



Thompson Rivers University

STARS REPORT

Date Submitted: May 31, 2018

Rating: Platinum

Score: 88.31

Online Report: [Thompson Rivers University](#)

STARS Version: 2.1

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

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Summary of Results

Score 88.31

Rating: Platinum

Institutional Characteristics

b	Institutional Characteristics	0.00 / 0.00
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Academics

b	Curriculum	37.70 / 40.00
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b	Research	16.00 / 18.00
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Engagement

b	Campus Engagement	20.85 / 21.00
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b	Public Engagement	18.27 / 20.00
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Operations

b	Air & Climate	10.58 / 11.00
----------	--------------------------	----------------------

b	Buildings	2.00 / 5.00
----------	------------------	--------------------

b	Energy	8.35 / 10.00
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b	Food & Dining	2.95 / 8.00
----------	--------------------------	--------------------

b	Grounds	3.38 / 4.00
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b	Purchasing	5.14 / 6.00
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b	Transportation	5.28 / 7.00
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b	Waste	8.76 / 10.00
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b	Water	3.31 / 6.00
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Planning & Administration

b	Coordination & Planning	8.00 / 8.00
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b	Diversity & Affordability	9.54 / 10.00
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b	Investment & Finance	2.00 / 7.00
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b	Wellbeing & Work	4.82 / 7.00
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Innovation & Leadership

b	Exemplary Practice	1.50 / 2.00
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b	Innovation	4.00 / 4.00
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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution’s boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

Credit	Points
	0.00 /
Institutional Boundary	Total adjusted for non-applicable credits
	Close
	0.00 /
Operational Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Academics and Demographics	Total adjusted for non-applicable credits
	Close

Institutional Boundary

Score	Responsible Party
0.00 /	James Gordon
Total adjusted for non-applicable credits	Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability
Close	

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

"---" indicates that no data was submitted for this field

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:

Master

Institutional control (Public, Private for-profit, or Private non-profit):

Public

A brief description of the institution’s main campus and other aspects of the institutional boundary used to complete this report:

The main campus is centrally located in Kamloops, B.C. (population 89,000) and is 160 acres. An additional 90 acres will be developed by the TRU Community Trust into a university village concept over the next decade. The campus is situated in a cross section of residential, commercial, industrial and urban wilderness environments. The main campus has 25 buildings for learning spaces, which equal close to 1 million square feet. It also has 40 acres of gardens, including a teaching horticulture garden and arboretum. The two on-campus housing complexes can accommodate 880 students. Students have access to the Kamloops Tournament Capital Centre, a world-class sports complex.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No

Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Satellite campus	Yes	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

The satellite campus was not included in either the 2011 or 2015 reports, so in order to be consistent, and compare the same parameters, it will be left out of this report.

Additional documentation to support the submission :

Operational Characteristics

Score	Responsible Party
0.00 /	James Gordon
Total adjusted for non-applicable credits	Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability
Close	

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

"---" indicates that no data was submitted for this field

Endowment size:

0 US/Canadian \$

Total campus area:

250 Acres

Locale:

Large town

IECC climate zone:

5 - Cool

Gross floor area of building space:

969,066.18 Gross Square Feet

Floor area of laboratory space:

77,694 Square Feet

Floor area of healthcare space:

5,425 Square Feet

Floor area of other energy intensive space:

47,781 Square Feet

Additional documentation to support the submission :

stars.aashe.org

Data source(s) and notes about the submission:

The Endowment Fund is in Canadian dollars.

Gross floor area (90029.1937 sq meter) is calculated from spreadsheet (2014) provided by the TRU Facilities. This represents the most up to date data.

Academics and Demographics

Score

0.00 /

Responsible Party

James Gordon

Total adjusted for non-applicable credits

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

[Close](#)

Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate "weighted campus user", a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

"---" indicates that no data was submitted for this field

Number of academic divisions (e.g. colleges, schools):

9

Number of academic departments (or the equivalent):

31

Number of students enrolled for credit:

22,336

Total number of employees (staff + faculty):

2,229

Full-time equivalent student enrollment (undergraduate and graduate):

11,963

Full-time equivalent of employees (staff + faculty):

1,269

Full-time equivalent of students enrolled exclusively in distance education:

3,812

Number of students resident on-site:

880

Number of employees resident on-site:

0

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):

0

Weighted campus users, performance year:

7,285

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Staff and Faculty

(figures from TRU Human Resources office):

Annualized FTE

* Full-time equivalent of employees

1,269.0 (as of July 18, 2017)

Staff + faculty, annualized FTE

Headcount

* Number of employees

2,229.0 (as of July 12, 2017)

Staff + faculty, headcount

Students

FTE student enrollment figures are from TRU Factbook (2016-2017):

https://www.tru.ca/__shared/assets/Factbook_2016-201741020.pdf

The Student Headcount Unduplicated Total figure reported above (22,336) is different from the figure in the Factbook (page 2 of 14, under 'TRU Headcount at a Glance') which is reported as 27,071. The difference, according to Matt Kennedy, from the TRU INTEGRATED PLANNING & EFFECTIVENESS office, is due to 4735 students not counting for the following reason: "Given the criteria in the section, you could exclude students who are in Continuing Education (3900), as they are not taking courses that count towards a formal award. Additionally, Apprenticeship students (835) could be excluded as they also do not receive an award from TRU (it is the Industry Training Authority that gives them their red seal, not TRU)".

$27,071 - (3900 + 835) = 22,336$

The figure for 'Full-time equivalent of students enrolled exclusively in distance education' (3,812) is slightly different from when it was first reported (3,689). This was a mistake on our part since this last figure was from 2015-2016 figures and not 2016-2017.

Academics

Curriculum

Points Claimed 37.70

Points Available 40.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit	Points
Academic Courses	14.00 / 14.00
Learning Outcomes	5.70 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	4.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Score

14.00 / 14.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement*, *G. Standards and Terms*, and the Credit Example, below. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

"---" indicates that no data was submitted for this field

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	2,481	113
Number of sustainability courses offered	118	12
Number of courses offered that include sustainability	502	4

Percentage of courses that are sustainability course offerings:

24.52

Total number of academic departments (or the equivalent) that offer courses (at any level):

31

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

29

Percentage of academic departments with sustainability course offerings:

93.55

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[TRU Sustainability Courses Offered 2016-2017 Final_1.pdf](#)

Do the figures reported above cover one, two, or three academic years?:

One

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing

and/or validating the course inventory :

A comprehensive search for key sustainability concepts and content was carried out using the TRU on-campus and TRU-Open Learning (on-line courses) calendars in order to determine whether courses were focused on or related to sustainability.

How were courses with multiple offerings or sections counted for the figures reported above?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	No
Practicums	Yes
Independent study	No
Special topics	Yes
Thesis / dissertation	No
Clinical	Yes
Physical education	Yes
Performance arts	No

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain/initiatives/reporting.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Matt Kennedy from TRU Integrated Planning and Effectiveness provided numbers of courses.

List of courses was retrieved from TRU Academic Calendar:

<https://www.tru.ca/campus/current/calendar/docs/TRU-2016-2017-calendar.pdf>

Counted number of departments from TRU website:

<https://www.tru.ca/programs/schools.html>

Learning Outcomes

Score

5.70 / 8.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the: *Continuing Education* credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

"---" indicates that no data was submitted for this field

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):

1,269

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:

904

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:

71.24

Do the figures reported above cover one, two, or three academic years?:

One

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:

No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:

Yes

A list or brief description of the institution level or division level sustainability learning outcomes:

Below is an example of a division (faculty) where all students graduate from the faculty with sustainability learning outcomes:
Faculty of Law: All graduates from this faculty graduate having taken at least one course with a specified sustainability learning outcome.

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:

Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

Faculty of Adventure, Culinary Arts & Tourism – Bachelor of Tourism Management

Graduates of the Bachelor of Tourism Management will be able to contextualize tourism within broader cultural, environmental, political and economic dimensions of society; critique tourism practices for their implications locally and globally; interpret and evaluate tourism as a phenomenon and as a business system; explain the diverse nature of tourism, including culture and place, global/local perspectives, and experience design and provision; identify and assess relationships and networks relative to building tourism capacity; apply relevant technology for the production and management of tourism experiences; plan, lead, organize and control resources for effective and efficient tourism operations; create, apply, and evaluate marketing strategies for tourism destinations and organizations; develop and evaluate tourism policy and planning initiatives; demonstrate commitment to ethical practices of tourism; actively engage in the world as global citizens; practice empathy and respect for diversity and multicultural perspectives; apply principles of sustainability to the practice of tourism in the local and global context; acknowledge one or more philosophical perspectives to knowledge creation; evaluate and apply various research methods commonly used in the context of tourism; propose and conduct a research project to inform tourism practice; select and deploy task-appropriate forms of oral, written, digital, and graphic communication; value and practice active listening, critical thinking, and critical reading; distinguish and produce forms of communication relevant to academia, business, government, and industry; assess, evaluate, and employ appropriate communication tools for discussions within and between teams and members, various audiences, decision-making teams, and corporate

communication tasks; apply problem solving and critical analysis within diverse contexts; work collaboratively in groups, both as a leader and a team member, in diverse environments, learning from and contributing to the learning of others.

Faculty of Arts – Bachelor of Arts, Geography & Environmental Studies

Graduates of this program will learn strong teaching and research expertise about sustainable urban and rural landscapes, environmental geography, economic geography, hydrology, climatology, geomorphology and emerging geomatic technologies, including Geographical Information Systems (GIS).

Faculty of Science – Bachelor of Natural Resource Science

The purpose of the BNRS degree program is to prepare students for careers in a wide range of natural resource sector jobs and for further academic study in graduate school. The program goals are met by providing a unique combination of courses covering biology, ecology, scientific methods, and sector-specific resource management skills in a cooperative education format. Students will learn problem solving, oral and written communication skills, and integration of various disciplines in both an independent and team environment. By understanding the scientific, economic, and social basis of natural resource issues, graduates of the program will be able to effectively interface between diverse interest groups, all having a stake in how our terrestrial and aquatic ecosystems are managed. Courses and field work dealing with management of the various sectors give students technical skills in a wide variety of management disciplines. Upon graduation, students will have acquired a wide range of technical abilities in assessing the status of ecosystems. This assessment covers aspects such as forestry, fisheries, range, and recreation.

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:

Yes

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

These programs are justified as having a sustainable learning outcome based on the list of 'Sustainable Courses' found in the Course Inventory in AC 1. The courses listed below are all core courses from that list that program graduates must take in order to graduate.

School or Faculty/Program/Core Courses

School of Business & Economics/Bach Business Admin Supply Chain Mgmt/MNGT 3710
School of Business & Economics/Bach Business Admin New Venture Creation/MNGT 3710
School of Business & Economics/Bach Business Admin Marketing/MNGT 3710
School of Business & Economics/Bach Business Admin International Business/MNGT 3710
School of Business & Economics/Bach Business Admin Human Resources Mgmt/MNGT 3710
School of Business & Economics/Bach Business Admin General/MNGT 3710
School of Business & Economics/Bach Business Admin Finance/MNGT 3710
School of Business & Economics/Bach Business Admin Economics/MNGT 3710
School of Business & Economics/Bach Business Admin Accounting/MNGT 3710
School of Business & Economics/Bach Business Admin/MNGT 3710
School of Business & Economics/Assoc Commerce & Business/MNGT 3710
School of Business & Economics/Bach Commerce General Mgmt/MNGT 3710
School of Business & Economics/Bach Commerce Finance/MNGT 3710
School of Business & Economics/Bach Commerce Accounting/MNGT 3710
School of Business & Economics/Bach Business Real Estate/MNGT 3710

School of Business & Economics/Bach Business Admin Human Resources Mgmt/MNGT 3710
School of Business & Economics/Bach Business Admin General/MNGT 3710
School of Business & Economics/Bach Public Administration/MNGT 3710
School of Business & Economics/Bach Commerce Technology Mgmt/MNGT 3710
School of Business & Economics/Bach Commerce Marketing/MNGT 3710
School of Business & Economics/Bach Commerce Leadership/MNGT 3710
School of Business & Economics/Bach Commerce Human Resources Mgmt/MNGT 3710

Faculty of Science/Master Science Environmental Sc/G / ENVS 5100
Faculty of Science/Bach Science, Ecology & Environmental Biology/BIOL 1040
Faculty of Science/Bach Environmental Chemistry/BIOL 1040
Faculty of Science/Bach Science Physics/BIOL 1040
Faculty of Science/Bach Science Mathematics/BIOL 1040
Faculty of Science/Bach Science General Biology/BIOL 1040
Faculty of Science/Bach Science Computing Sc/BIOL 1040
Faculty of Science/Bach Science Chemistry/CHEM 3010
Faculty of Science/Bach Science Chemical Biology/BIOL 1040
Faculty of Science/Bach Science Cell Molecular & Micro Biology/BIOL 1040
Faculty of Science/Bach Science Biology/BIOL 1040
Faculty of Science/Bach Science Animal Biology/BIOL 1040

Faculty of Education and Social Work/Bach Social Work Child Welfare/SOCW 2120
Faculty of Education and Social Work/Bach Social Work/SOCW 2120

Faculty of Arts/Bach Arts Political Science & Economics/ECON 2430
Faculty of Arts/Bach Arts Geography & Env Studies/GEOG 1010 &1110
Faculty of Arts/ Bach Arts Geography/GEOG 1010&1110

Faculty of Adventure, Culinary Arts & Tourism/Post Bacc Dipl Tourism International Devpmt/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Post Bacc Dipl Tourism Experience Mgmt/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Post Bacc Dipl Tourism Destination Devpmt/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Dipl Tourism Mgmt/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Dipl Sports Events Management/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Dipl Resort & Hotel Mgmt/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Dipl Events & Conventions Mgmt/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Dipl Adventure Management/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Dipl Adventure Guide/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Cert Adventure Sports/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Bach Tourism Mgmt Management/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Bach Tourism Mgmt Entrepreneurship/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Bach Tourism Mgmt Adventure Studies/TMGT 1110
Faculty of Adventure, Culinary Arts & Tourism/Bach Tourism Mgmt/TMGT 2610

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain/initiatives/reporting.html>

Additional documentation to support the submission:

stars.aashe.org

Data source(s) and notes about the submission:

Total number of graduates for each program was requested and obtained from TRU Integrated Planning and Effectiveness. Figures about total number of graduates taken from TRU Factbook 2016-2017:

https://www.tru.ca/__shared/assets/Factbook_2016-201741020.pdf

. Reported figures in this section do not count graduates from vocational programs in several faculties and schools, totaling 1416.

Total of all TRU graduates (on-campus and Open Learning) is 2685, then subtract the 1416 mentioned above, and the new total of applicable graduates for the purposes of this section is 1269.

Undergraduate Program

Score

3.00 / 3.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution offers at least one:

- [Sustainability-focused program](#) (major, degree program, or equivalent) for [undergraduate students](#)

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the *Continuing Education* credit in Public Engagement.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused undergraduate degree program:

Geography and Environmental Studies Major (BA)

A brief description of the undergraduate degree program:

The Geography and Environmental Studies program at TRU has strong teaching and research expertise in sustainable urban and rural landscapes, Japan, environmental geography, economic geography, hydrology, climatology, geomorphology and emerging geomatic technologies, including Geographical Information Systems (GIS).

Those interested in pursuing a career or further study in education, urban and regional planning, environmental consulting, policy development, environmental law, water resources research, mine reclamation, environmental assessment, and earth science, including hydrology, meteorology and geomorphology, should strongly consider completing a geography program.

Students must normally declare their geography and environmental studies major or geography minor before entering the third year of the BA program.

The website URL for the undergraduate degree program:

<http://www.tru.ca/arts/geography/programs.html>

Name of the sustainability-focused, undergraduate degree program (2nd program):

Bachelor of Natural Resource Science Degree Program (BNRS)

A brief description of the undergraduate degree program (2nd program):

Bachelor of Natural Resource Science (BNRS).

In a world where specialization is the norm in university training for careers in the natural resource professions, the demand from industry and government agencies is increasingly for professionals who are generalists. The BNRS program addresses this need by providing a course of study that is unique in its scope and purpose. The program consists of 126 credits which can be completed in four or five years on a full-time basis or up to seven years on a part-time basis once admitted to the program.

