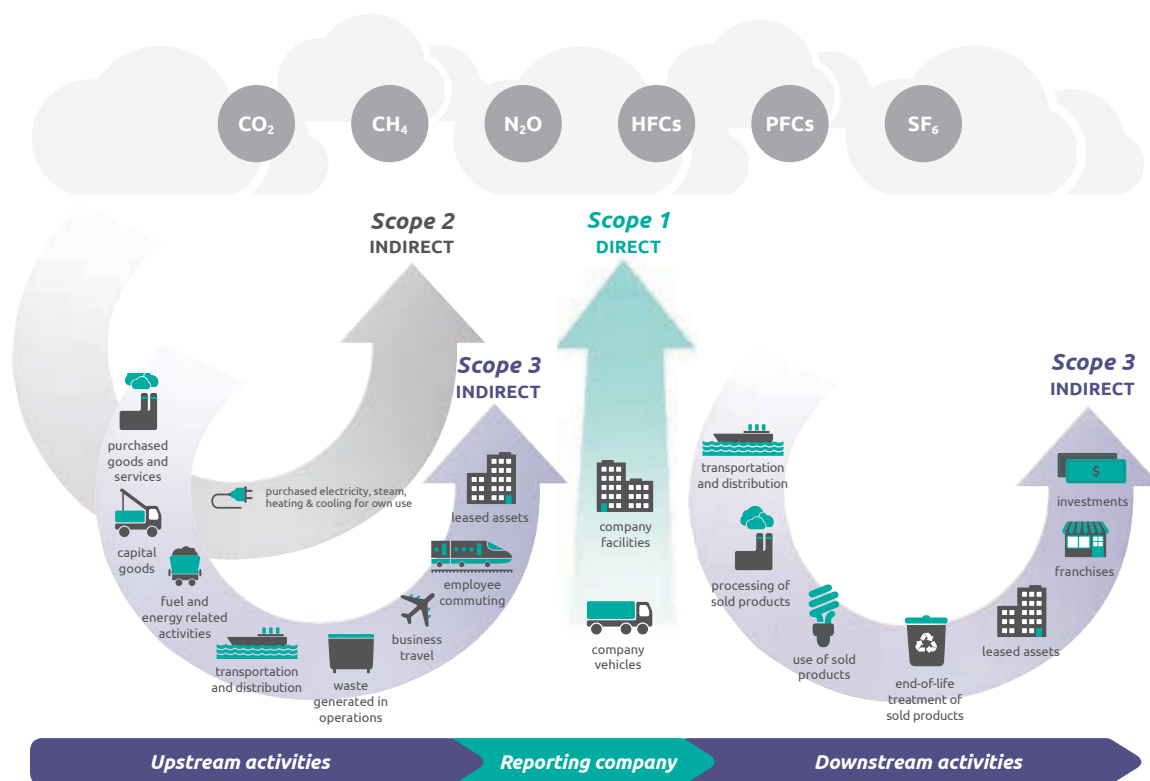
1. Plan for Carbon Neutral and Net Zero Campus
2. Eliminate Single-Use Plastics and Other Single-Use Items
3. Integrate Sustainable Purchasing Throughout Campus Operations
4. Conserve Potable Water
5. Advance Sustainability Performance of Campus Built Environment
6. Champion Sustainability Beyond Campus for Global Impact

SP1

Priority 1: Plan for Carbon Neutral and Net Zero Campus

Carbon neutrality is about taking responsibility for the carbon pollution or greenhouse gas (GHG) emissions generated through campus operations and actively working to eliminate these emissions. According to the *GHG Corporate Accounting and Reporting Standard*, scope 1 emissions include direct emissions from owned or controlled sources, scope 2 emissions include indirect emissions from the generation of purchased energy consumed, and scope 3 emissions include indirect emissions from value chain activities (see Figure 5). TRU uses this standard for their GHG reporting and goal setting. Currently, buildings account for nearly all the scope 1 and scope 2 emissions at TRU. TRU's goal for carbon neutrality is inclusive of scope 1 and scope 2 emissions, and exclusive of scope 3 emissions. However, TRU 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.

Figure 5. Overview of GHG Protocol Scopes and Emissions Across the Value Chain



Source: Greenhouse Gas Protocol, 2013, Corporate Value Chain (Scope 3) Accounting and Reporting Standard⁷

7 https://ghgprotocol.org/sites/default/files/standards/Corporate-Value-Chain-Accounting-Reporting-Standard_041613_2.pdf

TRU has also 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 is implementing these net zero energy strategies into building design, upgrades, and other on-campus initiatives; with the goal of having campus energy covered entirely by on-site renewable sources.

Specific strategies identified in this plan that relate to achieving this Strategic Priority include:

- 1.1.1 Showcase Projects
- 1.1.2 Commissioning Process
- 1.1.3 Green Building Requirements for Institutional
- 1.1.5 Green Building Requirements for Market
- 1.2.1 Greenhouse Gas Emissions Reduction
- 1.2.4 Facility Scheduling
- 1.2.5 IT Energy Savings
- 1.2.7 Clean and Renewable Energy
- 1.2.8 Building Energy Efficiency
- 1.2.9 Emissions Inventory and Disclosure
- 1.4.5 Car Share
- 1.4.6 Electric Vehicles
- 1.4.11 Scope 3 Emissions Tracking

SP2

Priority 2: Eliminate Single-Use Plastics and Other Single-Use Items

Since the 2014 CSSP, TRU has moved aggressively towards a goal of zero waste on campus with the implementation of a campus composting. Efforts toward zero waste will continue while simultaneously addressing the growing challenge around single-use plastics and other single-use items.

Single-use plastics are products that are designed to be used once and then disposed of, such as plastic shopping bags, straws, water bottles, and cutlery. These plastics don't decompose and instead break down into tiny particles known as microplastics that enter the food chain. The federal government in 2019 announced its intention to ban certain single-use plastics starting in 2021. TRU has an opportunity to lead and respond to the campus community's concerns by aggressively identifying opportunities and working with its partners and suppliers towards a campus free of single use plastics, with additional focus on eliminating all single-use items on campus.

Specific strategies identified in this plan that relate to achieving this Strategic Priority include:

- 1.5.2 Waste Minimization
- 1.5.3 Waste Diversion
- 1.5.5 Waste Signage
- 1.5.6 Event Management
- 1.5.8 Construction and Demolition Waste Diversion
- 1.5.9 Single-Use Plastic
- 1.6.2 Water Bottle Refill Stations

SP3

Priority 3: Integrate Sustainable Purchasing Throughout Campus Operations

As TRU procures large volumes of products and services, it has the potential to help drive market changes in Kamloops and beyond. TRU's purchasing decisions can drive innovation, improve workplace and environmental outcomes, and support a commitment to walk the talk. TRU is committed to taking a holistic approach to sustainable purchasing, throughout every aspect of campus operations and decision-making.

It is a priority for TRU to use its purchasing power to secure quality products, services and construction at competitive prices while considering key environmental and social benefits over the entire lifecycle of the product or service. A sustainable purchasing policy will help guide and embed sustainability into all TRU's purchasing decisions and will act as a mechanism for TRU to achieve broader objectives around carbon neutrality, employment equity, energy efficiency, waste management, etc. Practices like buying local, choosing green products, considering lifecycle cost, and working with business that share TRU's sustainability values will be central to the criteria used when selecting suppliers, products, and services.

Specific strategies identified in this plan that relate to achieving this Strategic Priority include:

- 1.2.7 Clean and Renewable Energy
- 1.5.1 Paper Reduction
- 1.5.2 Waste Minimization
- 1.5.6 Event Management
- 1.5.8 Construction and Demolition Waste Diversion
- 1.5.9 Single-Use Plastic
- 1.7.1 Food and Beverage Purchasing
- 1.7.3 Low Impact Sustainable Dining
- 1.7.4 Supply Chain Policy
- 1.8.1 Office Paper Purchasing
- 1.8.2 Cleaning and Janitorial Product Purchasing
- 1.8.3 Sustainable Procurement Policy
- 1.8.4 Fair Trade Campus
- 4.3.6 Employee Compensation
- 4.4.1 Sustainable Investment

SP4

Priority 4: Conserve Potable Water

Living 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.

In BC, 490 litres of water are consumed on average per person per day, much higher than the Canadian average of 330 litres per person per day. The cost to society to collect, treat, and distribute potable water is significant, yet less than 3% of municipally treated water is actually used for drinking. While water might not be identified as a top concern for the campus community, it cannot be ignored if TRU values sustainability. Water conservation is critical in summer months, especially as the region begins to experience less summer precipitation, but year-round water conservation has significant cost benefits as well. Drawing from past successes in energy conservation initiatives at TRU, the next five years offer the opportunity to expand the Revolving Fund initiative and to take proactive steps in reducing consumption on campus.

Specific strategies identified in this plan that relate to achieving this Strategic Priority include:

- 1.1.1 Showcase Projects
- 1.1.2 Commissioning Process
- 1.1.3 Green Building Requirements for Institutional
- 1.1.5 Green Building Requirements for Market
- 1.2.4 Facility Scheduling
- 1.6.1 Building Water Use
- 1.6.3 Water Metering
- 1.6.4 Landscape Water Use
- 1.6.5 Utility Revolving Fund Expansion

SP5

Priority 5: Advance Sustainability Performance of Campus Built Environment

The design and construction of buildings dictate energy consumption, emissions, water consumption, waste management, and more. Design and construction standards and practices are essential to TRU's public image as a sustainable campus. The first set of Campus Design Guidelines were established in 2014. As building standards increase and best practices evolve, TRU is committed to ensuring the design and construction of its built environment continuously keep pace with TRU's sustainability values and best practices. TRU's goal is to become a leader for academic (institutional) development, while simultaneously raising the bar for market (non-institutional) development in Kamloops. TRU believes that this is one of the best ways to positively influence the impact development has on our campus ecosystem.

Specific strategies identified in this plan that relate to achieving this Strategic Priority include:

- 1.1.2 Commissioning Process
- 1.1.3 Green Building Requirements for Institutional
- 1.1.5 Green Building Requirements for Market
- 1.1.6 Healthy and Accessible Buildings
- 1.1.7 Climate Adaptation and Resilience
- 1.1.8 University Village
- 1.2.3 IAQ Management and Monitoring
- 1.2.7 Clean and Renewable Energy
- 1.2.8 Building Energy Efficiency
- 1.3.1 Gathering Spaces
- 1.3.2 Landscape Management
- 1.3.3 Biodiversity
- 1.4.3 Bike Facilities and Accommodations
- 1.4.5 Car Share
- 1.4.6 Electric Vehicles
- 1.4.7 Access
- 1.5.8 Construction and Demolition Waste Diversion
- 1.6.1 Building Water Use
- 1.6.3 Water Metering
- 1.6.4 Landscape Water Use
- 1.8.3 Sustainable Procurement Policy
- 3.1.4 Campus as a Living Laboratory

SP6

Priority 6: Champion Sustainability Beyond Campus for Global Impact

We live in a globalized, ever-changing, and evolving world that necessitates us looking at sustainability through a holistic and integrated mindset. TRU has the power to create programs and initiatives that support these ways of thinking and approaching problems.

While the sustainability of TRU's campuses is essential, it does not end there. As students come from far away and then scatter across the globe, TRU has a duty to instill a sense of stewardship in them. TRU's researchers are ambassadors who can work actively to solve local and global sustainability challenges, and staff can be champions in engaging with government, Indigenous, and business partners to strengthen ties and collaborate on sustainability efforts. As a learning community, TRU can and should be active in shared learning that helps make Kamloops, Indigenous communities, the region and the world a more sustainable place.

TRU is committed to applying to the THE University Impact Rankings by 2025. Because 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.

TRU wants to create an environment that inspires each member of the campus community to be an ambassador and leader for sustainability at the university, at home, and beyond. By building strong connections through research, experiential learning, community and public engagement, TRU strives to create a network of sustainability thought leaders that carry this vision with them beyond the campus boundaries.

Specific strategies identified in this plan that relate to achieving this Strategic Priority include:

- 1.8.3 Sustainable Procurement Policy
- 1.8.4 Fair Trade Campus
- 2.1.3 Student Educators Program
- 2.1.8 Employee Educators Program
- 2.2.1 Community Partnerships
- 2.2.2 Inter-Campus Collaboration
- 2.2.3 Participation in Public Policy
- 2.2.4 Continuing Education
- 3.1.9 Leadership in Environmental Sustainability Certificate
- 3.2.3 Access to Research
- 3.2.5 Exchange Lab
- 3.2.8 Research and Sustainable Development Goals (SDGs)
- 4.5.4 SDG Tracking and Reporting





Goal 1:

Operations & Planning

Our commitment to sustainability is evident in how we develop, operate, and maintain our campuses and regional centres.

THEMES



Design & Construction



Buildings Energy & Air Quality



Campus Grounds



Transportation



Waste



Water



Food & Dining



Purchasing



1.1 DESIGN & CONSTRUCTION

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

As a public institution in British Columbia, all major renovations and new construction at TRU must meet the LEED Gold standard for sustainable building design. Over the past five years 3 buildings have been constructed at TRU. These buildings incorporated criteria to promote environmentally conscious design and construction and to achieve energy efficiency.

- ▶ 3 campus buildings have been certified to the LEED standard or are targeting certification

TRU developed a set of development design guidelines and a process for overseeing development on campus. These guidelines specify several sustainability requirements for both institutional and market development on campus to ensure that development reflect the sustainability values of TRU.










WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- The campus is a destination and provides a complete village where people can live, work, learn and play.
 - Institutional and market buildings /facilities lead Kamloops by example and are designed in accordance with best practices in low impact and sustainable design.
 - Construction on campus focused on minimizing impacts, creating local opportunities, and leading though sustainable practices.
- ▶ Target LEED Gold Certification and energy performance aligned with BC Energy Step Code 4 for all new institutional developments on campus.




WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>1.1.1 Showcase Projects</p> <p>Who: Director of Capital Projects, Director of Sustainability</p> <p>Identify opportunities to develop and profile notable projects that showcase a commitment to sustainability.</p>			SP4
	<p>1.1.2 Commissioning Process</p> <p>Who: Director of Facilities, Director of Sustainability</p> <p>Require independent commissioning for institutional and market projects (i.e. one in which the commissioning function is separate from contractor scope of work) and include TRU facilities and sustainability staff in the commissioning process to ensure buildings meet sustainability, occupant, and operations objectives.</p>	  		SP1 SP4 SP5
Short Term (1–3 Years)	<p>1.1.3 Green Building Requirements for Institutional</p> <p>Who: Director of Capital Projects, Director of Sustainability</p> <p>Update the green building requirements for new institutional development on campus to reflect the increased industry standards that are emerging. Target LEED Gold Certification and energy performance aligned with BC Energy Step Code 4. Alternatives to LEED certification such as the Zero Carbon Building Standard, Passive House Certification, WELL Building Standard Living Building Challenge and/or Envision will be reviewed on a case by case basis.</p>	  	OP 3 OP 19	SP1 SP4 SP5
	<p>1.1.4 Pedestrian Oriented Design</p> <p>Who: Director of Sustainability</p> <p>Design Walkable Public Spaces: Establish design guidelines that promote walking, and other active means of transport within campus to decrease the environmental impacts of driving from building-to-building.</p>		OP 17	
	<p>1.1.5 Green Building Requirements for Market</p> <p>Who: VP Administration & Finance, TRUCT, Director of Sustainability</p> <p>Define sustainability requirements for market developments on campus along with a process of oversight and accountability to ensure high quality development that contributes to the TRU's image and sustainability values.</p>			SP1 SP4 SP5

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Medium Term (3–5 Years)	<p>1.1.6 Healthy and Accessible Buildings</p> <p>Who: Director of Capital Projects, Director of Sustainability</p> <p>Incorporate revised performance requirements targeting improved occupant health and wellbeing into campus design guidelines, including, healthy and low VOC materials, daylighting, and design for active and accessible building use (including prominent stairway design).</p>			SP5
	<p>1.1.7 Climate Adaptation and Resilience</p> <p>Who: Director of Sustainability</p> <p>Prioritize resilient and climate adaptive design strategies.</p>			SP5
Long Term (5+ Years)	<p>1.1.8 University Village</p> <p>Who: AVP Finance, TRUST, Director of Capital Projects</p> <p>Create a vibrant, mixed use campus by: creating a diverse range of housing options for students, staff and faculty (market and non-market housing) and exploring opportunities for retail and commercial uses along McGill and in the campus 'heart'.</p>		OP 17	SP5

Also see relevant cross-reference strategies under the following themes:



Buildings Energy & Air Quality



Campus Grounds



Transportation



Waste

VISITOR PARKING
PAY PARKING IN EFFECT
MONDAY TO FRIDAY
8:00AM TO 5:00 PM
\$1.00 PER 30 MIN. 2 HOURS MAX

Remember your
stall number.
Proceed to Kiosk.