The purpose of the BNRS degree program is to prepare students for careers in a wide range of natural resource sector jobs and for further academic study in graduate school. The program goals are met by providing a unique combination of courses covering biology, ecology, scientific methods, and sector-specific resource management skills in a cooperative education format. Students will learn problem solving, oral and written communication skills, and integration of various disciplines in both an independent and team environment.

The website URL for the undergraduate degree program (2nd program):

<http://www.tru.ca/science/programs/nrs/programoverview/bnrsoverview.html>

Name of the sustainability-focused, undergraduate degree program (3rd program):

A brief description of the undergraduate degree program (3rd program):

The website URL for the undergraduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for

stars.aashe.org

undergraduate students?:

Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:

Leadership in Environmental Sustainability certificate

A brief description of the undergraduate minor, concentration or certificate:

The Leadership in Environmental Sustainability certificate allows students to earn formal recognition for their knowledge, skills, awareness, and attitudes that contribute to environmental sustainability competency – from projects, to artwork, to architectural design, to relevant course assignments.

TRU will prioritize initiatives that mutually benefit the university and the communities we serve in the context of: financial sustainability of the University, economic sustainability of the region and province, cultural and social sustainability of our communities, creative and community arts sustainability and environmental sustainability (TRU strategic priorities).

- Earned in tandem with any credential at TRU
- Formally noted on your TRU transcript
- Acknowledged at Convocation ceremony
- Points can be earned at any time throughout your time at TRU
- Prior Learning Assessment Recognition (PLAR) is available
- * The website URL for the undergraduate minor, concentration or certificate

The website URL for the undergraduate minor, concentration or certificate:

<http://www.tru.ca/campus/beyond/les.html>

Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

A brief description of the undergraduate minor, concentration or certificate (2nd program):

The website URL for the undergraduate minor, concentration or certificate (2nd program):

Name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name and website URLs of all other sustainability-focused undergraduate minors, concentrations and certificates:

Additional documentation to support the submission:

Score

3.00 / 3.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the *Continuing Education* credit in Public Engagement.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused graduate-level degree program:

Masters of Environmental Science (MSc)

A brief description of the graduate-level degree program:

The environment is a complex of biological, geological, physical, chemical, social and cultural factors that interact to influence the life of an individual or community. Our environment is threatened by global issues, such as overpopulation, global climate change, and habitat fragmentation. Many of these are issues caused by humans, and in turn they are threatening the very well being of humans. The problems we face today are not solvable by science alone, but by an equal discovery and knowledge of culture, sociology, economics, politics and ethics. The TRU Master of Science in Environmental Science provides an integrative, multi-disciplinary approach to the study of the environment.

Thompson Rivers University (TRU) is ideally located to study environmental issues because of its proximity to a wide variety of diverse regional ecosystems. Kamloops is a small city of approximately eighty thousand people centred in the Southern Interior of British Columbia. The Thompson/Okanagan region and neighbouring Cariboo Plateau provides rare native

grassland ecosystems, freshwater wetlands, lakes and rivers, and a rich diversity of forested ecosystems, all within easy access of TRU, as well as mountain and ocean ecosystems within a few hours' drive. The location of the University also provides collaborative potential with a number of neighbouring institutions and agencies, such as B.C. Ministry of Forests and Range, Agriculture Canada Research Station, B.C. Ministry of Environment, Fisheries and Oceans Canada, B.C. Grassland Conservation Council, and Ducks Unlimited Canada.

The TRU MSc in Environmental Sciences program fills local, regional, provincial, national and international needs for environmental professionals. The program is designed to produce graduates who are innovative and have multi-disciplinary skills and broad knowledge in the field of environmental science. It is structured to be unique, flexible and relevant.

The website URL for the graduate-level degree program:

<http://www.tru.ca/science/programs/msces.html>

Name of the sustainability-focused, graduate-level degree program (2nd program):

A brief description of the graduate degree program (2nd program):

The website URL for the graduate degree program (2nd program):

Name of the sustainability-focused, graduate-level degree program (3rd program):

A brief description of the graduate degree program (3rd program):

The website URL for the graduate degree program (3rd program):

The name and website URLs of all other sustainability-focused graduate-level degree programs:

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

No

Name of the graduate-level sustainability-focused minor, concentration or certificate:

A brief description of the graduate minor, concentration or certificate:

The website URL for the graduate minor, concentration or certificate:

Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

The website URL for the graduate minor, concentration or certificate (2nd program):

Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Additional documentation to support the submission:

Immersive Experience

Score

2.00 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

"---" indicates that no data was submitted for this field

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

TRU offers a number of sustainability focused, immersive experience programs including a Natural Resource Science (NRSC) course in Belize, and a Bachelor of Tourism Management (BTM) international community development field trip. The NRSC course in Belize introduces students to issues and management of natural and cultural resources in a tropical environment. More information:

<http://www.tru.ca/science/programs/nrs/belize.html>

The BTM course travels to various areas of South America to study Spanish, travel throughout the country, interact with government economic development personnel and adventure tourism operators, and get involved in community development

work. More information:

http://www.tru.ca/act/adventure/programs/adventurestudies_btm/fieldtrip.html

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/science/programs/nrs/belize.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information about the Bachelor of Tourism Management (BTM) international community development field trip can be found here:

<https://www.tru.ca/adventure-studies/degrees/adventure-studies-field-school.html>

Score

4.00 / 4.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

"---" indicates that no data was submitted for this field

Does the institution conduct an assessment of the sustainability literacy of its students (i.e. an assessment focused on student knowledge of sustainability topics and challenges)?:

Yes

Which of the following best describes the literacy assessment? The assessment is administered to::

The entire (or predominate) student body, directly or by representative sample

Which of the following best describes the structure of the assessment? The assessment is administered as a::

Pre- and post-assessment to the same cohort or to representative samples in both a pre- and post-test

A copy of the questions included in the sustainability literacy assessment(s):

[TRU Sustainability Literacy Assessment.pdf](#)

A sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

Here is a sample of questions from the 2015 TRU Sustainability Literacy Assessment (starting on page 11 of the above link):

Sustainability Knowledge

The following section includes general knowledge questions about environmental, economic and social sustainability.

Which one of the conditions below is a potential effect of climate change?

- Expansion of habitat
- Less severe weather
- Expansion of deserts
- Decrease in sea level

The best way to support a local economy, is to buy goods (groceries, clothing, toiletries, etc.):

- At a large chain store
- At farmer's markets and stores that sell locally-produced goods
- At locally-owned franchise restaurants
- On the internet

Which of the following statements about water is true?

- In some areas, inland lake levels are expected to decline
- As polar ice caps melt, access to freshwater will increase
- Many people in developing dry climates do not have access to clean drinking water; climate change will create more water in these areas.
- Climate change does not threaten to decrease freshwater reserves

Which of the following is an example of environmental justice?

- Urban citizens win a bill to have toxic wastes taken to rural communities
- The government dams a river, flooding the land, to create a hydro-power for large cities
- Indigenous communities are involved in setting a quota for the amount of wood that they can take from a protected forest next to their village
- Corporations build factories in developing countries where environmental laws are less strict

Humankind is currently using _____ Earth equivalents to sustain our lifestyle:

- Less than 1
- 1.5
- 3
- 5

A brief description of how the literacy assessment was developed and/or when it was adopted:

The TRU Sustainability Literacy Assessment was developed to gauge students' level of knowledge and attitudes regarding sustainability, and was administered in 2015. It acts as a baseline tool to determine the progress of TRU students regarding sustainability literacy year-after year.

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

Assessments were open to all TRU students to take. They were administered through online surveys (promoted through social media) and hard-copy surveys at student orientations. A representative sample of over 10% of the student population was achieved.

The follow-up assessment will take place during the Fall 2018 semester and will be fully complete and reported on by the end of December, 2018.

A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time:

Results from the 2015 TRU Sustainability Literacy Assessment can be found at

<http://www.tru.ca/sustain/people/reporting.html>

(scroll down to 'TRU Sustainability Literacy Assessment — 2015').

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/people/reporting.html>

Additional documentation to support the submission:

Incentives for Developing Courses

Score

2.00 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

"---" indicates that no data was submitted for this field

Does the institution have an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

TRU's Sustainability Office has provided two methods to facilitate this process.

Sustainability Grant Fund: As of the 2013-2014 school year, an opportunity for any faculty member to apply to the TRU Sustainability Grant Fund for the purposes of receiving funds for any purposes related to the development of sustainability-related courses. The Sustainability Grant Fund has a separate category that is specifically for faculty and, to date, has only been used by faculty to review and revamp courses and programs to increase sustainability-related content. Sustainability Workshop: The Sustainability in the Curriculum workshop was conducted in May 2018 and will become an annual event. See the link for more detail on the May 2018 workshop:

<https://www.tru.ca/celt/faculty-learning/sustainability-in-the-curriculum.html>

A brief description of the incentives that faculty members who participate in the program(s) receive:

1). The Sustainability Grant Fund offers an opportunity for any faculty member to submit a proposal in order to access up to \$100,000 every school year for any project that "advances sustainability at TRU".

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2). All participants who attend the workshop and submit a revised course outline that reflects new engagement with sustainability will receive a Sustainability Fellowship. The title of 'Sustainability Fellow' is accompanied by \$500 for purchasing sustainability-related resources or to put towards attending a sustainability conference or workshop.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives/funds.html>

Additional documentation to support the submission:

Score

4.00 / 4.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under “Public Engagement”. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

"---" indicates that no data was submitted for this field

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

The TRU Sustainability Office's Research Student, Aaron Wiebe, undertook research during the summer of 2017 to figure out the best method to filter the air coming out of the university's composting facility, which is housed in a large steel shipping container and has periods of very unpleasant odour. Through his research, he designed a biofilter, which was then constructed and is now in full operation. The biofilter has had a dramatic affect in reducing the foul smell coming from the composting facility.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

Students in the Architectural & Engineering Technology Program (ARET) conduct research on the campus' solar hot water system that supplies hot water to three main buildings that have intensive hot water requirements. The three buildings house the Culinary Arts Programs, the campus cafeterias, pubs and a high number of washrooms, and the largest building on campus (Old Main). Collectively, the systems are the largest solar water system in British Columbia. The students use actual data to conduct real time analysis that the Facilities and Sustainability offices review to help inform decision makers that are involved with building design.

The students look at building design and how solar collectors require additional roof systems, additional space for storage, plus different designs for mechanical rooms with these types of systems. The information gathered is then used by planners to better amalgamate solar water systems into building design for future buildings on campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

TRU students helped install all three of the following systems.

Students in the Architectural & Engineering Technology Program (ARET) conduct research on the campus' solar hot water system that supplies hot water to three main buildings that have intensive hot water requirements. The three buildings house the Culinary Arts Programs, the campus cafeterias, pubs and a high number of washrooms, and the largest building on campus (Old Main). Collectively, the systems are the largest solar water system in British Columbia. The students use actual data to conduct real time analysis that the Facilities and Sustainability offices review to help inform decision makers that are

involved with building design.

The Trades and Technology students have installed photovoltaic (PV) solar panels on the Trades building. The panels are supplying energy to the Trades building and are maintained by students as part of their classroom learning. Data from the energy produced from this system (as well as other energy systems on campus) is available via an online dashboard, that is also available for classroom learning. Trades, ARET and all students can use this data.

The TRU Solar Compass project (started November 2017) is a solar photo-voltaic array (PV) that is embedded into the concrete walking area outside one of the main campus buildings. It is the first embedded solar PV project of its kind in Canada. Although the PV panels (62 of them) function very similarly to traditional panels that are typically mounted on rooftops, the main reason this is an innovative project is because the panels are highly visible, which keep them top-of-mind for everyone. The fact that they are in front of the Arts and Education Building means that thousands of feet walk over them daily; thus, there is a significant increase in students, staff and faculty members thinking and talking about solar power. (More about the Solar Compass can be found in the STARS section IN-24: Innovation A).

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

The TRU Horticulture Program uses the campus as a living laboratory since its students are actively involved in implementing sustainable practices on campus. They are taught how to be efficient with their work habits and the machinery; pruning and watering techniques; aspects of food production during their work in the campus orchard; the basics of bee-keeping; and about Integrated Pest Management techniques, which significantly reduces dependence on synthetic pesticides.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

During the summer of 2016, Research Student Dustin Melan undertook research in conjunction with TRU Sustainability Office staff on the topic of sustainable purchasing practices at TRU. He was the lead author and completed three documents in the area of sustainable purchasing practices (listed below).

TRU Procurement Risk and Opportunity Assessment ver 3.0

TRU Supplier Code of Conduct ver 1.0

TRU Vendor Sustainability Questionnaire ver 2.0

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

The TRU Sustainability Office's Research Student, Allysha Sorba, undertook research during the 2015-2016 school year involving the pros and cons of TRU purchasing its own vehicles for staff and faculty to use for regional travel. The current system at that was for staff and faculty members to use their own vehicles and then get reimbursed by the University on a per kilometre basis. Her research discovered that it was in the university's best interest, both financially and environmentally, to purchase two hybrid vehicles for staff and faculty to use for their travel. The system has been operational since then, and it is likely to expand.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

TRU students Marcus Randt and Mae Frank created a hard-copy and online Zero Waste quiz and survey to educate fellow students about proper waste disposal methods on campus, as well as solicit their opinions on this subject. Their project was a classroom project and the survey creation began in the spring of 2017, with the actual surveying taking place during the summer of 2017. The purpose of the study was to collect on-campus data from students, faculty and staff that use the 100+ zero waste stations on campus, and to then create outreach materials that can educate users on how to use the stations. The research was also utilized by the Sustainability Office to better locate and/or redesign/configure the zero waste stations to improve diversion rates.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

The research study by TRU student Brandon Turner is called “Conducting hydrologic research with hobbyist electronics: gaining new insights into stemflow processes with low-cost custom sensor platforms”. This project helps to advance sustainability on campus both from a research point of view and in practical terms on the campus. The research took place on campus using campus trees. Using solar panels, Arduino microcontrollers and some other components, the fourth-year geography student has been collecting data to better understand the movement of rain water down tree trunks—otherwise known as stemflow. That kind of information is valuable to arborists, city planners, landscapers and those involved in reforestation. The project is being co-supervised by Geography and Environmental Studies faculty members David Hill and Darryl Carlyle-Moses. The data generated supports the ongoing forest hydrology research of Carlyle-Moses while the technology created demonstrates the potential of real-time monitoring of large-scale environmental processes, a research interest to Hill.

<http://inside.tru.ca/2017/08/29/using-low-cost-tech-to-make-data-collection-easier/>

From a practical point of view, this research can be used by the TRU Grounds crew to help determine the best new trees to plant in this region which can, due to its dessert-like climate, lack regular rainfall in the summer months.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

Biosolids management is a recent topic of media interest, particularly within the interior of BC. There is a need to better understand the public's perceptions around the use of biosolids as a fertilizer and how the public would like to see biosolids managed, as well as a need to recognize how to most effectively address pressing topics regarding biosolids management. TRU Masters student Sarah Whitehouse conducted research on this topic and used one of TRU's satellite campuses, the Knutsford farm for part of her research.

A survey was taken by members of the TRU community as well as those in surrounding communities to determine the factors that influence the public's attitude and risk perception towards the use of biosolids.

The survey encompassed factors which may influence the public's attitude and risk perception that include, but are not limited to, gender, age, education level, income, and whether or not there are children living at home. The survey explored the role of psychological and sociological variables in order to explain risk perceptions and why many people resist the use of biosolids. Individuals' thoughts and feelings surrounding the use of biosolids as a fertilizer were investigated, as well as their level of familiarity with biosolids. This allowed the researchers to explore how households' and institutional decisions, on resource allocations, are influenced by psychological, emotional, social, and cognitive factors. The information provided by the survey aided policy makers, regulators, and biosolids management in developing and implementing biosolids programs that are both socially just and environmentally sound, as well as economically feasible.

https://www.tru.ca/__shared/assets/Sarah_Whitehouse_Abstract39916.pdf

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

During the winter semester of 2015, TRU Chemistry student Kile McKenna undertook research in the realm of green chemistry, specifically, "greening" the chemistry lab. His research involved designing standardized evaluation criteria for sustainability that can be applied to current undergraduate chemistry laboratory experiments in order to determine possible environmental improvements to the undergraduate lab experience. This research became a capstone project of Kile's, and was a successful winner of a TRU Student Sustainability Research Fund grant to pursue this research (\$5000).