1.2 BUILDINGS ENERGY & AIR QUALITY

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

In the 2014 Campus Strategic Sustainability Plan defined a target of 33% reduction in energy consumption by 2022 over a 2010 baseline. TRU is currently ahead of this target, having achieved a 35% reduction since 2010 to date. This has enabled TRU to reduce emissions more than any other British Columbia institution over the past 4 years on a percentage basis. This has been accomplished from implementation of a range of measures including the following:

- ▶ 35% reduction in GHG emissions since 2010, exceeding 2020 target
- ▶ 665 MMBtu of on-site solar energy installed to date

- All buildings at TRU are enrolled in the BC Hydro Continuous Optimization Program, a multi-year program that utilizes energy management software to track energy efficiency. More than 90% of building space on campus is tracked through an online dashboard⁸
- Over the past several years, more than 18 retrofits have been completed on campus buildings to achieve energy conservation objectives
- A retrofit of all campus lights (>20,000) to LED fixtures was completed
- On-site solar energy generation capacity was installed at the Campus Activity Centre in 2014
- An electric boiler plant was installed at the new Industrial Training and Technology Centre that is connected to the existing Trades and Technology building, achieving a 10% reduction in overall campus emissions











WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Energy is derived from local, low-carbon and renewable sources.
- Buildings use less energy/power and emit less greenhouse gas.
- Buildings protect human health through high quality indoor environments.
- ▶ Target 65% reduction from the 2010 baseline by 2025
- ▶ Carbon neutral or zero-carbon campus by 2030
- ▶ \$1M Revolving Fund in the next 5 years
- ▶ Generate 6 megawatts of additional energy through solar (1 megawatt every 18 months to 2 years)

⁸ <https://my.pulseenergy.com/ThompsonRiversUniversity/dashboard/#/overview>





WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>1.2.1 Greenhouse Gas Emissions Reduction</p> <p>Who: Director of Sustainability</p> <p>Continue to update and report inventory of greenhouse gas (GHG) emissions annually and reduce the adjusted net Scope 1 and Scope 2 GHG emissions.</p>	 	OP 2	SP1
	<p>1.2.2 Building Operations and Maintenance</p> <p>Who: Director of Facilities, Director of Sustainability</p> <p>For existing TRU institutional buildings not certified by a green building rating system, work towards BOMA Best or equivalent certification for sustainable operations and maintenance.</p>		OP 4	
	<p>1.2.3 IAQ Management and Monitoring</p> <p>Who: Director of Facilities</p> <p>Continue indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.</p>			SP5
	<p>1.2.4 Facility Scheduling</p> <p>Who: AVP Enrolment & University Registrar, Director of Sustainability</p> <p>Continue to evaluate the class/facility scheduling process to ensure more efficient use of space, electricity, water, staffing etc. Optimize centralized booking system to enable use of facilities and utilities especially in slower summer months.</p>			SP1 SP4
	<p>1.2.5 IT Energy Savings</p> <p>Who: AVP IT Services</p> <p>Continue to implement best practice strategies in IT energy management.</p>			SP1
	<p>1.2.6 Utility Revolving Fund Maintenance</p> <p>Who: Director of Sustainability, VP Administration & Finance</p> <p>Maintain the Revolving Fund at sustainable levels and ensure the methodology is clear and transparent.</p>	 		

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Short Term (1–3 Years)	<p>1.2.7 Clean and Renewable Energy</p> <p>Who: Director of Sustainability, Director of Facilities</p> <p>Develop solar PV on rooftops and parking areas and explore potential for bio-mass based thermal energy facility. Continue to invest in renewable energy resources to support campus development and growth; specifically through a commitment to campus electrification.</p>	 	OP 6	<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 2px;">SP1</div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 2px;">SP3</div> <div style="border: 1px solid #ccc; padding: 2px;">SP5</div>
	<p>1.2.8 Building Energy Efficiency</p> <p>Who: Director of Sustainability, Director of Facilities</p> <p>Update and implement annual energy management plans through support from BC Hydro and Fortis by continuing to identify 1-3 year energy strategies that achieve reduction targets set out by BC Hydro and TRU's Office of Sustainability.</p>		OP 5	<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 2px;">SP1</div> <div style="border: 1px solid #ccc; padding: 2px;">SP5</div>
	<p>1.2.9 Emissions Inventory and Disclosure</p> <p>Who: Director of Sustainability</p> <p>Update the inventory of significant air emissions from stationary sources on campus.</p>		OP 1	<div style="border: 1px solid #ccc; padding: 2px;">SP1</div>
Long Term (5+ Years)	<p>1.2.10 Deferred Maintenance</p> <p>Who: VP Administration & Finance, Director of Facilities</p> <p>Address long term maintenance costs in capital planning for sustainability projects such as solar thermal arrays.</p>			

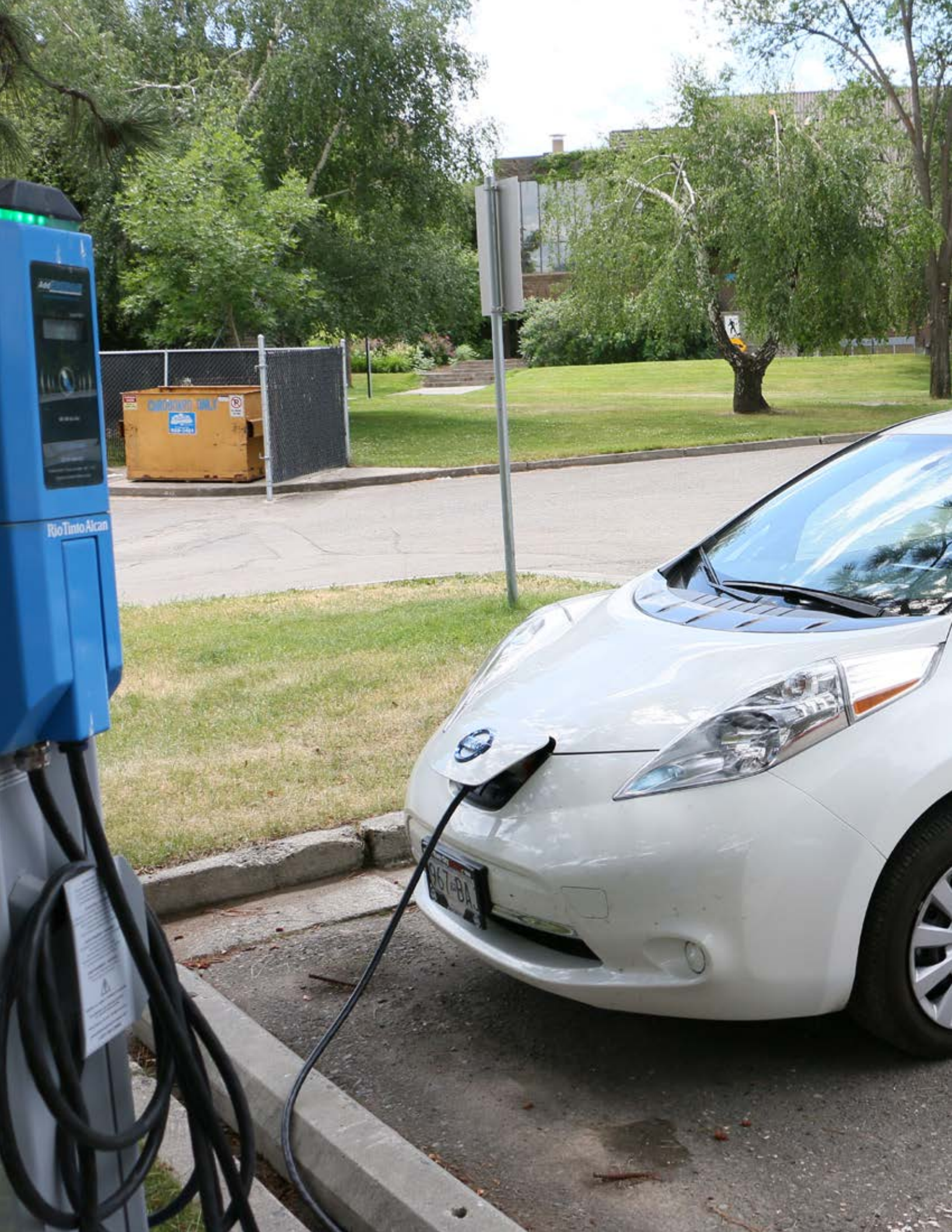
Also see relevant cross-reference strategies under the following themes:



Design & Construction



Transportation



Rio Tinto Alcan

86T-8A



1.3 CAMPUS GROUNDS

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

Integrated Pest Management principles are used to manage landscaped areas to reduce the need for pesticide / herbicide use on campus. Non-toxic ice melting products are used in the winter to prevent damage to vegetation and to protect local waterways.

All new landscape disturbances caused by construction on campus must include provisions to protect native vegetation, with a focus on protecting the existing campus Ponderosa Pine trees.

TRU also manages natural area lands adjacent to Kenna Cartwright Nature Park, the largest municipal park in the Province of British Columbia. Environmentally sensitive areas have been designated for preservation under the 2013 TRU Master Plan to protect local at-risk species.

- ▶ **Total grounds managed are 165 acres**
- ▶ **Three at-risk species inhabit TRU property (Lewis' Woodpecker, American Badger, Great Basin Gopher Snake)**








WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Soft landscapes (such as plants, natural areas) are planned and maintained with the health of the local ecology in mind.
- Hard landscapes (such as plazas, fountains, roads) are planned and maintained to reduce environmental impacts and facilitate social interaction and cultural expression.
- ▶ Target creation of new outdoor research and/or recreation areas by 2025.

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	1.3.1 Gathering Spaces Who: Director of Facilities Create more outdoor seating and casual meeting spaces that can be used year round.			SP5
	1.3.2 Landscape Management Who: Director of Facilities, Director of Sustainability Continue to require the management of campus grounds in accordance with Integrated Pest Management (IPM) principles and use only ecologically preferable fertilizers, pesticides, and herbicides.		OP 9	SP5
Medium Term (3–5 Years)	1.3.3 Biodiversity Who: Director of Sustainability Conduct a new assessment to identify and protect environmentally sensitive areas and/or endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land. Assign specific biodiversity values to these areas and make recommendations for conservation and restoration.		OP 10	SP5
	1.3.4 Research and Teaching Who: Faculty of Science, Director of Sustainability Raise awareness of the unique landscape and vegetation at TRU by identifying and celebrating those lands identified in the Master Plan as outdoor research and teaching and/or recreation areas.	 		

Also see relevant cross-reference strategies under the following themes:





1.4 TRANSPORTATION

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

The BC Transit UPASS is provided to all students through the TRU Student Union at a discount over standard fares. Transportation surveys conducted in 2012 and 2015 suggest that the percentage of students that use public transportation as their primary means of transportation to and from campus increased by approximately 25%.

Other transportation options that are available include the TRU RideShare and Zipcar programs. These programs provide students and employees with options for carsharing and ridesharing.

TRU has committed to replacing all existing fleet vehicles with either electric or electric-hybrid options once vehicles reach end of life. Since 2015, five additional 100% electric vehicles and four hybrid vehicles have been added to the campus fleet.

To encourage active transportation on campus, TRU staff can access a 10% reduction for the purchase of new electric bicycles. Students can access several electric bicycles and mountain bikes through the Sustainability Department's Bike Share program. Bicycle storage is available at several buildings on campus and accessible shower facilities are located at the House of Learning Building.

- ▶ 33% increase in transit use resulting in 30% reduction in single-occupancy vehicle trips
- ▶ 8 electric vehicle chargers are located on campus
- ▶ 8 campus fleet vehicles are 100% electric and 4 are hybrid vehicles









WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- TRU community does not have to travel to/from campuses often.
 - There is less need to travel to/from campus by car and when doing so it is through more efficient means (such as carpooling, using efficient vehicles, etc.).
 - Travelling to/from campus by transit is a viable, convenient option.
 - TRU as a recognized leader in bike/e-bike transit and infrastructure, supporting the ability to travel to/from and around campus safely and conveniently.
 - Campus is a pedestrian friendly environment that is easy to navigate.
 - Operations vehicles and equipment (such as TRU trucks, lawn mowers, snow plows, etc.) use clean, efficient fuels.
- ▶ Target 50% electric/hybrid fleet by 2025 and 85% electric/hybrid fleet by 2030
 - ▶ Reduction in modal split for vehicle use year over year




WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>1.4.1 Condensed Work Week</p> <p>Who: Executive Director of Institutional Planning & Effectiveness</p> <p>Continue to expand condensed work week options for employees.</p>			
	<p>1.4.2 Campus Fleet</p> <p>Who: Director of Sustainability</p> <p>Continue conversion of entire campus fleet to electric and/or hybrid vehicles. Continue to geo-track campus fleet for emissions monitoring and reporting.</p>	 	OP 15	
	<p>1.4.3 Bike Facilities and Accommodations</p> <p>Who: Director of Sustainability</p> <p>Develop and implement a “complete streets” or bicycle/e-bike accommodation strategy. Develop guidelines for bicycle/e-bike parking, storage, and facilities. Promote programs/initiatives that incentivize use.</p>		PA 1	SP5
	<p>1.4.4 GRT Program</p> <p>Who: Director of Sustainability</p> <p>Maintain programs offering a guaranteed return trip (GRT) program to regular users of alternative modes of transportation, which provides transportation in case of emergencies, for example illness, emergencies, or the absence of a carpool / vanpool vehicle.</p>			
	<p>1.4.5 Car Share</p> <p>Who: Director of Sustainability</p> <p>Maintain partnerships with Zipcar and RideShark. Expand car share fleet on campus.</p>			SP1 SP5
	<p>1.4.6 Electric Vehicles</p> <p>Who: Director of Sustainability, Director Facilities</p> <p>Expand the electric vehicle recharging stations and replace existing TRU fleet with electric vehicles at end-of life. Make electric vehicle(s) available for regional staff/faculty travel and promote programs/initiatives that incentivize use.</p>		PA 3	SP1 SP5
	<p>1.4.7 Access</p> <p>Who: Director of Sustainability</p> <p>Continue to improve access to alternative modes of transportation, pedestrianization, and overall experience of transit within TRU’s campus community.</p>			SP5

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
	<p>1.4.8 Improved Transit Service Who: VP Administration & Finance</p> <p>Continue comprehensive transit service review process with BC Transit to identify opportunities to improve service and increase ridership.</p>			
Short Term (1–3 Years)	<p>1.4.9 Commute Modal Split Who: Director of Sustainability</p> <p>Conduct a new travel survey to monitor modal split for students and employees. Leverage this information to promote alternative forms of transportation on campus.</p>		OP 16	
Medium Term (3–5 Years)	<p>1.4.10 Telecommuting Who: Executive Director of Institutional Planning & Effectiveness</p> <p>Revisit the potential for telecommuting programs for employees. Consider implementing a pilot program to assess impact of telecommuting on employee/department.</p>			
Long Term (5+ Years)	<p>1.4.11 Scope 3 Emissions Tracking Who: Director of Sustainability, Dean of the Faculty of Education and Social Work</p> <p>Establish a process to monitor and evaluate Scope 3 emissions associated with indirect transportation activities. Identify strategies to reduce and offset.</p>			SP1

Also see relevant cross-reference strategies under the following themes:



Design & Construction





1.5 WASTE

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

TRU has joined to the pan-Canadian National Zero Waste Council, committing to becoming a zero-waste institution. More than 500 zero waste containers have been installed across campus to help achieve this goal.

The volume of material that is composted on campus doubled between 2015 and 2018. This waste is composted in an industrial-strength composter and reused as fertilizer on campus.

New buildings that are constructed on campus are required to adhere to LEED Gold requirements which include diversion of construction waste from the landfill. For the construction of the new Industrial Training and Technology Centre, approximately 93% of all waste materials generated from construction were recycled or otherwise diverted from landfill.

All campus events, catering, and functions are required to be zero waste. Single-use plastic straws have been banned from campus and all food containers provided are biodegradable. Discounts are also offered for the use of reusable mugs by on campus vendors.

All main buildings on campus have battery collection bins. Disposal bins for small electronics are publicly available at the Campus Activity Centre, Old Main, or the TRU Warehouse. All electronics wastes collected are refurbished or recycled by the Electronic Recycling Association.

- ▶ Waste diversion rate rose to 61% in 2017
- ▶ Annual solid waste generated is 522 tonnes






WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- TRU aggressively moves towards zero waste (more recycling and composting, less to the landfill).
- Lead the charge in eliminating single use plastics from our campus.
- Reduce the total amount of waste generated on campus. (i.e. less “stuff” such as packaging and disposables).
- Hazardous waste (includes pesticides, batteries, electronics, paints, etc.) is safely managed.
- ▶ Target year over year reduction in waste sent to landfill.
- ▶ Aggressive reduction in single-use promotional swag on campus by 2025
- ▶ Zero Waste Procurement Policy
- ▶ 100% elimination of single-use plastics on campus by 2025






WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>1.5.1 Paper Reduction</p> <p>Who: AVP IT Services</p> <p>Continue to reduce paper-based documentation and processes at TRU, including eliminating desktop printers, the digitization of exams and online programming, and the continuation of the Paperless Records Initiative of the Registrar's Office. Create campus digitization strategy and measure its impact on paper consumption</p>			SP3
	<p>1.5.2 Waste Minimization</p> <p>Who: Director of Sustainability</p> <p>Identify and implement source reduction strategies to reduce the total amount of waste generated on campus. Develop a policy, guidelines or agreements that consider waste generated, by product packaging and end-of-life disposal when specifying items for purchase.</p>		OP 18	SP2 SP3
	<p>1.5.3 Waste Diversion</p> <p>Who: Director of Sustainability</p> <p>Identify and implement new strategies to effectively divert materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling. Continue annual waste audits to track year-over-year changes and set progressive diversion targets.</p>		OP 18	SP2
	<p>1.5.4 Composting</p> <p>Who: Director of Sustainability, Executive Director of Ancillary Services</p> <p>Continue to educate users and improve the organics collection program. Consider the potential for a larger composting system.</p>		OP 18	
	<p>1.5.5 Waste Signage</p> <p>Who: Director of Sustainability</p> <p>Continually improve waste signage on campus to reflect waste management requirements/initiatives in order to reduce waste stream contamination. Consider creating engaging graphics and video content to support comprehension.</p>			SP2

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Short Term (1–3 Years)	<p>1.5.6 Event Management</p> <p>Who: Executive Director of Ancillary Services, Director of Sustainability</p> <p>Engage Ceremonies and Events staff to develop action plan and policies for waste management at major TRU events and ceremonies. This should include eliminating wasteful promotional “swag”. Also consider catering policies to encourage non-disposables, compostables, and local food.</p>	 	OP 18	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; width: fit-content; margin-bottom: 5px;">SP2</div> <div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; width: fit-content;">SP3</div>
	<p>1.5.7 Hazardous Waste Management</p> <p>Who: Director of Sustainability, AVP IT Services</p> <p>Identify and implement strategies to safely dispose of all hazardous, special, universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus.</p>		OP 20	
	<p>1.5.8 Construction and Demolition Waste Diversion</p> <p>Who: Director of Sustainability, Purchasing</p> <p>Develop zero waste procurement policy, guidelines, and process for campus construction projects. Integrate into purchasing RFP language as part of campus procurement.</p>		OP 19	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; width: fit-content; margin-bottom: 5px;">SP2</div> <div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; width: fit-content; margin-bottom: 5px;">SP3</div> <div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; width: fit-content;">SP5</div>
Long Term (5+ Years)	<p>1.5.9 Single-Use Plastic</p> <p>Who: Director of Sustainability, Purchasing, Executive Director Ancillary Services</p> <p>Work with suppliers to identify strategies and identify procurement alternatives to incrementally reduce and eliminate single-use plastics on campus.</p>	 		<div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; width: fit-content; margin-bottom: 5px;">SP2</div> <div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; width: fit-content;">SP3</div>

Also see relevant cross-reference strategies under the following themes:



Design & Construction



Water



Purchasing





1.6 WATER

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

Assessments of the water used in all campus buildings were completed using 2017 data. Based on this analysis, TRU has established a target in 2018 of 29% water consumption reduction over the 2017 baseline.