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

TRU students (Janelle Zimmer, Matthew McIsaac) staff (Karl Fultz) and faculty (Dr. Tom Dickinson) were successful in getting funding in 2018 for the TRU Bird Strike Remediation Project.

Project Description:

Bird collisions with urban structures ("bird strikes") are a widespread phenomenon in North America and internationally, representing the second leading cause of anthropogenic bird mortality. An estimated 100 million to 1 billion birds perish annually in collisions with buildings across North America (Klem, 1990). Bird strikes happen here at TRU, especially during the migratory periods of May and September. Evidence of bird strikes includes dead/injured birds found at the base of windows, feathers, and dust smudges on windows. The Campus Activity Centre and Sciences Buildings have been reported by faculty and staff as "hot spots" for bird strikes. These poor creatures are either dealt with by Facilities crews or else quickly fall victim to predators.

The Purpose of this Project is to make TRU safer for our wild bird population by:

1. Researching the extent of the bird strike problem on campus
 2. Educating TRU stakeholders on the bird strike problem
 3. Researching solutions that are cost-effective, workable, and appeal to stakeholders
 4. Applying the chosen solution to a Pilot Project and measuring the results
 5. Taking the lessons learned to formulate recommendations for further remediation
- One of the foremost future remediation actions will be to determine the best window film to install on all new campus buildings, as a course of formal protocol.

Actions to date:

1. A TRU student researcher was hired for most of the 2018 summer to collect data and observe bird behaviour.
2. The best window film was found to help birds avoid colliding with TRU campus windows.
3. the film was ordered and is being installed on campus buildings (as of September 2018).

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain.html>

Additional documentation to support the submission:

Research

Points Claimed 16.00

Points Available 18.00

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit	Points
Research and Scholarship	12.00 / 12.00
Support for Research	4.00 / 4.00
Open Access to Research	0.00 / 2.00

Score

12.00 / 12.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

"---" indicates that no data was submitted for this field

Total number of the institution's faculty and/or staff that are engaged in research (headcount):

236

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):

96

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :

40.68

Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:

31

Number of academic departments (or the equivalent) that include at least one faculty or staff member that
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conducts sustainability research:

24

Percentage of research-producing departments that are engaged in sustainability research:

77.42

A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

[AC-9 Research Inventory .pdf](#)

The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

In order to complete the research inventory, the following methodology was used:

- Each faculty members' own webpage (from their respective faculty's main website) was reviewed in order to determine if A) they had engaged in any sort of research over the last three years, and B), if they had, then if that research was 'sustainability research'. (Seven of the eight TRU faculties have faculty who are engaged in research).
- When questions were still unanswered after this review (for example, if faculty members websites did not show any research publications/conference presentations in the last three years), then meetings/phone calls/emails with faculty deans or secretaries, or department chairs took place in order to get clarification.
- Information from the TRU Office of Research and Graduate Studies also helped to answer some of these types of questions as well as other, more general types of questions about who is doing sustainability research .

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain/initiatives/reporting.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<https://www.tru.ca/science/research/faculty.html>

Score

4.00 / 4.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - Written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
-

"---" indicates that no data was submitted for this field

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :

Yes

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

The TRU Sustainability Research Grant for Students: the purpose of the grant is to encourage interdisciplinary research and expand knowledge of sustainability and sustainable development, defined in terms of sustainability's four pillars — environmental, social, economic and cultural. Preference will be given to applications incorporating interdisciplinary perspectives and/or methodologies. The grant is a prestigious internal fund award that may be held only once and for one year at an annual value of \$5,000 for two separate students studying in any TRU for-credit program.

Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:

Yes

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

The TRU Sustainability Research Grant for Faculty: the purpose of the grant is to encourage interdisciplinary research and expand knowledge of sustainability and sustainable development, defined in terms of sustainability's four pillars — environmental, social, economic and cultural. Preference will be given to applications incorporating interdisciplinary perspectives and/or methodologies. The grant is a prestigious internal seed fund award that may be held only once and for one year at an annual value of \$10,000. With the approval of the grant holder's department and dean, a portion of the funds (up to \$7,500) may be used as a research time stipend. The grant holder must be a tenured or tenure-track faculty member not currently holding a major multi-year Tri-Agency external grant or contract (over \$50,000) as the principal investigator.

Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

Part of the TRU procedure for deciding which prospective faculty members receive tenure and promotion is that they have to demonstrate adherence to the overall guiding principles of the TRU Academic Plan (2011)

http://www.tru.ca/__shared/assets/Academic_Plan24460.pdf

). The plan states clearly that interdisciplinary research is highly valued: "Thompson Rivers University has strengths in undergraduate and graduate research; interdisciplinary studies; and academic, applied, vocational and trades programming, and thus is well equipped to provide students with a critical education on the intersections of science, technology and society" (page 5). TRU pursues "interdisciplinary approaches, courses, programs and research in environmental, economic, social and cultural sustainability" (page 8). Under the Statement of Purpose of the Academic Foundations of the plan, it is stated that "particular priority will be given to those developments that generate interdisciplinary connections between the academic themes" (page 9). Moving forward, TRU plans that "interdisciplinary Studies options should be re-conceptualized as university-wide, and thus mechanisms must be developed to accommodate interdisciplinary methods and programming across and between all university faculties and disciplines" (page 12).

Does the institution have ongoing library support for sustainability research and learning?:

Yes

A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:

TRU encourages and/or supports sustainability research through ongoing library support and does so in the form of:

- Materials selection policies and practices: like many university libraries, TRU Library's over-arching materials acquisition policy coincides largely with the course material taught throughout the university. As such, since TRU teaches so many

courses that either focus on or relate to the broad spectrum of issues to do with sustainability, it has a substantial collection of books, e-books, periodicals, and other materials to do with sustainability.

- E-learning objects focused on sustainability: on top of the fact that this issue ties in directly with the above-mentioned practices, TRU is actively collecting e-books on all subjects instead of paper books whenever possible. The library has seen a huge increase in e-books over the last five years, and currently the collection is at approximately 40,000, and trending upward.
- Research guides: the main system used by the TRU Library is called LibGuides and it has over 200 e-guides; this includes an extensive collection of e-indexes for research periodicals.
- Sustainability literacy promotion: The TRU Library's own 2012 Strategic Plan identified six core values that it focuses on throughout its operations, and one of these is "support for environmental sustainability". Another core value is "life-long learning", whether by TRU students or staff. As such, all Library staff are encouraged to learn about issues to do with sustainability on an on-going basis.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives/funds.html>

Additional documentation to support the submission:

Score

0.00 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

Policies and programs adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

"---" indicates that no data was submitted for this field

How many of the institution's research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):

None / Don't Know

Which of the following best describes the open access policy? (Mandatory or Voluntary):

Voluntary (strictly opt-in)

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:

Yes

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

TRU offers the following incentive:

The TRU Sustainability Grant Fund is open to all TRU faculty who require financial support with article processing and other open access publication charges. All research must be posted in TRU's open access repository and made publicly available.

There is funding available for faculty as an incentive to publish to TRU's open access repository; the funding covers any fees stars.aashe.org

associated with the review and publication process.

A copy of the institution's open access policy:

The institution's open access policy:

TRU has the following open access program:

TRUSpace, TRU's own institutional repository, and allows the library to begin archiving and making accessible the research and local resources that make the university so unique. The acceptance of content will be staged to allow for the establishment of proper procedures, policies and to ensure that content is optimized for discovery. TRUSpace ensures that TRU meets the open access mandates put forth as part of all tri-council grants. The University Library is excited to be able to bring this resource to life, and believes it holds great promise for putting TRU and Kamloops on the proverbial and literal map.

The goals of TRUSpace are to:

- Enhance the visibility and reach of Thompson River University's scholarship
- Provide free, open and timely access to TRU scholarship
- Preserve and provide long-term access to this digital content
- Encourage scholarly collaboration within TRU and with others
- Capture examples of TRU's community engagement

What TRUSpace includes

TRUSpace collects scholarly and creative materials created by the Thompson Rivers University community, as well as important documents related to the university's history, which are made freely available to the public. Current collection efforts will focus on building up several core content areas:

- Faculty and student scholarship (articles, presentations, multimedia)
- Honours theses and capstone projects
- Documentation of TRU-hosted conferences and events (papers, presentations, programs, videos, proceedings)
- Grey literature (technical reports, research reports, working papers)
- Digitized library collections
- Other types of materials will be considered on a case-by-case basis.

Items are added to TRUSpace with the permission of the author/creator, and when permitted under Copyright law.

Who can contribute to TRUSpace?

TRUSpace includes work created by individuals or groups affiliated with a TRU department, program, research team, working group, collaborative project, or conference, such as:

- TRU faculty, researchers, and staff
- TRU faculties, departments, and schools
- TRU research institutes
- Undergraduate students with faculty sponsorship

Other University-affiliated entities will be considered on a case-by-case basis.

Submission Guidelines

Faculty/Staff work

1. Author (and co-authors if applicable) reads and signs TRUSpace's non-exclusive license, which:

stars.aashe.org

- o warrants that you are the copyright owner and have permission to submit your work to TRUSpace
 - o attests that the work does not contain material that is libelous, unlawful or violates anyone's right to privacy
 - o grants TRU permission to make the work available freely and unaltered and that you receive appropriate acknowledgement
 - o allows the TRU Library to migrate the work to a different format, should technology change
2. Author sends the signed non-exclusive license and the work to be submitted to

kgaynor@tru.ca

3. The submission to TRUSpace is reviewed (for author eligibility, content layout & format, and for spam) and metadata added to make your work more discoverable in search engines.

Graduate Theses

After you have successfully defended your thesis:

1. Author reads and signs TRUSpace's non-exclusive license, which:
 - o warrants that you are the copyright owner and have permission to submit your work to TRUSpace
 - o attests that the work does not contain material that is libelous, unlawful or violates anyone's right to privacy
 - o grants TRU permission to make the work available freely and unaltered and that you receive appropriate acknowledgement
 - o allows the TRU Library to migrate the work to a different format, should technology change
 2. Author sends the signed non-exclusive license and the work to be submitted to the graduate program coordinator. The coordinator forwards the final version of the thesis and required paperwork to Research and Graduate Studies who deposits the thesis with the library.
 3. The Library adds metadata to make your work more discoverable in search engines.
- If you have any questions about this process, consult your thesis supervisor, graduate program coordinator, or the Research and Graduate Studies Office.

Student work: capstone projects, honours theses, conference posters, etc...

TRUSpace welcomes submission of outstanding examples of student work. Student work submitted to TRUSpace will be publicly and permanently available worldwide. Students are responsible for the validity and authenticity of their work and require a faculty sponsor who attests that the work is of high caliber and worthy of long-term preservation in TRUSpace.

1. Author (and co-authors if applicable) reads and signs TRUSpace's non-exclusive license, which:
 - o warrants that you are the copyright owner and have permission to submit your work to TRUSpace
 - o attests that the work does not contain material that is libelous, unlawful or violates anyone's right to privacy
 - o grants TRU permission to make the work available freely and unaltered and that you receive appropriate acknowledgement
 - o allows the TRU Library to migrate the work to a different format, should technology change
2. Faculty sponsor reads and signs "Sponsorship of Student Work Submitted to TRUSpace" form.
3. Author sends the signed non-exclusive license, signed Sponsorship of Student Work Submitted to TRUSpace form, and the work to be submitted to

kgaynor@tru.ca

4. The submission to TRUSpace is reviewed (for author eligibility, content layout & format, and for spam) and metadata added to make your work more discoverable in search engines.

The website URL where the open access repository is available:

stars.aashe.org

Estimated percentage of scholarly articles published annually by the institution's faculty and staff that are deposited in a designated open access repository (0-100):

A brief description of how the institution's library(ies) support open access to research:

The TRU Library provides ready access to open access information and learning resources for all faculty, students and staff by making BC Campus (and other) open access textbooks, high quality open access journals (via Database of Open Access Journals – DOAJ), research data and other open information resources discoverable via the Library website and our EDS Discover layer. Access to open resources, for learning and research, is a primary value for the TRU Library and we are committed to ensuring minimal barriers to these important resources.

The TRU Library established an open institutional repository called TRUSpace in October 2015, which formally launched in March 2016. TRUSpace currently houses 1799 individual items housed in 32 distinct collections and continues to grow. TRUSpace is a part of the ARCA network of repositories established through the BC Institutional Repository Network, a part of the BC Electronic Library Network. TRU Library was an early adopter and a founding member of the BC Institutional Repository Network, now called the ARCA Advisory Committee. The University Librarian remains a member of the advisory committee to ensure TRU has access to the most up-to-date offerings in support of open access and learning resources through our consortia partners and to help guide the provincial and regional growth of open access repositories and open access resources.

The Library is currently supporting open access to research in the following five ways:

- TRU's head librarian sits on the BC Institutional Repository Network Advisory Committee, a provincial group looking at a shared solution for establishing institutional repositories at smaller schools (such as TRU) who have neither the full funds nor the local expertise to set up their own independent repository.
- TRU Library supports Open Access Week programming on a yearly basis to bring attention to issues surrounding open access of interest to the post-secondary sector and by participating in Open Access Week (

<http://www.openaccessweek.org/>

)

- Librarians act as liaisons with each of the eight TRU faculties, as well as subordinate departments, providing research support to faculty and students, including supporting research needs for access to open access information resources and identifying options for open access publishing and dissemination options. They also facilitate discussions around issues of open access and solutions that make sense for each faculty.
- The University Library offers expertise through workshops, departmental liaison activities, one-on-one consultation and via curated information and research guides on a variety of open access issues, including high quality information on the issue of avoiding predatory open access journals (how to recognize and avoid), , open educational resources, open data, data management and open textbooks. Information on these and other topics are readily available 24/7 via the Research Guides tab found on the Library homepage (

www.tru.ca/library

).

Since 2015, the University Library has been supporting campus wide access to “Digital Commons”, an open access publishing platform that the TRU community can use to create and publish open access journals (or other open access projects) and facilitate meeting and conference planning in support of dissemination of information and knowledge mobilization.

stars.aashe.org

- Librarians are implementing a review process on its collection development policies, including its expectations and responsibilities as it relates to open access.

TRU Librarian(s) regularly serve on provincial and regional committees and working groups that support and promote access to and adoption of open access and open access educational resources, such as the British Columbia Open Education Resources (BCOER) Librarians group (2014 to present) and the Council of Prairie and Pacific University Libraries (COPPUL) Scholarly Communication Working Group (2015 to present).

The website URL where information about the programs or initiatives is available:

<https://libguides.tru.ca/openaccess>

Additional documentation to support the submission:

Engagement

Campus Engagement

Points Claimed 20.85

Points Available 21.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	2.85 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	2.00 / 2.00

Score

4.00 / 4.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for students enrolled for credit. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

This credit recognizes ongoing student educator programs that engage students as peers on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students actively participate.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by the *Outreach Campaign* and *Student Life* credits.

"---" indicates that no data was submitted for this field

Number of students enrolled for credit (headcount):

22,336

Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):

22,336

Percentage of students served by a peer-to-peer educator program:

100

Name of the student educators program:stars.aashe.org

Number of students served (i.e. directly targeted) by the program (headcount):

22,336

A brief description of the program, including examples of peer-to-peer outreach activities:

The TRU Sustainability Office's Student Sustainability Ambassadors Program is designed to help grow the "spirit of sustainability" at TRU. Students can be a force for change and improve the culture of sustainability on campus. This group will be ideas and goal-driven, while effecting change and contributing to a positive learning environment. The program is for degree-seeking students enrolled in a for-credit program.

Student Ambassadors interact with at least 500 of their fellow students during one school year by educating them on a variety of sustainability issues using three sustainability toolkits (provided by the Program Coordinator). Once these 500 "touch points" are complete and a report and program evaluation form are submitted, each ambassador will receive a certificate of completion and a credit of \$200 towards tuition at TRU. It is anticipated that it will take 12 to 15 hours to reach these 500 touch points.