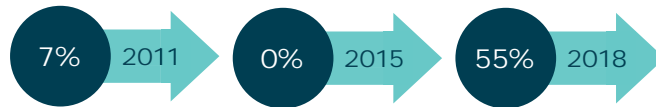
All new plumbing fixtures installed on campus are selected for water efficiency, including sensor-activated faucets and low-flow or waterless toilets and urinals.

All new buildings or major renovations constructed by TRU are required to follow the TRU Rainwater Management Guidelines, which are intended to limit stormwater run-off by using natural vegetation and techniques including green roofs, permeable pavements, and rain gardens.

Irrigation is currently used for campus landscaping to maintain grassy areas and flowerbeds.

- ▶ Annual cost of water at TRU is \$180,000
- ▶ ~40M gallons of water used on campus each year
- ▶ 5,475 gallons of water used per capita each year

STARS Progress








WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Buildings and facilities use less potable water (water “from the tap”).
- Rainwater is a precious resource that is harvested and utilized on campus grounds before it ends up in the storm sewer.
- ▶ Target year over year reduction in potable building water use.
- ▶ Meters and low-flow fixtures in every building.

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Short Term (1–3 Years)	<p>1.6.1 Building Water Use</p> <p>Who: Director of Sustainability, Director of Facilities</p> <p>Pilot a potable water conservation strategy in existing buildings in order to assess impact. Assess buildings comprehensively and review baseline information as a means to create targeted projects on water conservation.</p>		OP 21	<p>SP4</p> <p>SP5</p>
	<p>1.6.2 Water Bottle Refill Stations</p> <p>Who: Director of Sustainability, Director of Facilities</p> <p>Identify optimal locations for drinking bottle refill. Relocate and install more refill stations on campus so that fresh water is readily available in a short distance.</p>			<p>SP2</p>
Medium Term (3–5 Years)	<p>1.6.3 Water Metering</p> <p>Who: Director of Facilities, Director of Sustainability</p> <p>Install water meters in each building and irrigation zone to establish a water consumption baseline and monitoring system. This will enable TRU to better understand where and how much water is used to better inform water reduction strategies.</p>			<p>SP4</p> <p>SP5</p>
	<p>1.6.4 Landscape Water Use</p> <p>Who: Director of Facilities</p> <p>Identify and implement potable water conservation strategies in landscape design and maintenance (such as replacing water intensive areas with drought-resilient native plants, using low-flow water fixtures, installing sophisticated irrigation software to control water, and investing in systems to monitor pipe leakage).</p>		OP 21	<p>SP4</p> <p>SP5</p>
	<p>1.6.5 Utility Revolving Fund Expansion</p> <p>Who: Director of Sustainability, VP Admin & Finance</p> <p>Establish a baseline for the financial savings associated with water efficiency measures and incorporate it into the existing Energy Revolving Fund to create a Utilities Revolving Fund. Reinvest all measured utility savings into projects that facilitate sustainability and further savings.</p>			<p>SP4</p>

Also see relevant cross-reference strategies under the following themes:



Design & Construction



Buildings Energy & Air Quality



Purchasing



1.7 FOOD & DINING

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

Food on campus is provided through two sources – the TRU Culinary Arts Program and through third-party dining services providers. Local and community-based vendors are supported, especially during the summer months when fresh produce is locally available. Almost all coffee that is currently sold on campus is certified as both fair trade and organic.

Some herbs and salad greens are grown on-campus in an ‘urban cultivator’ and in the Culinary Arts herb garden. Locally-sourced meats are sold through the TRU Retail Meat Store, with products sourced from local ranchers, farmers, and producers.

Vegan food options are available during all meals that are served across campus. In 2017, a Dietary-friendly Selections program was introduced which provides vegan, vegetarian, gluten-free, and halal dining options in all outlets operated by the dining services contractor.

- ▶ 18% of food served is third-party verified or locally sourced
- ▶ 100% of food waste is composted in-house







WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- TRU supports healthy, sustainable food for on-campus dining and catering.
- ▶ Target 100% local, community-based, or third party verified food and beverage purchasing.

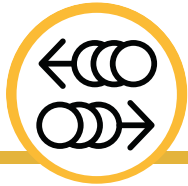
WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>1.7.1 Food and Beverage Purchasing</p> <p>Who: Purchasing</p> <p>Collaborate with dining service providers to establish a road map to requiring 100% of food and beverages purchased to be local, community-based, or third party verified. Shifting to locally-sourced produce and food supplies will have significant impacts to the surrounding economy. As Kamloops' largest university, TRU stands to impact the local economy and food security in the region, in moving towards more sustainable food choices that are local, seasonal, and culturally appropriate.</p>		OP 7	SP3
	<p>1.7.2 Food Stewardship and Learning</p> <p>Who: Department of Culinary Arts, Student Research & Public Engagement Manager, Director of Sustainability</p> <p>Provide learning spaces and avenues to facilitate food stewardship and learning; such as the Food Hub Pilot Project, TRU community growing spaces, and food sourcing initiatives. The synergy between different disciplines in food production and sourcing will equip students with entrepreneurial skills to initiate food-related businesses, and further strengthen the local food system.</p>			
Medium Term (3–5 Years)	<p>1.7.3 Low Impact Sustainable Dining</p> <p>Who: Executive Director of Ancillary Services</p> <p>Continue to offer vegan options for all on campus dining and catering meals and animal products that have been verified to be sustainably produced.</p>		OP 8	SP3
Long Term (5+ Years)	<p>1.7.4 Supply Chain Policy</p> <p>Who: Purchasing</p> <p>Require all food and beverage products sold on campus to have a certified supply chain.</p>			SP3

Also see relevant cross-reference strategies under the following themes:





1.8 PURCHASING

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

TRU maintains different purchasing policies and practices for different products, and there is no universal purchasing policy in place. Life cycle cost analyses are required to be performed for all purchases of major energy/water-using products and systems.

Cleaning products used by janitorial services are required to be third-party certified under Green Seal or EcoLogo to confirm that they meet strict environmental standards. All branded garments and apparels that bear the TRU logo are required to be produced in a socially responsible and ethical manner. All paper purchased must be certified under the Forest Stewardship Council. There is a purchasing policy in place directing IT Services to purchase energy efficient, EPEAT-registered equipment.

- ▶ 38% of electronics purchased meet EPEAT Gold standard
- ▶ 100% of cleaning products used meet third-party environmental standards







WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- TRU uses its purchasing power to support more socially and environmentally responsible businesses and practices.
- ▶ Target Fair Trade designation

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>1.8.1 Office Paper Purchasing</p> <p>Who: Purchasing</p> <p>Continue to purchase office paper that has recycled and/or rapidly renewable (e.g. wheat) content, is certified by the Forest Stewardship Council (FSC), and/or is certified to similar and track compliance.</p>	 	OP 14	SP3
	<p>1.8.2 Cleaning and Janitorial Product Purchasing</p> <p>Who: Purchasing</p> <p>Continue to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or similar. Develop purchasing policy and track compliance.</p>		OP 13	SP3
Short Term (1–3 Years)	<p>1.8.3 Sustainable Procurement Policy</p> <p>Who: Purchasing, Director of Sustainability, AVP IT Services</p> <p>Establish and maintain written policies, guidelines, and directives to support holistic and integrated sustainable purchasing across campus operations and commodity categories; including living wage for contractors, life cycle cost analyses, local and fair trade purchasing, and certified supply chain.</p>		OP 11	SP3 SP5 SP6
	<p>1.8.4 Fair Trade Campus</p> <p>Who: Purchasing, Director of Sustainability</p> <p>Establish purchasing policies and guidelines designating TRU a Fair Trade Campus with respect to all procurement decisions.</p>			SP3 SP6

Also see relevant cross-reference strategies under the following themes:



Food & Dining



Campus Grounds



Waste



Community Engagement



EARTH DAY PLEDGE
START
COMPOSTING

Goal 2: Advocacy & Engagement

The TRU community are sustainability ambassadors on and off campus.

THEMES



Campus Engagement



Community Engagement



2.1 CAMPUS ENGAGEMENT

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

Since the completion of the first Campus Strategic Sustainability Plan, TRU has introduced the Sustainability Ambassador Program to foster a culture of sustainability on campus. Under this program, students are hired to serve as Ambassadors to train and inform their peers. Each Ambassador must interact with at least 500 of their fellow students each year to inform them of sustainability issues on campus to receive a tuition credit.

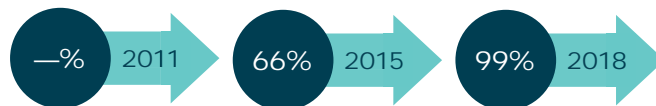
The Sustainability Office has prepared a Green Guide that is distributed during orientation to all new students which provides tips for making TRU more sustainable.

A Sustainability Literacy Survey was completed in 2015 to assess the state of knowledge and awareness of social, environmental, and economic sustainability issues.

A Sustainability Grant Fund was introduced in 2015 which is accessible to all faculty members to provide financial support with any projects that advances sustainability principles at TRU.

- ▶ \$100,000 per year available through Sustainability Grant Fund
- ▶ 893 respondents to the 2015 Sustainability Literacy Survey

STARS Progress



WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Leaders, faculty, staff and students actively seek and integrate sustainability learning into their personal lives and share their learning with the TRU community.
- ▶ Target year over year increase in Student Ambassadors program participation.
- ▶ Track and report on outreach campaign results, with the goal of advancing sustainability performance on campus year over year.
- ▶ Increase Employee Ambassadors program participation year over year.

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>2.1.1 Employee Orientation</p> <p>Who: AVP HR & Planning</p> <p>Continue to promote sustainable work routines and habits to help encourage the adoption of environmentally and socially preferable habits, routines, and choices.</p>		EN 8	
	<p>2.1.2 Staff Professional Development</p> <p>Who: AVP HR & Planning</p> <p>Continue to offer training, programs, and other professional development opportunities in sustainability for faculty and staff.</p>		EN 9	
	<p>2.1.3 Student Educators Program</p> <p>Who: Director of Sustainability, TRU Office of Student Experience</p> <p>Continue to select and train students to serve as Student Ambassadors in peer-to-peer sustainability outreach.</p>		EN 1	SP6
	<p>2.1.4 Student Orientation</p> <p>Who: Director of Sustainability, TRU Office of Student Experience</p> <p>Maintain and grow programming to promote awareness and understanding of campus sustainability issues during orientation.</p>		EN 2	
	<p>2.1.5 Outreach Materials and Publications</p> <p>Who: Director of Sustainability</p> <p>Continue to produce outreach materials and publications that enhance student learning about sustainability outside of the formal classroom.</p>		EN 4	
	<p>2.1.6 Outreach Campaign</p> <p>Who: Director of Sustainability, TRU Office of Student Experience</p> <p>Hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution's sustainability performance.</p>		EN 5	
	<p>2.1.7 Student Life</p> <p>Who: TRU Office of Student Experience</p> <p>Maintain and grow offering of co-curricular programs and initiatives that facilitate students learning about sustainability outside of the formal classroom.</p>		EN 3	
	<p>2.1.8 Employee Educators Program</p> <p>Who: Provost and VP Academic</p> <p>Continue to develop the Employee Ambassadors program, through which faculty and staff members educate and mobilize their peers around sustainability initiatives.</p>		EN 7	SP6

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Short Term (1–3 Years)	<p>2.1.9 Assessing Sustainability Culture Who: Director of Sustainability, Communications Conduct a renewed assessment of campus sustainability values, behaviors, beliefs, and awareness of ongoing campus sustainability initiatives</p>		EN 6	
Complete	<p>2.1.10 Campus Tour Who: Director of Sustainability Continue to offer the sustainability tour on campus to highlight projects, achievements, and initiatives. Leverage the use of 'deep campus map' to provide an immersive, user-friendly, and accessible self-tour option.</p>			

Also see relevant cross-reference strategies under the following themes:



Community Engagement



Curriculum



Research



Equity, Inclusion & Access



Governance



Human Resources



Monitoring & Communication





2.2 COMMUNITY ENGAGEMENT

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

Currently there is no organized student volunteerism program, though there is informal support to encourage students to volunteer in the community.

TRU regularly hosts informational sessions and events on campus to promote awareness of sustainability topics. A showing of the David Suzuki: Beyond Climate film event recently raised more than \$12,000 for local non-profits.

TRU administration maintains formal, ongoing partnerships with the City of Kamloops and local organizations to promote staff involvement in the community.

TRU is also committed to inclusive consultative processes with local First Nations stakeholders, communities, and leaders throughout all levels of planning and development.

- ▶ 48% of students reported volunteering in some capacity in 2018
- ▶ On average, each student volunteers 30.74 hours per year

STARS Progress






WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Leaders, faculty, staff and students are active in advancing sustainability initiatives and learning beyond the TRU community.
- ▶ Target increase in continuing education program opportunities related to community sustainability year over year.
- ▶ 50% + TRU students participating in community service by 2022. Increase in the number of annual community service hours contributed per student year over year.

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>2.2.1 Community Partnerships</p> <p>Who: Director of Sustainability</p> <p>Continue to develop partnerships with local First Nations and the City of Kamloops to advance sustainability initiatives on and off campus.</p>		EN 10	SP6
	<p>2.2.2 Inter-Campus Collaboration</p> <p>Who: Director of Sustainability</p> <p>Continue to collaborate with other colleges or universities to help build campus sustainability broadly.</p>		EN 11	SP6
	<p>2.2.3 Participation in Public Policy</p> <p>Who: Director of Sustainability</p> <p>Advocate for national, provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.</p>		EN 14	SP6
	<p>2.2.4 Continuing Education</p> <p>Who: Office of Student & Community Engagement</p> <p>Provide continuing education courses and programs that support sustainability in the community.</p>		EN 12	SP6
	<p>2.2.5 Community Service</p> <p>Who: Office of Student & Community Engagement</p> <p>Continue to engage and promote student community service initiatives.</p>		EN 13	SP6
Short Term (1–3 Years)	<p>2.2.6 External Partnerships</p> <p>Who: Director of Sustainability</p> <p>Explore possibilities to bring sustainability into the classroom or to provide experiential learning opportunities through partnership with B.C. Hydro, the City of Kamloops, and others. Develop energy and sustainability educational opportunities for TRU students (internships, funding, course development, research, etc.).</p>		EN 10	SP6
	<p>2.2.7 Trademark Licensing</p> <p>Who: Executive Director of Ancillary Services</p> <p>Join a monitoring and verification organization to help ensure that apparel bearing the institution's name is produced under fair conditions.</p>		EN 15	SP3

Also see relevant cross-reference strategies under the following themes:



Research



Monitoring & Communication



THE BROWN FAMILY HOUSE OF LEARNING

Library

Goal 3: Learning

TRU is recognized as a leading academic institution for advancing sustainability education and research.

THEMES



Curriculum



Research



3.1 CURRICULUM

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

The Leadership in Environmental Sustainability certificate was introduced and is accessible to any undergraduate student. This certificate recognizes efforts taken to develop environmental sustainability competency in tandem with completing an undergraduate degree.

▶ 25% of TRU courses currently include sustainability content

A two-day sustainability curriculum workshop was established in 2018 for faculty to identify opportunities to incorporate sustainability principles into course offerings. This workshop is intended to be repeated on an annual basis. TRU now tracks and monitors all courses that are taught for sustainability content.

Several new courses and programs with a sustainability focus have been introduced in recent years (e.g. Master in Environmental Economics).






WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- TRU students have access to training and education that help equip them to lead society toward a sustainable future.
- ▶ Target 100% completion of all 8 ILO requirements for Undergraduate and OL students upon graduation
- ▶ 20% of courses to be sustainability-related by 2025



WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>3.1.1 General Education Program</p> <p>Who: Provost and VP Academic, Faculty Deans</p> <p>Require all Undergraduate and Open-Learning (OL) students to meet the 8 Institutional Learning Objectives (ILO) of the new general education model (teamwork, communication, lifelong learning, citizenship, knowledge, critical thinking and investigation, Indigenous knowledges and ways, and intercultural awareness). Develop system to link ILO credits to course curricula.</p>			
	<p>3.1.2 Incentives for Courses</p> <p>Who: Provost and VP Academic, Director of Sustainability</p> <p>Have an ongoing program that offers incentives for academic staff to develop new sustainability courses and/or incorporate sustainability into existing courses or departments.</p>		AC 7	
	<p>3.1.3 Graduate Program</p> <p>Who: AVP Research & Graduate Studies</p> <p>Continue to offer formal, graduate academic degree programs focused on sustainability.</p>		AC 4	
	<p>3.1.4 Campus as a Living Laboratory</p> <p>Who: Director of Sustainability</p> <p>Utilize campus as a living environment for experiential learning, applied research and practical work that advances sustainability on campus.</p>		AC 8	SP5
	<p>3.1.5 Indigenization of Course Curricula</p> <p>Who: Office of Indigenous Education, Dean of Students</p> <p>Integrate Indigenous culture and ways of learning into the campus community through the Indigenization of programs, courses, and learning objectives. Require students to meet ILO for Indigenous learning and ways.</p>			
	<p>3.1.6 Open Learning</p> <p>Who: Office of Sustainability, Open Learning</p> <p>Promote Open-Learning (OL) program to campus community. Highlight sustainability of this program in terms of positive impact on the environment (i.e. reduced paper use, carbon emissions, etc.).</p>			
	<p>3.1.7 Experiential Learning</p> <p>Who: Office of Student Experience, Co-Op & Experiential Learning Office</p> <p>Provide students with opportunities for immersive experiences to witness and learn in-depth about sustainability challenges and solutions.</p>		AC 5	