Examples of peer-to-peer outreach activities include conducting Eco-Hikes (which combine nature walks while picking up garbage); a food scraps composting project; and surveying and quizzing fellow students on zero waste activities.

A brief description of how the student educators are selected:

Students interested in joining this program must submit their application to the Program Coordinator, who then discusses the applicants' suitability with the Sustainability Office Director. An interview with the Coordinator is set up upon submission of:

1. Contact Information
2. A brief description of why they want to join the program, and why sustainability is important to them
3. Two references (along with contact information) from either TRU staff or faculty

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:

Orientation and ongoing training in conducting sustainability outreach is provided by the Program Coordinator. Training session dates/times will be determined based on availability of ambassadors. All ambassadors will receive the following training and support:

- o Support for any questions, feedback and/or suggestions from the Program Coordinator
- o Resources, training and educational opportunities to give ambassadors the skills/knowledge needed to promote sustainability
- o Ambassadors will be trained to use several sustainability "toolkits":
Lights Out & Un-Plug; Zero Waste; and Paper Saving/Going Digital

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):

The TRU Sustainability Office's Environmental Programs and Research Coordinator (a full-time employee) acts as the program coordinator. Furthermore, once each ambassador completes their 500 'touch points', and a report and program evaluation form are submitted, each ambassador will receive a certificate of completion and a credit of \$200 which they can put towards tuition at TRU. It is anticipated that it will take 12 to 15 hours to reach these 500 touch points.

Name of the student educators program (2nd program):

Number of students served (i.e. directly targeted) by the program (2nd program):

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

A brief description of how the student educators are selected (2nd program):

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

A brief description of how the student educators are selected (3rd program):

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):

A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs):

145

The website URL where information about the programs or initiatives is available:

http://www.tru.ca/__shared/assets/TRU_Student_Sustainability_Ambassadors_Program39743.pdf

Additional documentation to support the submission:

Score	Responsible Party
2.00 / 2.00	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

--- indicates that no data was submitted for this field

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability? :

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

The TRU Sustainability Office has booths at all new student orientation events. The purpose of these booths is to increase interest in sustainability, both on and off campus. In addition, it allows students to share their thoughts on the subject.

Materials available at the booths introduces students to TRU's efforts to increase sustainability on campus, as well as what students can do to help. TRU's Green Guide is handed out every year to students at orientation. The Green Guide informs students about many of the simple and every-day 'green' actions they can take. Sign up sheets for volunteer and Sustainability Ambassador positions are also presented at the booth. At the 2017 student orientation, the Tap Water challenge was available for students to participate in. This challenge ensures students are educated in the quality of Kamloops' drinking water, and that there is no need to buy/use disposable water bottles. Reusable stainless steel water bottles are given to participants to take home and use on a daily basis. At the zero waste stations across campus, volunteers were stationed to help new students sort recyclables, compost, and landfill waste.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives.html>

Additional documentation to support the submission:

Score

2.00 / 2.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability**Criteria**

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

"---" indicates that no data was submitted for this field

Does the institution have one or more active student groups focused on sustainability?:

Yes

A brief description of active student groups focused on sustainability:

The TRU Eco Club is a student-governed group that holds weekly meetings and a number of events throughout the year to raise sustainability awareness. The group was founded in 2007 and has been very active since its inception. "TRU-ECO's mission is to identify sustainability issues, promote public awareness, develop strategies, and implement solutions in support of sustainability, both on campus and within the community." In addition to other events/activities the group is involved with, they were the successful recipients in 2014 of a \$39,000 grant from TRU's Sustainability Grant Fund to replace paper towel dispensers with high-powered electric hand dryers.

The website URL where information about the student groups is available (optional):

<https://www.facebook.com/truecoclub/>

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

The Horticulture Program at TRU incorporates the ideals of organic agriculture and landscape, as well as sustainable food systems within our Fruits & Vegetable course and our Landscape Design instruction. Over the last 6-8 years the program has seen an increase in student awareness regarding the growing of food and the inclusion of food as part of a sustainable landscape design.

In the course Food Systems at a Local Level and Beyond (AGSC 2200), students are introduced to agriculture and food systems, focusing on the local level but including information on global systems. Topics of discussion include agriculture, local food production, food security and food policy, sustainability, commercialization, and globalization. Case studies and projects are used to help students apply concepts learned during lectures, and to develop critical thinking, problem solving, communication, and conflict resolution skills.

The website URL where information about the gardens, farms or agriculture projects is available (optional):

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:

Yes

A brief description of the student-run enterprises:

The Common Grounds coffee shop is student-owned and operated. It is committed to providing high environmental standards, using renewable and biodegradable cutlery and cups, and offers a discount for students who bring their own reusable mug. They also provide students with a decent living wage.

The website URL where information about the student-run enterprises is available (optional):

<http://trusu.ca/services/common-grounds/>

Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

Does the institution have conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

TRU's President's Lecture Series has hosted several prominent sustainability thinkers/speakers over the last three years for the benefit of TRU students and the broader community, including Fabien Cousteau (ocean explorer, social activist, documentary film maker, business strategist and grandson of legendary explorer Jacques Cousteau), Wade Davis (Explorer-in-Residence at the National Geographic Society), Kartikeya Sarabha (founder/director of the Centre for Environment Education headquartered in India), Bob McDonald (science broadcaster for CBC Radio) and Chris Hadfield (Canadian astronaut).

In addition, TRU's Faculty of Science hosts an Environmental Sciences seminar series in the fall and winter semesters. The focus is general, involving many different disciplines with a focus on understanding and solving environmental problems.

<https://www.tru.ca/science/programs/msces/mscseminar.html>

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):

<https://inside.tru.ca/events/event/presidents-lecture-series-fabien-cousteau/>

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:

Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

The TRU department of Visual Arts presented the exhibition "Canada 150+", and asked the entire TRU community to participate. The exhibition ran November 9-17, 2017 and was open to the TRU community and the outside public for free in the TRU Gallery. It was comprised of art from the TRU campus community. Students, faculty and staff, all responded to the question, "what does Canada mean to you?" The entire experience is an excellent example of encouraging and fostering the TRU community to act in a socially sustainable way.

The website URL where information about the cultural arts events, installations or performances is available (optional):

<https://www.tru.ca/canada150.html>

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:

Yes

A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:

The TRU Adventure U Club, run by the Adventure Studies Department, has adopted the Leave No Trace Principle for all their activities and takes students on day and overnight trips for social events and adventure education. The club operator is required to submit a report prior to trips to ensure industry standards are met. Source: Craig Campbell.

The website URL where information about the wilderness or outdoors programs is available (optional):

<http://www.tru.ca/act/adventure/programs/adventureguide.html>

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:

No

A brief description of the sustainability-related themes chosen for themed semesters, years, or first-year experiences:

TRU does not have themed semesters or years.

The website URL where information about the sustainability-related themes is available (optional):

Does the institution have programs through which students can learn sustainable life skills?:

Yes

A brief description of the programs through which students can learn sustainable life skills:

Programs Beyond the Classroom

Beyond the classroom, TRU offers applied experiences like service learning, co-op work placements, field schools, study abroad, and undergraduate research that will help students engage in their education. Options like the Co-Curricular Leadership in Environmental Sustainability certificate, the Co-Curricular Peer Leaders Program, or the Certificate in Global Competency recognize that today, learning goes beyond the traditional lecture hall. These programs are not student-governed.

The residences and Sustainability Office have ongoing educational and outreach programs to promote sustainable living principles in on-campus housing. Students living in the residences have been involved with zero waste pilot projects to educate students and promote reducing waste and diverting organics and recycling materials from entering the land fill. Students living in residence are involved with numerous ongoing energy/utility reduction projects and initiatives. In 2017 the Sustainability Office completed a complete energy upgrade in the residence towers and the students were involved and engaged in every aspect of the project. Student ambassadors and Residence Assistants (RAs)'s help relay the information between students in rez with consultants carrying out the work. Outreach material informed students as to environmental impacts of all measures and why the project and sustainable living principles are important. The following is an example of the material related to thermostat set points – other similar material was developed for similar projects that focused on the environmental impacts related to the projects – including (for example) complete LED lighting retro-fit and low flow shower heads.

The website URL where information about the sustainable life skills programs is available (optional):

<http://www.tru.ca/services/beyond.html>

Does the institution offer sustainability-focused student employment opportunities?:

Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

The TRU Sustainability Office has hired students from the TRU Co-op Program, and the Undergraduate Research Assistants Program, as well as students from the TRU Work Study program . All of these students work directly on sustainability-focused tasks alongside office staff.

The website URL where information about the student employment opportunities is available:

<http://www.tru.ca/sustain.html>

Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:

No

A brief description of the graduation pledges:

The website URL where information about the graduation pledges is available (optional):

Does the institution have other co-curricular sustainability programs and initiatives?:

Yes

A brief description of the other co-curricular sustainability programs and initiatives:

The Generator is a venture acceleration centre located on campus and designed to foster and develop the start-up tech companies of tomorrow. This economic sustainability program will expose students to the routes into entrepreneurship and show them the possibilities of starting their own companies. The centre will also act as an entry point for industry to engage with TRU researchers and form collaborations. The ultimate goal of the program is to foster a spirit of innovation and entrepreneurship on campus, and to allow students access to people in the field who can help steer them toward success. Another co-curricular program is the TRU student-governed program "Environomics", which educates local elementary students about environmental economics in fun, interactive ways. Throughout the school year, students are taught about water conservation and quality, ecosystems, healthy eating, ocean acidification, budgeting, private and common goods, and more. The curriculum is adaptable for teachers and each lesson is created as a supplemental addition to the current curriculum. Each section is equipped with an educational field trip or an at home challenge to truly give experiential learning and ensure retention of the material. Environomics goes beyond the classroom by educating and empowering environmental pioneers of tomorrow. The program is run by the TRU student club Enactus:

<http://www.enactustru.ca/>

The website URL where information about other co-curricular sustainability programs and initiatives is available (optional):

<https://www.tru.ca/generator/resources.html>

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

Additional documentation to support the submission:

Score

2.00 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials include at least one the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

"---" indicates that no data was submitted for this field

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website (optional):

The TRU Sustainability Office website details the initiatives and upcoming events undertaken by the Office. In addition, it describes student and affiliate activities and showcases leaders in sustainability on campus. Finally, it provides helpful links to local groups working towards sustainability, recycling programs, and other Canadian university sustainability programs.

The website URL for the central sustainability website:

<http://www.tru.ca/sustain.html>

Does the institution have a sustainability newsletter?:

No

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:

Yes

A brief description of the social media platforms that focus on sustainability:

Twitter:

<https://twitter.com/TRUsustain>

Instagram: @TRUSustain

Facebook:

<https://www.facebook.com/TRUsustainability>

The website URL of the primary social media platform focused on sustainability:

<https://www.facebook.com/TRUsustainability>

Does the institution have regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat?:

No

A brief description of the regular coverage of sustainability in the main student newspaper:

The website URL for regular coverage of sustainability in the main student newspaper:

Does the institution produce a vehicle to publish and disseminate student research on sustainability?:

Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:

TRU has this vehicle to publish and disseminate student research on sustainability. It is a place that students can store sustainability related research.

The website URL for the vehicle to publish and disseminate student research on sustainability:

<https://knowledgemakers.trubox.ca/>

Does the institution have building signage that highlights green building features?:

Yes

A brief description of building signage that highlights green building features :

TRU's 13 most prominent buildings feature an eye-catching 11x17 infographic poster in the main entrance that highlights the green features of that particular building.

The website URL for building signage that highlights green building features :

<https://www.tru.ca/sustain/initiatives/buildings-and-grounds/details-on-buildings.html>

Does the institution have signage and/or brochures that include information about sustainable food systems?:

Yes

A brief description of the signage and/or brochures that include information about sustainable food systems:

TRU's Culinary Arts program supports TRU's campus composting project, and its cafeteria composts virtually all of its inedible organic waste. Signage to support this initiative is prominently placed throughout the program's facility, particularly where cafeteria patrons clean off their plates after their meals.

The website URL for food service area signage and/or brochures that include information about

stars.aashe.org

sustainable food systems:

<https://www.tru.ca/sustain/people/food.html>

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:

No

A brief description of the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:

The website URL for the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:

Does the institution produce a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

The TRU Sustainability Office offers sustainability tours of the campus for orientations and various events. The office, in partnership with TRU WORLD's international Department, offers sustainability tours as an elective and part of their summer program. Tours include the following:

- Open with a general inquiry to gauge the participant's level of interest and education to help make discussions later in the tour better suited to the students involved
- An overview of the solar sidewalk and concepts of solar energy leading to energy demand discussions
- An overview of the composting program and general discussion on the cycle of energy
- Walking to the campus gardens and showing the changed methods of irrigation and plant management to reduce water use, as well as the local species
- Showing the roof mounted solar hot water systems
- A stop at a zero waste station to talk about how the TRU community handles recycling, and how to use our 4 bin system
- Depending on the interest level and time, the tour can also include stops in the entrances of major campus buildings to point out sustainable initiatives indoors. There are posters in the entrance of major buildings that point out all significant sustainability aspects to it (such as heating, electrical and lighting systems; indoor gardens/living roofs; and zero waste systems). These posters help raise awareness with students as they move from building to building.

TRU doesn't give out any paper material on the tour but instead has electronic versions of information (we mention on the tour that we do this to save paper). We have green guides, and tool kits (how to zero waste, save paper, reduce energy, etc.) that we share electronically (we provide links or explain how to save our green guide to a home screen) and we have QR codes for some of our sustainability related features. QR codes take tour participants to a link that describes a specific feature or program; here is an example:

<https://www.builtspace.com/Sites/Mobile/Pages/Asset-Or-Space.aspx?assetId=302>

The website URL of the sustainability walking map or tour:

<https://www.tru.ca/sustain/people/clubs-committees-programs.html>

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:

Yes

A brief description of the guide for commuters about how to use more sustainable methods of transportation:

Alternative sustainable methods of transportation are promoted by both the TRU Student Union's (TRUSU) website and the Office's website, including UPASS (a free, unlimited transit pass for all students) and RideShare (a student/staff ride sharing program). Additionally, the TRU Sustainability Office website promotes its Green Guide, which details alternative transportation options.

<http://trusu.ca/services/upass/>

<https://www.trurideshare.com/Public/Home.aspx>

https://www.tru.ca/__shared/assets/2014TRUGreenGuide33148.pdf

The website URL for the guide for commuters about how to use more sustainable methods of transportation:

http://www.tru.ca/__shared/assets/2014TRUGreenGuide33148.pdf

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :

Yes

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The TRU Sustainability Office has a free bike sharing program (helmets and locks are also available), manages a free bike repair stand and covered bike lock-up shelter, and works with the City of Kamloops to provide free city bike maps.

stars.aashe.org

The website URL for navigation and educational tools for bicyclists and pedestrians:

<https://www.kamloops.ca/sites/default/files/docs/city-services/15-bikeroutesmap.pdf>

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:

Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:

The TRU Green Guide has many helpful hints about how to live in a more sustainable way with a focus on student life.

The website URL for the guide for green living and incorporating sustainability into the residential experience:

http://www.tru.ca/__shared/assets/2014TRUGreenGuide33148.pdf

Does the institution produce other sustainability outreach materials or publications not covered above?:

Yes

A brief description of these materials or publications:

TRU Sustainability Office produces and posts many different posters and signs for various sustainability initiatives. Two examples are the mini posters that went up around campus in April 2018 for a lights-out campaign (posted near light switches) and a computer monitors off campaign (posted on the monitors). The two posters read:

"Students, Please turn off lights that are not needed. Doing so reduces the waste of resources, money and energy. Thank you.",

and

"Students, please turn off this monitor when you're done. Doing so reduces the waste of resources, money and energy. Thank you.".

The website URL for these materials or publications:

<http://sustain.inside.tru.ca/>

Additional documentation to support the submission:

Outreach Campaign

Score

4.00 / 4.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or by students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or by an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green dorm or green office rating program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

"---" indicates that no data was submitted for this field

Has the institution held at least one sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?

:

Yes

Has the institution held at least one sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:

Yes

Name of the campaign:

Turn Out The Lights... Pass it on!