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Short Term (1–3 Years)	<p>3.1.8 Literacy Baseline Survey</p> <p>Who: Director of Sustainability</p> <p>Conduct a new Literacy Baseline survey of staff knowledge of sustainability and report to the Board. Determine the desire for increased TRU leadership, motivators to contribute, and ability or contribute related to organizational issues such as senior management commitment, supporting policies, etc. Include in the next student survey similar questions related to knowledge and perceptions of sustainability performance at TRU and report to the Board.</p>		AC 6	
	<p>3.1.9 Leadership in Environmental Sustainability Certificate</p> <p>Who: Provost and VP Academic, Faculty Deans</p> <p>Grow the Leadership in Environmental Sustainability credential, which students can earn in tandem with any credit program (undergraduate, graduate, or open-learning).</p>		AC 2	SP6
Long Term (5+ Years)	<p>3.1.10 Course Inventory</p> <p>Who: Provost and VP Academic, Faculty Deans</p> <p>Track and report proportion of available courses that are sustainability-related. Consider investing in new software and IT systems to support tracking and reporting initiatives.</p>		AC 1	
	<p>3.1.11 Undergraduate Program</p> <p>Who: Provost and VP Academic, Faculty Deans</p> <p>Offer a formal, undergraduate-level degree program focused on sustainability. Initially, proceed with a minor in sustainability (1-3years) and continue to explore a major in sustainability over the long-term (5+years).</p>		AC 1	

Also see relevant cross-reference strategies under the following themes:



Food & Dining



Campus Grounds



Campus Engagement



Community Engagement



Governance



FAMILY HOUSE OF LEARNING



3.2 RESEARCH

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

Through TRU's first ever NSERC Industrial Research Chair (IRC) in Ecosystem Reclamation, we have established a research hub for ecosystem recovery and environmental sustainability - one that supports the development of reclamation technologies, tools and protocols that can be exported globally. This opportunity establishes funding for trainees and new researchers to study soil amendments, biodiversity and climate change in the context of ecosystem reclamation.

Further Sustainability Research Grants for Students and Faculty are available which provide \$5,000 to conduct research related to sustainability and sustainable development.

TRU also maintains a voluntary open access policy for academic research produced by faculty and students. Open access research is hosted on the TRU Library website under the TRUSpace repository.

- ▶ 41% of faculty conduct research that is related to sustainability issues
- ▶ Student Research Grant valued at \$5,000 per year









WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- A wide-spread, multi-disciplinary research community is engaged in sustainability research to help address society's challenges for a sustainable future.
- ▶ Target 75%+ departmental engagement in sustainability research
- ▶ 100% of TRU students graduating with research experience



WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>3.2.1 Research and Accountability</p> <p>Who: AVP Research & Graduate Studies</p> <p>Annual accountability reporting (internal and external). Highlight research happening by department in narrative style.</p>			
	<p>3.2.2 Support for Research</p> <p>Who: AVP Research & Graduate Studies, Student Research & Public Engagement Manager</p> <p>Continue to allocate funding from the Sustainability Grant Fund to encourage students and faculty members to undertake sustainability research.</p>		AC 10	
	<p>3.2.3 Access to Research</p> <p>Who: AVP Research & Graduate Studies</p> <p>Empower faculty to distribute their research freely to help stimulate learning and innovation, and facilitate the translation of this knowledge into public benefits that advance sustainability.</p>		AC 11	SP6
	<p>3.2.4 Indigenous Research</p> <p>Who: Office of Indigenous Education, Dean of Students</p> <p>Integrate Indigenous culture and ways of learning into research initiatives and programs on campus. Promote research conducted by Indigenous people from the campus community.</p>			
	<p>3.2.5 Exchange Lab</p> <p>Who: Student Research & Public Engagement Manager</p> <p>Offer a space for students to connect with faculty, staff, scholars, local community and business members, and the general public to discuss issues of sustainability and collaborate on research projects.</p>			SP6
Medium Term (3–5 Years)	<p>3.2.6 Research and Sustainability</p> <p>Who: AVP Research & Graduate Studies, Office of Sustainability</p> <p>Track and report publicly, the inventory of sustainability research underway at TRU and assess strengths and areas for development.</p>		AC 9	

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
	<p>3.2.7 Research Curriculum and Coaching</p> <p>Who: Student Research & Public Engagement Manager, AVP Research & Graduate Studies</p> <p>Offer accessible research opportunities as part of curriculum for undergraduate, graduate, and open learning students. Provide opportunities for students to connect with faculty, staff, and the public for research coaching and mentorship.</p>	 		
Long Term (5+ Years)	<p>3.2.8 Research and Sustainable Development Goals (SDGs)</p> <p>Who: Director of Sustainability, AVP Research & Graduate Studies</p> <p>Track and create student research opportunities and initiatives grounded in the UN's Sustainable Development Goals (SDGs).</p>		AC 5	SP6

Also see relevant cross-reference strategies under the following themes:



Campus Grounds



Old Main

Faculty of Law

Career Education Department

Co-op & Career Services



Goal 4: Administration

Sustainability is a core value in our institutional / administrative framework.

THEMES

-  **Governance**
-  **Human Resources**
-  **Investment**
-  **Monitoring & Communication**
-  **Equity, Inclusion & Access**



4.1 GOVERNANCE

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

The Environmental Advisory Committee provides oversight for sustainability leadership at TRU and reports directly to the TRU Senate and Board of Governors.

TRU employs a participatory model of governance to include key stakeholders in planning and decision-making. Staff, faculty, and students are represented on the Board of Governors.

External stakeholders are consulted and involved in capital planning to promote alignment between campus development and community objectives.

TRU departments are engaged in the Campus Strategic Sustainability Plan process as a way to integrate sustainability into their departmental Strategic Plans.

- ▶ 2 students serve on the Environmental Advisory Committee
- ▶ 4 students serve on the Senate

STARS Progress







WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Sustainability is a core and integrated part of TRU's governance framework and everyone takes responsibility for their part.
- ▶ Target annual sustainability planning sessions with TRU departments
- ▶ Increase the number of FTEs in the Sustainability Office by 2025


WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>4.1.1 Reporting Assurance</p> <p>Who: Director of Sustainability, Integrated Planning & Effectiveness</p> <p>Engage an independent internal reviewer or third party to provide affirmation that the information in subsequent STARS reports are in accordance with credit criteria.</p>		PA 4	
	<p>4.1.2 Inclusive and Participatory Governance</p> <p>Who: Office of Student & Community Engagement</p> <p>Continuously identify and communicate avenues for faculty, staff and students to directly participate in TRU's governance. This might be through direct participation or the election of representatives from one or more governance bodies, such as the Student Union, Senate/Board advisory committees, etc.</p>		PA 3	
	<p>4.1.3 Departmental Strategic Plans</p> <p>Who: VP Admin & Finance, Director of Sustainability</p> <p>Continue to engage departments with the Campus Strategic Sustainability Planning Framework as a way to integrate sustainability (goals, themes, and strategies) into departmental Strategic Plans and evaluate annually.</p>	 		
	<p>4.1.4 Resourcing</p> <p>Who: VP Admin & Finance</p> <p>Allocate, define, and secure resources to assist with implementing the expanded mandate of the Sustainability Office; including specialists in transportation, waste, and energy.</p>			
Short Term (1–3 Years)	<p>4.1.5 Academic Coordinator</p> <p>Who: Director of Sustainability, Provost and VP Academic</p> <p>Establish role of academic coordinator in the Sustainability Office to facilitate academic partnerships, priorities, and reporting. Establish joint reporting to Provost and VP Admin.</p>			
	<p>4.1.6 Environmental Sustainability Advisory Committee Representation</p> <p>Who: Director of Sustainability, Chair of ESAC</p> <p>Ensure equitable representation of the TRU community on ESAC. Provide opportunities for open learning faculty members (OLFM) and open learning (OL) students to participate in ESAC.</p>			

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

	Cross-reference		
	Theme	STARS	Priority
<p>4.1.7 Define Academic Direction</p> <p>Who: Provost and VP Academic</p> <p>Clarify the role of sustainability as a strategic intention between the Board, the Academic Priority and Planning Committee, the Environmental Sustainability Advisory Committee and the Educational Programs Committee.</p>			

Also see relevant cross-reference strategies under the following themes:



Buildings Energy & Air Quality



Investment

SON | Sust
Office
CITY



7
wast

NODU

DEHON

FILL



4.2 EQUITY, INCLUSION & ACCESS

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

Tuition fees at TRU continue to be below the average cost for universities in British Columbia.