A brief description of the campaign, including how students and/or employees were engaged:

The TRU Sustainability Office ran the following campaign during the 2015-2016 school year: Turn Out The Lights... Pass it on!. The purpose of the campaign was to get students to save energy by turning out the lights in their classrooms when they were the last to leave it. To do this, students were asked to sign a pledge sheet stating they would do this, which was then posted in their classroom for all of their classmates to see. The theory is that making a pledge in a public sphere will increase the likelihood that the participant will follow through with their pledge and turn out the lights,

Student volunteers would do the following:

1. Obtain permission from instructor(s) to make a 5 minute speech at the beginning of class.
2. Make the speech, pass around the pledge sheet for all students to sign, and make campaign stickers available. There is also a section on the pledge sheet called "Let's Talk Sustainability!" that allowed students to write general sustainability comments.
3. Ask for a volunteer from the class to make a speech in another class. If one is identified, then other campaign packages are given to them; this is the "Pass it on" part of the campaign.
4. Affix campaign poster and filled-in pledge sheet some place highly visible in the classroom at the end of the speech, ideally near the light switches.
5. At end of the campaign, collect pledge sheets and submit them to TRU Sustainability Office to be displayed on campus in a high traffic area, along with campaign results.

A brief description of the measured positive impact(s) of the campaign:

- # of Participants who pledged to turn off lights when they're the last to leave a classroom: 236
- # of classes involved in the campaign: 17
- # of volunteers involved in the campaign: 9
- # of "Let's Talk Sustainability!" comments: 43
- # of TRU members who think this campaign is a good idea: Everyone!

The website URL where information about the campaign is available:

<https://www.tru.ca/sustain/people/events.html>

Name of the campaign (2nd campaign):

Scotiabank MS Thompson River Ride - 2016

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

This is a community bike ride event to raise money for Multiple Sclerosis (MS) research, and encourages fitness and cycling,. Riders could choose five distances to ride: 12 kms, 26 kms, 42, kms, 57 kms and 70 kms. At each distance there was a turn-around, and then riders headed back along the same route to the finish at Riverside Park in Kamloops, where participants enjoyed food, activities and prizes.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

stars.aashe.org

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Nine riders from TRU--all employees--raised over \$2700 to support Multiple Sclerosis research. In total, there were 148 Kamloops participants who raised over \$40,600. Nationally, the event raised over \$8,000,000! Participating in the event advances sustainability at TRU by having staff members lead by example, both regarding environmental sustainability (riding a bike) and social sustainability (supporting MS research).

The website URL where information about the campaign is available (2nd campaign):

<http://chapters.mssociety.ca/default.aspx?ChapterID=703&PageID=1895&L=2>

A brief description of other sustainability-related outreach campaigns, including measured positive impacts:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Assessing Sustainability Culture

Score

1.00 / 1.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

"---" indicates that no data was submitted for this field

Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:

Yes

Which of the following best describes the cultural assessment? The assessment is administered to::

The entire campus community (students, staff and faculty), directly or by representative sample

Which of the following best describes the structure of the cultural assessment? The assessment is administered::

Longitudinally to measure change over time

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

TRU used part of the Sustainability Literacy Assessment from 2015 to act as a sustainability cultural assessment. The cultural assessment was adapted from the STARS Technical Manual (page 92; under Criteria for Assessing Sustainability

Culture):

"An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs." There are 15 questions from the Sustainability Literacy Assessment that pertain to assessing sustainability culture at TRU.

A copy or sample of the questions related to sustainability culture:

[Questions from TRU's Sustainability Literacy Assessment that focus on sustainability culture_4.pdf](#)

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

Questions from TRU's Sustainability Literacy Assessment that focus on sustainability culture (values, behaviours and beliefs). These questions start at the top of page 17 (

https://www.tru.ca/__shared/assets/SEMP_Final_April_201640054.pdf

):

For each of the following questions, please select the frequency with which you do these actions.

Always Often Sometimes Rarely Never

- 1) I compost food scraps and other compostable materials.
- 2) I turn off lights in common area rooms when I am the last person to leave (e.g. meeting room, washroom, lab, classroom, kitchen, industrial workshop & storage/supply room).
- 3) I unplug chargers and other small electronic devices when not in use.
- 4) I turn off my monitor at the end of every.
- 5) I turn off my monitor when I will be away from it for an extended period, like for lunch, classes, or meetings.
- 6) I shut down my computer at the end of every day.
- 7) I print double-sided whenever I can.
- 8) I turn off or unplug large equipment (like printers, scanners, photocopiers, lab equipment, televisions, etc.) at the end of the day.

Please indicate to what extent you disagree or agree with the following:

Strongly Agree Agree Neutral Disagree Strongly Disagree

- 1) Energy conservation is an important issue these days so people should try to do everything they can at home and at the University to save energy.
- 2) Our energy in BC is clean energy so it has no impact on the environment.
- 3) Environmental responsibility is a part of our university's business strategy.
- 4) Energy conservation is a part of this university's business strategy.
- 5) I feel the University truly walks the talk when it comes to environmental responsibility.
- 6) I feel the people here truly walk the talk and practice green behaviors.
- 7) The university has provided us with clear direction on how we can integrate sustainability and energy conservation in our work.

A brief description of how representative samples were reached (if applicable) and how the cultural

stars.aashe.org

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assessment is administered:

Survey participant rates increase from 346 to 893 compared to 2013.

See page 5 of report for survey promotion.

Survey Promotion The survey was provided as a link to all students, staff and teachers through the following methods:

- 20+ Tweets on the TRU Sustainability twitter
- Posts as a news item on the TRU Sustainability website
- Email

After the last question of the survey, a subsequent page collected the participant's name and email, and also asked if they wished to receive emails from TRU Sustainability. The prize for participating in the survey was an iPad mini, valued at (\$300) and Dinner for 4 (\$300). Additional prize offered during the week of March 16-20 for a popular downtown restaurant (\$150).

See table 1 on page 6 of report for response rate – see summary below.

Response Rate Table 1 outlines survey responses rates for TRU in 2015. There is a notable increase in participation in 2015 compared to 2013. A response rate of greater than 5% allows for generalizations to be made of the larger population. Given the response rates of this survey, generalizations can be made for all three demographic groups: Students, Staff and Faculty.

Table 1 Survey Response Rates (see page 6 -

http://www.tru.ca/__shared/assets/SEMP_Final_April_201640054.pdf

)

Total Staff, Student & Faculty population (2013/14)	# responses	% participation	# responses 2013	TRU- all buildings	6,600
Students	756	11.5%	98 (0.07%)	681	
Staff	38	5.6%	219 (12.9%)	620	
Faculty	44	7.0%	29 (6.8%)	N/A	
Other	55	N/A	N/A	7901	
Total	893	11.3%	346 (2.3%)		

Survey Results

Survey responses have been grouped into the following categories: campaign recognition and participation, reported behaviours, barriers, energy awareness and attitudes, leadership in energy conservation, demographics and open ended questions. Questions can be found in Appendix A.

A brief summary of results from the cultural assessment, including a description of any measurable changes over time:

Results:

http://www.tru.ca/__shared/assets/SEMP_Final_April_201640054.pdf

The website URL where information about the programs or initiatives is available:

http://www.tru.ca/__shared/assets/SEMP_Final_April_201640054.pdf

Additional documentation to support the submission:

Employee Educators Program

Score

2.85 / 3.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

"---" indicates that no data was submitted for this field

Total number of employees (staff + faculty, headcount):

2,229

Number of employees served (i.e. directly targeted) by a peer-to-peer sustainability outreach and education program (avoid double-counting):

2,118

Percentage of employees served by a peer-to-peer educator program:

95.02

Name of the employee educators program:

TRU Staff Sustainability Ambassador's Program
stars.aashe.org

Number of employees served (i.e. directly targeted) by the program (headcount):

2,118

A brief description of the program, including examples of peer-to-peer outreach activities:

TRU Sustainability Ambassadors help spread the "spirit of sustainability" at TRU by being a force for change and improving the culture of sustainability. This group of TRU faculty and staff members is ideas, action and goal-driven, while contributing to a sustainable and enjoyable campus community and being effective and trying to have fun.

Examples of peer-to-peer outreach activities include conducting zero waste seminars at office monthly meetings; doing energy assessments of workplaces (over-head lights, computers and monitors, kitchen and office equipment), followed by energy conservation campaigns and reporting on the energy conservation results; informing fellow staff and faculty members about sustainable printing practices in order to cut down on the volume of paper being used, and being involved during all of the varied sustainability-related events that take place on campus throughout the year. An example of a large event that took place during a week in early March, 2018 is International Days (IDays), the focus of which was 'food and sustainability':

<https://www.tru.ca/internationaldays/schedule.html>

. Virtually all staff were involved in at least one event during the week and were engaged with by one of the Ambassadors. Other annual events include National Sweater Day (February), Trash Bash (May), Casual Shirt Days (all summer), and Bike To Work Week (May).

A brief description of how the employee educators are selected:

A recruiting drive takes place in late summer and early fall and perspective ambassadors are asked to contact the Program Coordinator to discuss getting involved in the program. They are then sent the program terms of reference and are welcomed into the program. Some ambassadors, based on their past involvement in sustainability initiatives on campus, are asked to join the program.

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach:

The program runs from October to May each year. Orientation and ongoing training in sustainability is provided by the Program Coordinator. Ambassadors have the support of the program coordinator all year for any questions, feedback and/or suggestions. The program offers resources, training and educational opportunities to give ambassadors the skills and knowledge needed to promote sustainability at TRU. Monthly coffee meetings for ambassadors take place to make sure all issues are addressed. Regular Lunch & Learn sessions take place quarterly and focus on priority sustainability initiatives on campus. During months with no Lunch & Learn, ambassadors will be invited to attend brown-bag lunch networking events. These networking sessions will help ambassadors to get to know each other and exchange ideas on sustainability solutions, tips and success stories from their departments/offices.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination):

The program is run by the TRU Sustainability Office's Environmental Programs and Research Coordinator, which is a full-time paid position. On top of this, funds for the program are made available on an as needed basis for all support materials for the program and any incidentals that arise (like meeting food and drinks or prizes).

Name of the employee educators program (2nd program):

Number of employees served (i.e. directly targeted) by the program (headcount) (2nd program):

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

A brief description of how the employee educators are selected (2nd program):

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach (2nd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination) (2nd program):

A brief description of all other employee peer-to-peer sustainability outreach and education programs, including the number of employees served and how employee educators are selected, trained, and supported by the institution:

Total number of hours employee educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL where information about the programs or initiatives is available:

http://www.tru.ca/__shared/assets/TRU_Sustainability_Ambassadors_Program__Staff_and_Faculty_39744.pdf

Additional documentation to support the submission:

stars.aashe.org

Score

1.00 / 1.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

"---" indicates that no data was submitted for this field

Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

The TRU Sustainability Office (TRUSO) is represented in all New Employee Orientations by either the Director or Coordinator. Along with TRUSO, there are representatives from all other major non-academic departments/offices of the University, such as Health & Safety, Wellness, IT Services, Employee Assistance, and Facilities. Some of these departments, like Health & Safety and Wellness, cover issues to do with social sustainability. A speaker from TRUSO provides information to the new employees so that they can familiarize themselves with different sustainability aspects of the office and university, and learn of relevant resources, systems, academic offerings, and activities on campus. Due to the nature of TRUSO, information is provided electronically to the participants via online links, instead of providing paper hand-outs.

The website URL where information about the programs or initiatives is available:

http://www.tru.ca/__shared/assets/TRU_Orientation_Guide33259.pdf

Additional documentation to support the submission:

Score

2.00 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Part 1

Institution makes available professional development and training opportunities in sustainability to all staff at least once per year.

Part 2

Institution's regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

"---" indicates that no data was submitted for this field

Does the institution make available professional development and training opportunities in sustainability to all staff at least once per year?:

Yes

Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in

sustainability professional development and training)?:

Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):

75% or more

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:

The TRU Human Resources Department (HR) offers training and professional development in sustainability to their employees. These programs are recognized by the institution as formal training and professional development. Participants carry event passports and they get them stamped by HR staff once they go to each event to demonstrate that they've attended. Over the last four years, the main professional development event available to all staff and faculty has focused primarily on issues to do with social sustainability and, in 2016, environmental sustainability. Social sustainability issues included diversity, equity, inclusiveness, gender/transgender issues, civility, kindness, mental health, Aboriginal experiences, bullying and harassment, respectfulness, cultural differences, and mindfulness. A broad array of topics regarding environmental sustainability were on the agenda at the 2016 event, including composting, progressive waste management techniques, and the issue of effectively using technology to promote environmental sustainability. A world-class futurist also presented in order to help people envision the possibilities of what a progressive future might look like.

As an example of the social sustainability training offered, please see this site titled Intercultural Learning at TRU:

<https://www.tru.ca/intercultural/faculty-staff.html>

Workshops offered through the training include:

Building Intercultural Competencies

Interculturalizing the Curriculum: A Learning Outcomes Approach

Culture in the Classroom & Rethinking Multicultural Group Work

Academic Integrity: Whose Culture is it?

Writing across Borders

Culturally Diverse Learners: Examining Expectations, Assumptions, and Approaches

An example of the sustainability training is found in this site from the all-staff and faculty in-service training day in February 2017 titled 'Sustainability: It's In Our Hands':

<https://inside.tru.ca/2017/01/30/sustainability-its-in-our-hands/>

Here is the opening description from the site:

"Cultural, social, economic and environmental sustainability are a priority for the people who work and study at TRU—which is why increasing sustainability is one of the five Strategic Priorities of our institution. InService Day 2017 explores this broad theme with talks, a keynote presentation, group sessions and display booths."

This link shows the agenda for the day:

<https://one.tru.ca/sites/hr/HRFS/Document%20Library/Inservice%20Day/AGENDA%20Inservice%20Day%20stars.aashe.org>

Finally, another example of the all-staff and all-faculty sustainability training is exemplified in the myriad training opportunities offered to anyone who wanted to participate in last year's International Days (IDays). Here is the schedule:

<https://www.tru.ca/internationaldays/schedule.html>

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):

The TRU Sustainability Office makes funding available to any TRU staff or faculty member for sustainability-related conferences, summits, courses, etc. each year. Staff or faculty members are expected to present a compelling case for their attendance at such functions to receive the funding. Examples of these types of functions include AASHE annual conferences, the International Sustainability Campus Network annual conference, and the Building SustainABLE Communities conference in Kelowna, BC.

Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/hr>

Additional documentation to support the submission:

Public Engagement

Points Claimed 18.27

Points Available 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	4.84 / 5.00
Community Service	3.43 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00

Score

3.00 / 3.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, non-profit organizations, NGOs, businesses and/or other external entities, to work together to advance sustainability.

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

“---” indicates that no data was submitted for this field

Name of the institution’s formal community partnership to advance sustainability :

Kamloops Air Quality Roundtable

Does the institution provide financial or material support for the partnership? :

Yes

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus?:

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):

Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

About the Kamloops Air Quality Roundtable:

The Kamloops Air Quality Roundtable (the Roundtable) is a multi-party collaborative initiative formed in June 2015. The purpose of the Roundtable is to enable inclusive, multi-party communication, information-sharing, feedback and wider implementation of existing tools, products and initiatives related to air quality that are science-based and that recognize environmental, social, health and economic perspectives. TRU is a partner in this initiative. The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health.

TRU's financial and material support:

TRU gave \$2000 in the following fiscal years for the Kamloops Air Quality Roundtable: 2016/17, 2017/18, and TRU has committed to the same for 2018/19. On top of this, TRU provides free meeting space on campus for the committee every quarter, which is coordinated by a TRU staff member.

Objectives:

Educate and raise awareness of air quality issues amongst the public and various audiences

Support implementation of the City of Kamloops Airshed Management Plan and, upon request, review, advise and provide feedback on the plan

Identify and address air quality monitoring gaps, support new post-secondary research and continue existing monitoring partnerships

Implement and measure impacts of initiatives to improve air quality including, but not limited to, industry initiatives, anti-idling, woodstoves and open burning bylaws.

The Roundtable has Terms of Reference that were approved on October 20, 2015.

Members of the Kamloops Air Quality Roundtable:

The partnership of all of the following members is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations (Skeetchestn Indian Band,

Stk'emlúpsemc te Secwépemc Nation (organization representing Skeetchestn and TtS, and Tk'emlúps te Secwépemc (TtS)) are engaged as equal partners in strategic planning, decision-making, implementation and review.

Representatives from the following organizations (in alphabetical order) serve on the Roundtable:

City of Kamloops

Domtar

First Nations Health Authority

Interior Health Authority

Kamloops 350

Kamloops Moms for Clean Air

KGHM Ajax

Lafarge
BC Ministry of Environment
New Gold
Skeetchestn Indian Band
Stk'émłúpsəmc te Secwépəmc Nation (organization representing Skeetchestn and TtS)
Thompson Rivers University – Science & Education Faculties
Tolko Industries
Tk'émłúps te Secwépəmc (TtS)

<http://www.tru.ca/sustain/initiatives/committees.html>

Name of the institution's formal community partnership to advance sustainability (2nd partnership):

Does the institution provide financial or material support for the partnership? (2nd partnership):

Which of the following best describes the partnership timeframe? (2nd partnership):

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

Does the institution provide financial or material support for the partnership? (3rd partnership):

No

Which of the following best describes the partnership timeframe? (3rd partnership):

stars.aashe.org

Which of the following best describes the partnership's sustainability focus? (3rd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

A brief description of the institution's other community partnerships to advance sustainability:

The website URL where information about the programs or initiatives is available:

https://www.fraserbasin.bc.ca/Kamloops_Air_Quality_Roundtable.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<http://www.tru.ca/sustain/initiatives/committees.html>

Score

3.00 / 3.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
 - Is an active member of a regional, state/provincial or local sustainability network;
 - Has presented at a sustainability conference during the previous year;
 - Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
 - Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
 - Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
 - Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.
-

"---" indicates that no data was submitted for this field

Is the institution an active member of a national or international sustainability network?:

Yes

The name of the national or international sustainability network(s):

The Association for the Advancement of Sustainability in Higher Education (AASHE)

Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

The BC Higher Education Carbon Neutral Working Group

Has the institution presented at a sustainability conference during the previous year? :

Yes

A list or brief description of the conference(s) and presentation(s):

TRU staff members presented at the following three conferences in the last year:

- The International Sustainable Campus Network conference (Stockholm, Sweden - June 11-13, 2018). The presentation was a poster presentation on TRU's zero waste strategies.
- Livable Cities Forum (Victoria, BC - Sept 2017). The presentation was a case-study plus discussion on "Exploring Post-Secondary Leadership in Climate Action (

http://www.livablecitiesforum.com/wp-content/uploads/2014/04/Livable-Cities-Program-2017_final_bleeds.pdf

).

- AASHE annual conference (Pittsburgh, Pa - Oct 2-5, 2018). There were three presentations: Introducing the Campus Community to the UN Sustainable Development Goals (60-minute presentation); A Sustainable Parking Framework and Strategies to Encourage More Sustainable Transportation (30-minute presentation); and Thompson Rivers University - The Solar Compass: A Case Study on Ground Mounted Solar Modules (Poster Session).

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :

No

A list or brief description of the awards program(s) and submission(s):

Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :

Yes

A list or brief description of the board or committee appointment(s):

Up until 2017, the Director of the TRU Sustainability Office, Jim Gudjonson, sat as the Chair of the BC Higher Education Carbon Neutral Working Group. It is comprised of sustainability and facilities departments from 17 institutions across B.C.. The committee discusses all aspects of planning and reporting as per the provincial authority's carbon reporting (CAS). The core goals of the committee are identifying and quantifying GHG emissions, and discussing goals and initiatives to reduce GHG emissions.

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability

program?:

Yes

A brief description of the mentoring relationship and activities:

The TRU Sustainability Office has an ongoing relationship with the Nicola Valley Institute of Technology (NVIT) to mentor them and help them develop their strategic sustainability plan. NVIT is 'BC's Indigenous Public Post-Secondary Institute' -

<http://www.nvit.ca/>

).

Jim Gudjonson, TRU Sustainability Office Director, goes there and meets with their CFO, VP of Finance and Administration regarding energy issues, and helped get NVIT enrolled in the BC Hydro Energy Program.

Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :

Yes

A brief description of other collaborative efforts around sustainability during the previous year:

Jim Gudjonson, Director of TRU's Sustainability Office, sits on the national working group/committee "Bioenergy Support Network for Sustainable Communities (BIOCOMM)". The group, made up of advanced education institutions from across Canada, currently has a federal proposal in for 'Clean Energy for Rural and Remote Communities (CERRC) Capacity Building Stream'. If accepted, the project proposal would create education and outreach materials for remote communities that aim to use renewable energy.

TRU shares information and collaborates on issues to do with waste reduction with other provincial universities and colleges. Staff from TRU went to the recent all-day Post-Secondary Recycling Forum at Simon Fraser University in Vancouver on April 27th, 2018. This group shares information re waste on an ongoing basis.

Jim Gudjonson also shares and collaborates with BC Interior universities and colleges. Jim has gone to visit many of their campuses, and TRU has installed a solar system on its campus based on his visit to Okanagan College's system. TRU learns a lot from collaborating and information sharing with the other institutions. As an example of this information sharing, the following email thread is from a recent discussion about textbook reusing:

Hi All

Sorry for delay

stars.aashe.org

Here is what we do

thx - Jim

Jim Gudjonson

They get sent to the warehouse and put on a pallet. Once we have one or two pallets, Textbooks for Change is contacted and they send a freight company to pick them up. The books get sent to Ontario where they are consolidated with other shipments and then sent to universities in Africa for distribution to students in need. See the link below for Textbooks for Change's information:

<https://textbooksforchange.com/>

Thanks,

Randy Matter
Bookstore/Print Services Manager
Thompson Rivers University
Email:

rmatter@tru.ca

Bookstore Website:

www.thebookstore.tru.ca

From: Rob St. Onge [mailto:rstonge@okanagan.bc.ca]
Sent: Tuesday, September 11, 2018 11:28 AM
To: Bilodeau, Leanne <

Leanne.Bilodeau@ubc.ca

>

Cc: Graham Kershaw <

GKershaw@okanagan.bc.ca

>; James Gudjonson <

Jgudjonson@tru.ca

>

Subject: RE: Textbook Recycling

Fantastic – Thanks!

I'll drop them a line and see what I can learn.

Rob

Rob St. Onge

From: Bilodeau, Leanne <

Leanne.Bilodeau@ubc.ca

>

Sent: Tuesday, September 11, 2018 11:14 AM

To: Rob St. Onge <

rstone@okanagan.bc.ca

>; James Gudjonson <

Jgudjonson@tru.ca

>

Cc: Graham Kershaw <

GKershaw@okanagan.bc.ca

>

Subject: RE: Textbook Recycling

Hi Rob,

UBCO partners with Better World Books and provides deposit box outside the campus bookstore. I understand Better World Books undertakes the following re-use steps:

- a. Resell the books - a portion of the proceeds are used to support their education or literacy partner (e.g., UBCO bookstore)
- b. Textbooks that are unable to be sold are donated
- c. Textbooks unable to be donated are recycled

To date the company indicates that over 26 million books have been donated; over \$28 million funds have been raised for literacy & libraries; and almost 315 million books are being reused or have been recycled.

Hope this helps,

Leanne Bilodeau Associate Director

Sustainability Operations | Campus Planning and Development

The University of British Columbia | Okanagan Campus

ADM 006H, 1138 Alumni Avenue | Kelowna BC | V1V1V7 | Canada

leanne.bilodeau@ubc.ca

From: Rob St. Onge <

rstonge@okanagan.bc.ca

>

Sent: August 29, 2018 11:54 AM

To: Bilodeau, Leanne <

Leanne.Bilodeau@ubc.ca

>; James Gudjonson <

Jgudjonson@tru.ca

>

Cc: Graham Kershaw <

GKershaw@okanagan.bc.ca

>

Subject: Textbook Recycling

Hi Leanne/James,

We have a couple professors who are looking to purge their bookshelves of old textbooks and apparently, we can no longer just put them into standard paper recycling.

Wondering if you have a sustainable method for dealing with these?

Thanks.

Rob

Rob St. Onge, CEM, LEED Green Associate
Manager of Buildings and Sustainability Services
Okanagan College

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives/committees.html>

Additional documentation to support the submission:

Score

4.84 / 5.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria**Part 1**

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

"---" indicates that no data was submitted for this field

Does the institution offer continuing education courses that address sustainability?:

Yes

Total number of continuing education courses offered:

148

Number of continuing education courses offered that address sustainability:

Percentage of continuing education courses that address sustainability:

9.46

A copy of the list and brief description of the continuing education courses that address sustainability:

A list and brief description of the continuing education courses that address sustainability:

Forestry - Fire Suppression and Safety, Basic S-100 (FORT 0980)

The S-100/S-185 Basic Fire Suppression and Safety course is comprised of the key learning objectives from the S-130 Fundamentals of Fire Fighting, S-190 Safety and Fire Behaviour, and S-232 Portable Pumps and Water Delivery Systems Courses. The S-100/S-185 course was developed in 1995 to meet the training requirements identified in the Forest Fire Prevention and Suppression Regulation. The Ministry of Forests, Wildfire Management Branch uses the S-100 course to train Emergency Fire Fighters. The forest industry uses the S-100 course to train their workers. Industry training is due to the WorkSafeBC regulation that requires anyone fighting fires to be trained. WorkSafe BC Regulation 26.19(2) requires that workers be trained annually to fight forest fires. This course includes the S-185 component. This course includes: Introduction, Fire Behaviour, Fire Entrapment (S-185), Fire Suppression, Tools and Equipment, Fireline Safety, Water Delivery Systems, WHMIS, Practical Portion and Examination. This course addresses sustainability through the environmental, social and economic concerns of wildfires. Environmental (1) – negative impacts of using equipment in streams, Social (2) – issues re air pollution, and dangerous for workers and public, Economic (3), costs and mitigation strategies

Health and Safety - Foodsafe Level 1 (OCHS 0850)

This sanitation program is appropriate for food handlers, kitchen staff and dining room attendants. You will learn about the purchase and storage of potentially hazardous foods, personal hygiene, the causes of food borne diseases and maintaining a sanitary food service operation. This course addresses sustainability: (1) environmental – food prep and food waste – re composting (2) social - food safety and handling, to ensure diseases are not spread and (3) economic – costs of local food VS regional – international, etc..

Health and Safety - Transportation of Dangerous Goods (DRIV 0620)

The Transportation of Dangerous Goods course was developed in order to protect the public from the dangers of transportation accidents involving dangerous goods - by truck, train, ship or aircraft.

Formal 'in-class' training is offered to ensure the provision of information to people who handle, offer to transport dangerous goods, or who respond to transportation emergencies involving dangerous goods. With the use of video presentations, the Driver's Hand-book, and the Dangerous Goods Act, the instructor will guide you through the proper procedure for identification, inspection and transportation of these dangerous substances. A must for shippers, receivers, warehouse persons, and especially those engaged in the transport of dangerous goods. This course addresses sustainability: (1) environmental - protection of the environment from dangerous spills, avoiding environmental degradation and affecting biological diversity, (2) social - protection of the public from oil spills and other dangerous goods spills, fires, etc. (3) economic – impacts of costs related to spills.

Health and Safety - WHMIS (OCHS 0860)

WHMIS was updated in 2015 to align with the Globally Harmonized System of Classification and Labelling of Chemicals (GHS) developed by the United Nations. The updated classifications, labels, and safety data sheets will improve communication, clarity, and worker safety. Although the system has changed, the responsibilities of workers, employers, and

suppliers are unchanged. Hazardous products can cause injuries or diseases in workers. The goal of WHMIS is to provide workers with the information they need to stay safe on the job. With WHMIS, hazardous products must have a label and safety data sheet (SDS). Labels identify the product's hazards and precautionary measures. Safety data sheets, which must be available on the work site, provide more detailed information. This course addresses sustainability through the safe handling of chemicals and the environmental (1) concerns with unsafe handling, (2) the social concerns and consequences with unsafe handling and (3) the economic aspect of sourcing the chemicals from suppliers.

Continuing Education Courses for Water Treatment Industry

These water courses all touch on water and how clean water relates to bio diversity and impacts on human health : (1) environmental - sourcing water with low environmental impact, (2) social - treating water for safe drinking, prevention of diseases, and (3) economic - the dynamics of the water industry.

Water and Wastewater Technology - XWTP 0030 Water Supply Protection

This course represents the third portion of XWTP 1700 Water Sources. The course is designed to give the student an understanding of what environmental factors influence source waters, what pre-planning can be done to provide alternative sources should the usual supply become unusable and what efforts can be made to protect source waters for future generations.

Water and Wastewater Technology - XWTP 0050 Small Water System Operations

The main objective of the course is to ensure a safe and reliable water supply as it applies to small systems. A "Small System" is defined as any water system being used for consumption or food preparation, serving up to 500 persons during any 24 hour period. The course will focus on the required principles of small water systems from an operational and maintenance perspective. Strong emphasis on safety and regulatory requirements as well as an introduction to the applied sciences and trades will ensure an operator can function effectively and confidently. This course is approved as appropriate training by the Environmental Operators Certification Program (EOCP) for the education requirement when applying to write the Small Water System Certification Exam.

Water and Wastewater Technology - XWTP 0170 Environmental Legislation

The course provides students with an understanding of the basic principles of law, with an emphasis on Statutes, Environmental law and the legislative framework under which most water suppliers must legally operate. This section will also cover the concepts of due diligence, standards of care and liability while looking at torts and case law.

Water and Wastewater Technology - XWTP 0200 WaterSafe BC

The WaterSafe course is to provide you with the basic information you will need to be an effective supplier of water and to receive a WaterSafe certificate for small water systems. It will introduce you to the core concepts of small water systems and describe your responsibilities. Another key goal is to show you how to keep water clean and safe. In addition, you will learn about how to prevent health problems related to water system operation and maintenance.

Water and Wastewater Technology - XWTP 0290 Treatment Process Pathway

This course designed to teach the student the process and direction of water movement through the treatment facility. Topics include hydraulic profile, overflow and spill protection, process and instrumentation drawing and formula calculation. Pump identification, selection and maintenance are also covered.

Water and Wastewater Technology - XWTP 0310 Municipal Water & Wastewater Pumping

This course covers support systems typical in treatment facilities such as high pressure air systems, blowers, compressors, vacuum pumps, pneumatic valve operator systems and process air systems. It is also designed to teach the student about chemical used in water treatment, along with associated hazards. Additionally topics such as sludge and residual handling,

building mechanical systems, maintenance and associated responsibilities will be discussed.

Water and Wastewater Technology - XWTP 0500 Inorganic Species in Water

This course is designed to introduce students to the issues and analysis of metals and non-metals (inorganic species) in water systems. Topics will include identification, and removal processes, oxidation and reduction, and environmental sources of metals and non-metals.

Water and Wastewater Technology - XWTP 0620 Standard Disinfection Practices

This course deals with chlorination, ozonation and UV disinfection. The student will be able to describe forms of chlorine used for disinfection: chlorine gas, sodium hypochlorite, calcium hypochlorite, chlorination. Explain ozone chemistry and properties. Explain how the UV disinfection process works. Describe the chlorination, ozonation and UV disinfection process and equipment, review benefits, misuse and safety plus review the legislation relating to chlorination, ozonation and UV disinfection.

Water and Wastewater Technology - XWTP 0700 Microbiology

The purpose of this course is to expand on the microbiology basic principles covered in the XWTP 0690. Topics include bacteria, viruses, protozoa, algae and fungi. Sampling, detection and identification are also covered.

Water and Wastewater Technology - XWTP 0900 Small Wastewater Operation Systems

This Small Wastewater Operation Systems course will introduce Small Wastewater Systems Operator to the numerous tasks and knowledge necessary in day-to-day operation such as wastewater characteristics, regulations, chemistry, collection, treatment and disposal. Students will also be eligible to write an Environmental Operators Certification Program (EOCP) Small Wastewater System certification examination if they have 50 hours over a six calendar months of hands-on experience in a wastewater collection and/or treatment.

Do the figures reported above cover one, two, or three academic years?:

One

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program(s), including the year the program was created:

WaterSafe BC - WaterSafe (XWTP 0200) is a course of basic instruction for owners and operators of small water systems. It provides critical information about water sources, water monitoring, treatment, storage and distribution, and the responsibilities of small water system owners and operators. Successful completion of this course includes WaterSafe certification.

Many British Columbians rely on small water systems for their drinking water. Informed, well-trained water system operators play a vital role in helping to keep water safe to drink.

<http://www.tru.ca/trades/programs/water/watersafe.html>

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/continuing-studies.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Contact persons for each department under Continuing Studies were contacted for confirmation about valid programs listed.

<https://www.tru.ca/continuing-studies.html>

Added or removed programs were also considered.

<https://www.tru.ca/trades/programs/water/ceforindustry.html#xwtp0010>

Score

3.43 / 5.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria**Part 1**

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the average hours contributed per student per year.

Institutions may exclude non-credit, continuing education, part-time, and/or graduate students from this credit.

"---" indicates that no data was submitted for this field

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):

22,336

Number of students engaged in community service (headcount):

10,661

Percentage of students engaged in community service:

47.73

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):

Yes

Total number of student community service hours contributed during the most recent one-year period:

686,594

Number of annual community service hours contributed per student :

30.74

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/services/beyond.html>

Does the institution include community service achievements on student transcripts?:

Yes

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):

Yes

A brief description of the institution's employee community service initiatives:

TRU employees volunteer in a variety of ways throughout the community; however, there is currently no formal mechanism to record this involvement. One initiative that was recorded was TRU's involvement with the Fall 2014 United Way campaign, where 15 TRU employees provided a combined 165 hours of community service volunteering over a three month period.

Further information:

<http://www.tru.ca/foundation/giving/volunteer.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The data sourced for this section came from a student survey taken during TRU's 2018 Career Fair. 232 students in total responded to the survey and 49.1% answered yes they do volunteer in some capacity. Students were categorized into the following categories which represent the number of volunteer hours in the last month: 1-10, 10-20, 30-50, 50-100, or 100+ hours. This data was collected and averaged across TRU's population to get the numbers presented.

Score

2.00 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

"---" indicates that no data was submitted for this field

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level, including the issues, legislation, and ordinances for or against which the institution has advocated:

The following advocacy work is supported by the TRU Sustainability Office, of which Jim Gudjonson is the Director, and has the implicit support of TRU top administration (Matt Milovick, VP Administration & Finance).

- 1) Jim Gudjonson, Director of the TRU Sustainability Office, sits on the City of Kamloops Public Transportation Advisory Committee in order to advocate for better policies around increased public transportation and improved bike commuting infrastructure for students and the general public. Jim successfully spearheaded a group that included the TRU president and city councilors to build a \$ 7million dollar pedestrian/bike overpass to connect TRU to the community.
- 2) TRU Sustainability staff members work with the City of Kamloops to help improve the city's zero-waste strategy. The City of Kamloops has adopted TRU zero waste strategies and procedures and implemented them across the city in order to have consistent infrastructure and procedures for all community members.
- 3) Jim implemented a TRU anti-idling policy and was then asked by City of Kamloops Sustainability staff to help lobby for a city wide anti-idling policy. Jim and city staffers did successfully lobby for a city wide policy that was developed using the TRU policy as a framework.
- 4) Jim worked with city staff to amend a city bylaw banning bio-mass as a fuel source – the bylaw (currently under second review) will allow TRU and other organizations to use waste wood as an alternate fuel source to natural gas – the new bylaw will result in significant GHG reductions (<60%) for larger organizations. The by-law was amended – and is under second review to omit gasification as a process from existing bylaw.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level, including the issues, legislation, and ordinances for or against which the institution has advocated:

The following advocacy work is supported by the TRU Sustainability Office, of which Jim Gudjonson is the Director, and has the implicit support of TRU top administration (Matt Milovick, VP Administration & Finance).

From 2013-2014 to the present, Jim Gudjonson, Director of the TRU Sustainability Office, is either still involved in or was involved with the following bodies:

- 1) Jim worked with BC Hydro officials and BC government officials to allow institutions to develop their own Revolving Energy Funds – the TRU model has been adopted by many organizations allowing them to plan for energy efficiency projects annually. The provincial government has adopted new rules and/or relaxed legislation to allow for public sector organizations to start their own funds and alter internal budgeting processes to accommodate based on Jim's efforts.
- 2) Jim worked with Fortis BC to lobby the British Columbia Utilities commission to reduce renewable natural gas rates to make renewable gas more affordable, therefore allowing more organizations to purchase renewable gas, thereby creating more renewable gas projects to supply the new green gas. The lobbying resulted in a significant reduction in the cost of renewable gas.
- 3) TRU's purchasing department works with a provincial wide body to collectively purchase product and energy while considering sustainable purchasing procedures – the group also lobby's the provincial government to help push down the cost of equipment such as solar panels through collective purchasing
- 4) The TRU IT department is a member of BCNEY – a group of IT departments that push for more sustainable IT processes including joint cloud projects.
- 5) Jim sits on many of the mentioned provincial committees and working groups that collectively lobby the provincial government:
 - BC Colleges and Universities Climate Change Working Group (J. Gudjonson, Co-Chair)
 - BC Hydro and the BC Ministry of Advanced Education (to develop a provincial wide revolving energy fund; J. Gudjonson presented at a 2015 symposium and be a panelist)

- BC Provincial Carbon Neutral Committee--Higher Education Group (this group reports to the BC Climate Action Secretariat's Office every 3 months)
- Thompson Nicola Regional District, Air shed Management Plan (J. Gudjonson, Technical Committee member)
- BC Workplace Conservation Awareness Advanced Education working group
- BC Hydro Energy Manager and Energy Specialist training group

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level, including the issues, legislation, and ordinances for or against which the institution has advocated:

The following advocacy work is supported by the TRU Sustainability Office, of which Jim Gudjonson is the Director, and has the implicit support of TRU top administration (Matt Milovick, VP Administration & Finance).

- 1) Jim Gudjonson, current Director, TRU Sustainability Office, is a member of the national working group – BioEnergy Support Network for Sustainable Communities (BIOCOMM) – The BIOCOMM working group has recently been advised of a successful fund application with Natural Resources of Canada to create capacity building material for their Clean Energy for Rural and Remote Communities project. The BIO-Comm group lobbies across Canada for the adoption of clean energy at the community level.
- 2) From 2013-2014 to the present, Jim is either still involved or was involved with the following body: Canadian Alliance of College and University Sustainability Professionals (

<https://www.cacusp.com/>

).

The Canadian Alliance of College and University Sustainability Professionals (CUSP) serves as connection to provincial and regional campus sustainability networks. The objectives of CUSP are to:

- a) Facilitate peer-to- peer communication; provide a platform for best practice and information exchange. Be an information exchange resource for a Canada-wide network for College and University Sustainability Professionals. Educate peers via regular webinars to exchange information on sustainability successes, current initiatives and challenges that face post-secondary institutions across the country. Facilitate information sharing and data gathering through electronic mediums such as list-serves, a social networking platform, survey software, and resource directory and web presence.
- b) Offer face-to-face networking opportunities. Coordinate face-to-face networking opportunities at existing events such as AASHE and CAUBO conferences.
- c) Support information flow through local, national and provincial governments and organizations. Champion policy and programs that impact members to government and key organizations (like AASHE)
- d) Build on existing sustainability alliances. Create linkages with existing networks and alliances such as AASHE, ACUPPC, CAUBO and provincial and territory sustainability networks.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the international level, including the issues, legislation, and ordinances for or against which the institution has advocated:

A brief description of other political positions the institution has taken during the previous three years (if applicable):

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives/committees.html>

Additional documentation to support the submission:

Score

2.00 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

"---" indicates that no data was submitted for this field

Is the institution a member of the Worker Rights Consortium?:

Yes

Is the institution a member of the Fair Labor Association? :

No

A brief description of the institution's WRC or FLA membership, including the year membership was last established or renewed:

TRU is a member of the Worker Rights Consortium and has adopted the Worker Rights Consortium's Code of Conduct. This policy began in September 2015. POLICY NUMBER ADM 24-0.

https://www.tru.ca/__shared/assets/ADM_24-0_Licensed_Product_Purchasing37739.pdf

The website URL where information about the programs or initiatives is available:

<http://trusu.ca/news/campaigns/tru-joins-sweatshop-free-campus-movement/>

Additional documentation to support the submission:

Operations

Air & Climate

Points Claimed 10.58

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	9.58 / 10.00
Outdoor Air Quality	1.00 / 1.00

Score

9.58 / 10.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.215 MtCO₂e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

For this credit, the following carbon offsets may be counted:

- Third-party verified purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as "local offsets")
- Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
- Carbon storage from on-site composting

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);

- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

"---" indicates that no data was submitted for this field

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :

Yes

Does the institution’s GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

	All, Some, or None
Business travel	None
Commuting	None
Purchased goods and services	Some
Capital goods	None
Waste generated in operations	None
Fuel- and energy-related activities not included in Scope 1 or Scope 2	None
Other categories	None

A copy of the most recent GHG emissions inventory:

[TRU_Carbon_Neutral_Action_Report_201640649.pdf](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

All British Columbia public institutions are mandated to be carbon neutral every year. As such, TRU compiles a comprehensive inventory of all Scope 1 and 2, and partial scope 3 emissions. The data determines the amount of carbon tax TRU pays, and GHG offsets are purchased to offset all scope 1 and 2 and partial scope 3 emissions.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

Yes

A brief description of the internal and/or external verification process:

The BC government BC Climate Action Secretariat verifies the scope 1, 2 and 3 emissions reported and can conduct audits.

Documentation to support the internal and/or external verification process:

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):

Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	2,716.51 <i>Metric Tons of CO2 Equivalent</i>	3,377.17 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	127.85 <i>Metric Tons of CO2 Equivalent</i>	136.17 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from purchased electricity	234.67 <i>Metric Tons of CO2 Equivalent</i>	400.43 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Total	3,079.03 <i>Metric Tons of CO2 Equivalent</i>	3,913.77 <i>Metric Tons of CO2 Equivalent</i>

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The baseline adopted (2010) best reflects the start of TRU energy/GHG reductions and sustainability initiatives which followed the establishment of the TRU Sustainability Office. Furthermore, the campus also saw rapid and substantial growth between 2005 and 2010, and so the 2010 baseline best reflects the changes factoring in that growth.

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	3,106 <i>Metric Tons of CO2 Equivalent</i>	4,132.40 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Net carbon offsets	3,106 <i>Metric Tons of CO2 Equivalent</i>	4,132.40 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the offsets in each category reported above, including vendor, project source,
stars.aashe.org

verification program and contract timeframes (as applicable):

The Climate Action Secretariat, a division of the BC government, is responsible for purchasing verified offsets on behalf of the public sector.

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

Figures needed to determine “Weighted Campus Users”:

	Performance Year	Baseline Year
Number of students resident on-site	880	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	11,963	8,206

Full-time equivalent of employees (staff + faculty)	1,269	961
Full-time equivalent of students enrolled exclusively in distance education	3,812	2,716
Weighted campus users	7,285	4,838.25

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

0

Gross floor area of building space, performance year:

969,066.18 Gross Square Feet

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	77,694 Square Feet
Healthcare space	5,425 Square Feet
Other energy intensive space	47,781 Square Feet

EUI-adjusted floor area, performance year:

1,183,085.18 Gross Square Feet

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:

0 MtCO₂e / GSF

Scope 3 GHG emissions, performance year:

	Emissions
Business travel	0 Metric Tons of CO2 Equivalent
Commuting	0 Metric Tons of CO2 Equivalent
Purchased goods and services	105.18 Metric Tons of CO2 Equivalent
Capital goods	0 Metric Tons of CO2 Equivalent
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 Metric Tons of CO2 Equivalent
Waste generated in operations	0 Metric Tons of CO2 Equivalent
Other categories	0 Metric Tons of CO2 Equivalent

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

TRU actions taken to reduce emissions between 2011 – 2016 are listed here:

2016

- Revolving Energy Fund

The Revolving Energy Fund (REF) was instrumental throughout 2016 in supporting TRU's Strategic Energy Management Plan (SEMP). TRU's Energy Manager and Energy Specialist oversaw the implementation of numerous technical projects that resulted in a 30% reduction below 2010 baselines. TRU remains on track towards a 33% reduction in GHG emissions by 2022. In addition to technical changes, TRU's Workplace Conservation Awareness Program, which educates, engages and empowers students and staff, has helped garner internal support towards reducing our carbon emissions and environmental impact.

- Continuous Optimization Program

TRU has enrolled all of its major buildings into BC Hydro's Continuous Optimization Program (COP). The multi-year program utilizes TRU's Energy Management Information System software (EMIS) to analyze buildings' energy efficiency and is designed to reduce energy use through low cost re-commissioning measures. In 2016 the completion of 1 additional building, the Old Main building, brings the total of completed buildings to 8 and the end of phase 1 of the program.

- Campus-wide LED Retro-fit

The remaining areas on campus were retro-fitted to LED lighting technology, which now includes all high shop bays, approximately 500 walkway, parking and street lights, and roughly 20,000 lamps including offices, hallways and classrooms.

Sustainability Initiatives

- Transportation

TRU underwent a study in 2014/15 to identify the potential GHG and operational savings related to transitioning the fleet from combustion to electric (EV) or hybrid vehicles. In 2016, the Sustainability Office began the transition with the purchase of 4 EV/hybrids as well as partnering with a care share service provider (Zip Car) for students. The new alternate fuel fleet will continue to grow over the coming years, ultimately resulting in 90% reduction in GHG emissions related to transportation. The Zip Car use is also anticipated to increase with an anticipated reduction of .65 tons GHG emissions per commuter.

- Paper use

TRU has aggressively reduced paper use on campus, resulting in less paper in the recycling and waste streams. In addition to new printers that default to double-sided printing, improvements in technology for submitting documents and various other digital forms and applications have been implemented. The guiding document for the Sustainability Ambassadors Program outlines multiple opportunities for reducing paper consumption such as online marking programs and copying reports double sided.

- Zero Waste Initiative

TRU committed to establishing a zero waste institution in 2014 and installed approximately 500 zero waste bins to provide a consistent and efficient sorting method for staff, faculty and students. In 2016, additional zero waste containers were added, including larger systems and bins for construction and demolition waste. TRU is a member of the National Zero Waste Council and is actively involved in educational opportunities to ensure compliance with established zero waste best practices. All events and functions on campus are zero waste events and include student, staff and faculty volunteers standing at each station aiding users in properly disposing of their waste and answering any waste-related questions. As well, the Sustainability Office has developed a comprehensive outreach program that includes presentations to departments on proper waste strategies on campus. Through these initiatives, waste practices on campus have significantly improved •

- Sustainability Office Ambassador Program

The Sustainability Office piloted the Sustainability Ambassadors program in 2015, and due to the success of the program, added 18 new departments. A delegate from a campus office/department is chosen to be the sustainability champion and identifies challenges within their work setting. They then provide one-on-one solutions for improving the sustainability of their work environment. These ambassadors are integral in changing the way people view everyday situations through a sustainability lens. As part of the program, the Sustainability Office developed four toolkits to help Ambassadors in their sustainability efforts: Energy Conservation, Zero Waste, Energy Conservation, Sustainable Printing and Paper Saving/Go Digital. Future toolkits, such as transportation and food/dining, will also be developed.

- Campus Community Engagement

- TRU Sustainability Ambassadors Program

Employees from every department are encouraged to join the Sustainability Ambassador Program. TRU staff or faculty members become the sustainability champions of their offices/departments/work areas and help to communicate the initiatives being promoted. Participation is during paid work time and involves 4 hours/month. Ambassadors can choose between four sustainability toolkits: Energy Conservation, Zero Waste, Energy Conservation, Sustainable Printing and Paper Saving/Go Digital. The program is focused on increasing participation in, and support for, sustainability practices and behaviours, whether new or existing, big or small. The program is coordinated through the TRU Sustainability Office, which organizes quarterly meetings and offers training and on-going support (this training can be used towards professional development opportunities). The energy conservation toolkit guides users in simple conservation steps such as turning out unused lights, unplugging unused appliances, and installing timers to save on electricity. The zero waste toolkit guides users on proper waste practices by rethinking, reducing, reusing and recycling materials. The toolkit provides guidance on reducing the amount of waste produced and increasing recycling rates. It covers all waste/recycling streams on campus including: (a) recycling, (b) compost, (c) refundable bottles and cans, (d) plastic bags, (e) landfill waste and (f) additional recycling items (wood pallets, Keurig cups and hazardous waste for example).

The last two toolkits (sustainable printing and paper saving/go digital) inform each other, and ask users to consider ways to reduce paper use or how to print as efficiently as possible.

- Energy Projects

- Custom Design Program (BC Hydro, Fortis BC)

A custom design funding application was completed 2016 and includes heat recovery, HVAC upgrades, fume hood upgrades and domestic water supply upgrades. The study has moved to the implementation phase.

- COP Phase II

BC Has announced a phase 2 of the Continuous Optimization Program. TRU has applied for the first of 9 buildings to go through the new program.

- Electric Boiler: Trades and Technology Buildings

TRU is currently building a new Trades and Technology Center (ITTC), adjacent to the existing Trades and Technology Building. The ITTC will have an electric boiler plant designed to heat the ITTC and the old Trades and Technology building, resulting in a 10% reduction in campus GHG emissions.

- Campus Community Engagement

Student-to-Student Sustainability Educators Program

This program was offered in Fall 2016. Selected applicants will go through a basic training before educating other students about broad sustainability issues such as energy conservation, zero waste and paper use. Predetermined toolkits are available, and on-going support is provided. Students complete 15 hours before they are awarded a certificate of completion and a \$200 cash value which can be used to help pay for future TRU courses.

- Waste Transfer Station

The feasibility study to examine more waste diversion with a centralized waste transfer station continues from 2014. The station will house the two composters, organic material pre-grinder, compactor and light bulb recycler. In addition to increased diversion rates, the transfer station will increase in-house waste management efficiencies, and reduce tipping frequency and the amount of garbage trucks driving around campus.

- Fleet Certification

TRU is enrolling in the E3 Fleet certification program (

<http://www.e3fleet.com/>

). The end goals of the program are to reduce the amount emissions produced by all fleet vehicles and cut down on vehicle maintenance costs. In conjunction with the program, all TRU fleet drivers go through a driver training program.

2015

- E- Waste

TRU has large recycling bins for larger electronics and has also partnered with the Electronic Recycling Association to provide bins around campus, allowing staff and students to conveniently dispose of smaller electronics.

- Styrofoam

TRU has implemented a Styrofoam recycling program that includes Styrofoam specific bins at key locations to ensure all Styrofoam packaging is brought to the recycling center.

- TEDx Event

The TRU Sustainability Office is working with a 2nd year student to host an official TEDx event during the 2016-2017 school year with the over-all theme of “social sustainability”.

- New Waste Stream to Divert from Landfill

The next major waste diversion goal of the TRU Sustainability Office is to keep most construction and renovation waste from the landfill. The plan is to make sure contractors supply their own bins to source separate metal, wood and gyproc, which the City of Kamloops has recycling or reusing systems in place.

2014

- Renewable energy project

- o A 10 kW grid-connected solar PV system was placed in service at CAC building in Nov. 2014. The system is designed to cover most of TRU student union electrical demand during the day. The estimated annual electricity generation is about 10,000-11,000 kWh.

2013

- Energy Reduction Projects and Initiatives

- o Ventilation Demand Control, Commercial Kitchens: In the spring of 2013, Ventilation Demand Control (VDC) systems were installed in the two commercial kitchens on campus – the Culinary Arts Building and the Campus Activity Center. The VDC systems integrate heat/smoke sensors with Variable Frequency Drives (VFD) to control fans bringing air into the building as well fans controlling kitchen exhaust. The sensors allow the fans to operate based on the amount of cooking being done and therefore significantly reduce the amount of energy required to heat, cool and exhaust air during periods when no or minimal cooking is being done.

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o Building Energy Assessment: In August 2013, three high-level building energy assessments were conducted on buildings which consume more than 2,000 GJ of natural gas per year. The assessments were funded by Fortis BC and included a review of the natural gas consumption history and the general information of each building (age classification, etc.). The assessments also included a site visit by a BC Fortis approved consultant who inspected the HVAC/gas fired equipment and the Building Automation System within each of the buildings. Energy Assessment Reports, which include a list of the potential energy conservation measures recommended by the consultant, were generated for each building. These reports will help align the Facilities Department's planned equipment upgrades with TRU's energy management priorities for combined energy and operational savings.

- Sustainability Initiatives

o Composting: In the summer of 2013, TRU conducted a composting review and developed a plan to initiate composting on campus. In November, TRU started a composting pilot to calculate the volume of food waste, identify any barriers or concerns linked to composting and determine the resources required for a full scale composting program. The pilot project is scheduled to run until May of 2014 and is focused on food waste from lunch rooms and the many food service outlets/cafeterias around campus. The composter, showcased in a highly visible area, is an in-vessel type composter with a capacity of 100 liters of food scraps per day. The accelerated processing time of the in-vessel composter is 4-6 weeks and the compost produced will be used by the Horticulture Program and grounds keepers. Yard waste material has historically been composted in the City of Kamloops' facility, and with the addition of the new food waste composting program, TRU will eliminate most organic material from entering the landfill.

o Sustainability Grant Fund: TRU's new Sustainability Grant Fund received numerous proposals for its inaugural intake in 2013. The successful applicants received funding to implement projects that not only reduce GHG emissions, but foster environmental literacy and campus community engagement, advance applied research and demonstrate the viability of sustainability technologies. The fund is available to any students, staff or faculty members in the TRU community who successfully propose a project that advances environmental sustainability at TRU. The SGF was established to improve TRU's operational environmental community and was created through an increase in campus parking fees. The fee increase has also significantly reduced single occupancy vehicles entering campus, resulting in less congestion and GHG emissions.

- Awareness, Engagement and Awards: The TRU Office of Environment and Sustainability developed a social media framework to better link its various educational and engagement campaigns to the TRU community. The successful framework has created a large social media presence and allows the Office to distribute sustainability-related messages and promote sustainability-related initiatives quickly and effectively. The pilot project with Vancouver-based Built Space Technologies continued in 2013 by engaging occupants using a mixture of social media, QR code technology and online surveys. The QR code technology was also employed as the interactive educational piece that was required as per LEED qualifications in TRU's recently constructed House of Learning building. The QR codes allow occupants and visitors to scan QR codes that then link to the various LEED components and real time energy data within the building. Students that demonstrate a commitment to sustainability through their studies or through involvement in environmental clubs or initiatives are eligible for the Environmental Achievement Award or the newly created Tom Owen Sustainability Award.

2012

- Reducing Greenhouse Gas Emissions in 2012

o Transportation Alternatives :electric golf carts encourage staff to avoid the use of vehicles when moving about campus. Although still quite new, a free electric bike loan-out program has been a popular alternative used by staff to commute to and from work, in some cases as far as 20 kilometres away. Through Plug-in BC, TRU was approved for funding for eight electric vehicle-charging stations. Installation of those stations at both the Kamloops and Williams Lake campuses is now complete.

o Innovative Technology:90% of the Kamloops campus buildings now have the Pulse Energy Management Information System installed. Working with a European company called WEMS, TRU installed a Wireless Energy Management System in the Culinary Arts and Main Library buildings. This innovative technology uses wireless sensors to communicate with building automation systems and is the first of its kind in North America.

o Simple retrofits have resulted in significant operational improvements . Demand ventilation controls in the Culinary Arts and Campus Activity Center buildings have reduced heating and cooling loads from kitchen exhaust hoods by using sensors to match exhaust volumes with actual demand.

o New House of Learning building was certified LEED gold building of new construction. Many innovative technologies have been employed in this building to reduce GHG emissions. Geothermal heating system significantly reduces heating and cooling load by using the earth as heat source (in the winter) or a heat sink (in the summer); fixed external shading devices prevent unwanted heat and glare during hot seasons; extensive triple-glass curtain wall provides great building envelope; a highly reflective roofing material with a high solar reflectance Index (SRI) is used on the main building roof to help reduce heat absorption and thus reduce the cooling requirements; two green roofs not only reduce heating and cooling demands, but also reduce the urban heat island effects.

o The Sustainability Office has developed a pilot project with BuiltSpace to increase the awareness and involvement of building occupants in energy efficiency measures. Through QR codes and social media platforms, building occupants can communicate with each other about conservation. The tool also allows occupants to inform TRU on what is or isn't working well during sustainability initiatives and events. The pilot project is also being integrated into other ongoing campus initiatives, including the LEED building education program in the House of Learning.

o Recognizing Student Leaders: new Leadership in Environmental Sustainability Certificate was approved in 2012 and will be managed by the Centre for Student Engagement & Learning Innovation. The certificate is a one-credit credential that recognizes students who are committed to environmental sustainability through their education and extra-curricular work. The certificate allows students to earn formal recognition for their knowledge, skills, values, and attitudes that contribute to environmental sustainability, from volunteer work, to research, design, or coursework. The credential is included on each graduating student's transcript.

2011

• Actions Taken to become carbon neutral in 2011

o Built Environment: The Brown Family House of Learning, is the second building on campus built to LEED Gold standards and was completed in 2011. The building utilizes reclaimed pine beetle wood and showcases a 4-storey wall entirely covered in plants. The plants help purify the air while helping regulate the building's temperature. The design for the House of Learning was inspired by the traditions of the Interior Salish people.

o As part of a \$1.5 million energy retrofit, TRU installed Pulse Energy Management software in all buildings larger than 1000m². This accounts for 14 buildings covering about 75% of the built space on campus.

o Eight campus buildings have been placed into the BC Hydro Continuous Optimization Program. The program continually refines and reviews the buildings involved using software and monitoring to investigate potential efficiency opportunities.

o Renovations to the Old Main building and Campus Activity Centre will add useable space in existing buildings and increase campus densification.

o BC Centre for Open Learning has undergone a waste energy capture retrofit, schedule adjustment, and airflow balance retrofit providing an annual return of \$12,500, more than covering total project costs in the first year.

o Equipment: about one thousand smart power bars were handed out to staff with multiple electrical or electronic devices in their offices. These smart power bars have separate outlet jacks which disconnect power when non-essential computer equipment goes into sleep mode, without affecting essential equipment. This saves roughly 60% of the electrical use in each of these work locations.

o The TRU IT Department continued the implementation of the power management software that was initiated in 2010. At present, about 85% of campus computers shut down on a timer outside of regular business hours.

o Materials: virtually all paper purchased for campus use contained at least 30% recycled content.

o Electronic T4's were available for all staff. This opportunity was promoted through an incentive program run by the Finance Department. Online tuition tax statements were also introduced for students.

o In addition to using only Green Seal cleaning and paper products since 2009, TRU began investigating the potential purchase of an ozone cleaning system which would eliminate the need for any chemical cleaners on campus.

o Natural Environment: a recently updated Arboretum and Garden Guide will provide guidance for all new vegetation placed on campus.

o None of TRU's campus lawns were sprayed with pesticides during 2011 and herbicide use decreased substantially with the paving of two campus parking lots.

o

- o Human Environment: our Green Team program continues in 2011, with our School of Business & Economics Green Team holding popular events such as a Sustainable Speaker Series.
- o The Environmental Achievement Award recognized a community member who made outstanding contributions to environmental sustainability. The award also provides a scholarship to an undergraduate student active in sustainability.
- o TRU received a Silver rating under the Sustainability Tracking and Rating System created by AASHE, the Association for the Advancement of Sustainability in Higher Education.
- o Two speakers were invited to International Days, the largest and most popular yearly campus-wide event. Captain Charles Moore and Mr. Ivan Zavadsky provided lectures on the topics of ocean plastics and global water management. An environmental speaker series was also regularly held by the Faculty of Science, focusing on a variety of environmental issues.
- o TRU joined with 32 other leading institutions to launch the Billion Dollar Green Challenge. With 35 registered participants, TRU is one of only two Canadian institutions participating in the challenge. The challenge aims to invest a cumulative total of one billion dollars in self-managed green revolving funds that finance energy efficiency upgrades on campuses.
- o The staff and student carpool programs were expanded in 2011 due to overwhelming demand and will continue to be expanded as demand increases.
- o The Sustainability Office presented at all new staff orientations, ensuring that a strong culture of sustainability is maintained and all new staff are adequately informed of all department operations and services.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives/reporting.html>

Additional documentation to support the submission:

Score

1.00 / 1.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria**Part 1**

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

"---" indicates that no data was submitted for this field

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

The following are main points regarding TRU's policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

- Anti-Idling signs around campus asking motorists to turn off their vehicles when not driving. TRU Anti-Idling Guidelines are found here:

https://www.tru.ca/sustain/initiatives/Policies___Guidelines.html

- Installation of eight electric car charging stations on campus (free of charge)
- Promoting bike riding through events participation (Kamloops Bike To Work Week; Multiple Sclerosis Kamloops River Ride); improved infrastructure (new bike shelter and bike repair stand with maintenance tools and air pump)
- Increased parking rates in 2012, which had three benefits: reduced air emissions (since it resulted in fewer drivers on campus), reduced parking congestion, and, from the increased revenue, the creation of the Sustainability Grant Fund, which gives out \$100,00 annually to successful student or staff with projects that advance sustainability at TRU
- Enhanced car-pooling program
- TRU's ProPass, a permanent photo ID employee bus pass purchased through payroll deduction
- TRU Student Union Ride Share program:

<http://trusu.cfs-services.ca/en/ride-share/rides/all>

- TRU Student Union free unlimited use bus pass program: UPASS:

<http://trusu.ca/services/upass/>

- Encouraging walking: <http://www.tru.ca/sustain/people/transportation.html#Walking>
- Free electric bike rental for one week to any TRU student or staff member

Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:

Yes

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	2.66 <i>Tons</i>
Sulfur oxides (SOx)	0.02 <i>Tons</i>
Carbon monoxide (CO)	2.23 <i>Tons</i>
Particulate matter (PM)	0.20 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---

Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

The air emissions inventory was estimated using conversion factors provided by the United States EPA. The source data considered were the total gigajoules of natural gas combusted for stationary heating for the Kamloops campus.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain.html>

Additional documentation to support the submission:

[TRU Anti-Idling Guidelines.pdf](#)

Buildings

Points Claimed 2.00

Points Available 5.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit	Points
Building Operations and Maintenance	2.00 / 5.00
Building Design and Construction	Not Applicable

Score	Responsible Party
2.00 / 5.00	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Institution owns and operates buildings that are:

- 1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

- And/or
- 2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:
- Indoor air quality (IAQ) management policy or protocol
 - Green cleaning policy, program or contract
 - Energy management or benchmarking program
 - Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example [ENERGY STAR Guidelines for Energy Management](#) and [U.S. EPA Portfolio Manager](#).

Building space that meets multiple criteria listed above should not be double-counted.

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

"---" indicates that no data was submitted for this field

Total floor area of building space:

969,066.18 Square Feet

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

stars.aashe.org	Certified Floor Area
Thompson Rivers University STARS Report 100	

LEED O+M Platinum or the highest achievable level under another GBC rating system	0 Square Feet
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 Square Feet
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 Square Feet
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 Square Feet
LEED O+M Certified or certified at minimum level under another GBC rating system	0 Square Feet

Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:

0 Square Feet

Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:

0

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):

100

A copy of the IAQ management policy or protocol:

[TRU Indoor Air Quality Monitoring Program 2018.pdf](#)

The website URL where the IAQ policy/protocol may be found:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):

100

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A copy or the green cleaning policy:

[TRU Green Cleaning Program 2018.pdf](#)

A brief description of how green cleaning is incorporated into cleaning contracts:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):

100

A brief description of the energy management or benchmarking program:

Thompson Rivers University is committed to developing policies and best practices that support environmental stewardship and sustainability in the university's operations. Energy management is a continuous process of managing behavioural, organizational, and technical change to improve a building's energy performance.

This Energy Management Plan document (for link, see under Energy Management Plan:

<https://www.tru.ca/sustain/initiatives/buildings-and-grounds.html>

) has been created as an implementation plan for Energy