The population of international students at TRU and the number of distance education students is increasing.

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.

- ▶ Tuition was \$5,346 per year in 2017/2018
- ▶ International students are 19.7% of the campus population
- ▶ There are 4 staff employment equity groups
- ▶ 59% of university staff are female



WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- TRU is accessible to all who choose to come here and we celebrate and embrace our diverse community.
- ▶ Target increase in faculty and staff representation of women, visible minorities, Indigenous people, gender unspecified people, and people with disabilities.
- ▶ Target 50% of employees watching diversity and equity training modules by the end of 2020; ongoing improvement year over year

Also see relevant cross-reference strategies under the following themes:



Transportation



Curriculum



Research








Governance



Human Resources

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>4.2.1 Access</p> <p>Who: AVP Enrolment & University Registrar, Dean of Students</p> <p>Continue to make TRU accessible to students from a range of socio-economic, socio-cultural, and diverse backgrounds and abilities.</p>		PA 8	
	<p>4.2.2 Faculty and Staff Diversity</p> <p>Who: AVP HR & Planning</p> <p>Continue to promote TRU as an equal-opportunity employer. Invest in programs and initiatives centered around diversity and inclusiveness in order to support the retention of faculty and staff from diverse groups.</p>			
	<p>4.2.3 Inclusion and Support</p> <p>Who: Faculty of Student Development</p> <p>Continue taking steps to ensure that the university is safe and inclusive of all groups on campus. Provide mentoring, counseling, peer support, academic support, and other programs.</p>	 	PA 7	
	<p>4.2.4 Indigenization of Campus Community</p> <p>Who: Dean of Students, Office of Indigenous Education</p> <p>Continue to support Indigenous students, faculty, and staff through inclusion initiatives and access to resources. Integrate Indigenous culture and ways of learning into the campus community through the Indigenization of programs, protocols, and services. Build on successful initiatives like the Cplul'kw'ten centre, Coyote Project, Knowledge Makers Program, Mentoring Program, and Elder in the House.</p>			
Short Term (1–3 Years)	<p>4.2.5 Diversity and Equity Training</p> <p>Who: AVP HR & Planning, Intercultural Coordinator</p> <p>Promote diversity and equity training modules. Build on the successes of the Intercultural Embassadors program and International Days (I-Days) program to provide opportunities to celebrate diversity and inclusion on campus. Make cultural competence initiatives accessible to all students, staff, faculty, and/or administrators.</p>		PA 5	



4.3 HUMAN RESOURCES

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

As a partner in the community, the Human Resources Department at TRU focuses on supporting our diverse workforce through attracting and retaining top talent.

TRU is the fourth largest employer in the City of Kamloops, and a significant contributor to regional economic and sustainable growth.

100% of full-time TRU employees currently earn more than the living wage in Kamloops, which is defined as the minimum income necessary to meet basic needs.

The first-ever employee engagement survey was completed in December 2017.

- ▶ 1,269 full-time employees as of 2017
- ▶ Living wage in Kamloops is \$17.31/hr
- ▶ 0.55 injuries per 100 full-time employees as of 2016 (56% reduction over 2010)



* topic was not tracked as part of the STARS rating system at the time

WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Sustainability, wellbeing and safety is incorporated into human resources programs and policies.
- ▶ Target improvement in employee satisfaction through tracking and communication of survey and 'pulse check' results.
- ▶ Improvement in employee compensation for contract workers against living wage standards.

Also see relevant cross-reference strategies under the following themes:



Transportation



Campus Engagement









Curriculum



Equity, Inclusion & Access

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>4.3.1 Assessing Employee Satisfaction</p> <p>Who: AVP HR & Planning</p> <p>Continue to assess employee engagement and satisfaction through the use of an annual anonymous survey and regular 'pulse checks'.</p>		PA 13	
	<p>4.3.2 Health and Wellbeing</p> <p>Who: AVP HR & Planning</p> <p>Continue the work of the TRU Wellness Centre to provide counseling, referral, and wellbeing services to all students, faculty, and staff. Promote available resources and mental health awareness initiatives on campus.</p>	 	PA 14	
	<p>4.3.3 Hiring and Performance</p> <p>Who: AVP HR & Planning</p> <p>Integrate Sustainability into job descriptions and performance reviews.</p>			
	<p>4.3.4 President's Award</p> <p>Who: AVP HR & Planning</p> <p>Highlight exceptional sustainability ideas and/or performance with the President's Sustainability Award to create a higher profile and stronger awareness.</p>			
	<p>4.3.5 Personal and Campus Safety</p> <p>Who: Director of Risk Management Services, Director of Student Affairs</p> <p>Continue to promote a culture of safety on campus and raise awareness of security and safety options available to students, faculty, and staff.</p>			
Medium Term (3–5 Years)	<p>4.3.6 Employee Compensation</p> <p>Who: AVP HR & Planning</p> <p>Develop sustainable compensation guidelines and/or collective bargaining agreements to advance the living wage status of contract workers on campus.</p>		PA 12	SP3
	<p>4.3.7 Workplace Health and Safety</p> <p>Who: AVP HR & Planning</p> <p>Identify and implement 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.</p>		PA 15	



4.4 INVESTMENT

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

TRU has adopted UN Principles for Responsible Investing, which commits institutional investors to incorporate analysis of environmental, social, and governance issues into investment decisions.

Staff, faculty, and students were added to the Investment committee to enable stakeholders to have a voice in the management of TRU funds.

All investments are publicly disclosed to provide transparency in how funds are used.

▶ TRU investments currently valued at \$74M





WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Endowment investment decisions are made with integrity and keeping local and global sustainability in mind.
- ▶ Target improvement in sustainable investment decisions against UNPRI Principles.

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>4.4.1 Sustainable Investment</p> <p>Who: AVP Finance</p> <p>Identify and pursue investments that promote sustainability and align with the UNPRI Principles. Develop a Responsible Endowment Investment Policy.</p>		PA 9	SP 3
	<p>4.4.2 Investment Disclosure</p> <p>Who: AVP Finance</p> <p>Annually, or more frequently, makes a snapshot of investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records.</p>		PA 11	
Short Term (1–3 Years)	<p>4.4.3 Investment Committee</p> <p>Who: AVP Finance</p> <p>Establish committee on investor responsibility that has multi-stakeholder representation and works to uphold the UNPRI Principles.</p>		PA 8	

Also see relevant cross-reference strategies under the following themes:



Buildings Energy & Air Quality



Water



Research



4.5 MONITORING & COMMUNICATION

Related UN Sustainable Development Goals



WHERE ARE WE? THE CURRENT REALITY SNAPSHOT

TRU is committed to regularly disclosing performance data through the STARS program and has submitted three reports to date under STARS for assessment.

The TRU Sustainability Office webpage hosts relevant guidance materials and information content on sustainability initiatives underway across campus.

TRU has been working to improve the visibility of sustainability features on campus through communications initiatives such as posters, maps, and social media.

► In 2018 TRU was recognized as the highest-ranked university in the world on the AASHE STARS ranking






WHERE DO WE WANT TO BE? OUR DESIRED OUTCOMES

- Sustainability performance and action is tracked, communicated, and celebrated on campus and beyond.
- Target improvement in STARS performance against STARS 2.2 evaluation criteria.
- Apply to THE University Impact Rankings for SDGs by 2025.

WHAT NEEDS TO BE DONE?

STRATEGIES FOR TAKING ACTION

		Cross-reference		
		Theme	STARS	Priority
Ongoing	<p>4.5.1 Sustainability Branding and Visibility</p> <p>Who: AVP Marketing, Institutional Planning and Effectiveness Group, Marcom, Director of Sustainability</p> <p>Integrate sustainability into the TRU brand. Sustainability should be integral to the story of TRU, it's website, key messages, and what it stands for as an institution. Identify and implement strategies to improve the visibility of sustainability features on campus such as awareness raising posters / notices around campus.</p>	 		
	<p>4.5.2 Sustainability Planning and STARS Reporting</p> <p>Who: Director of Sustainability</p> <p>Update the comprehensive Strategic Sustainability Plan vision and road map every 4-5 years to guide decision making. Continue to report on STARS criteria every 3 years.</p>		PA 2	
	<p>4.5.3 Dashboard</p> <p>Who: Director of Sustainability</p> <p>Develop a subset of key indicators, which represent the key themes of the CSSP and the STARS framework, as a reporting and communication dashboard to the Board and broader TRU community.</p>			
Medium Term (3–5 Years)	<p>4.5.4 SDG Tracking and Reporting</p> <p>Who: Director of Sustainability</p> <p>Begin tracking performance against the UN Sustainable Development Goals (SDGs) and apply for the Times Higher Education (THE) University Impact Rankings, which measure global universities' success in delivering the UN SDGs.</p>			SP6

Also see relevant cross-reference strategies under the following themes:

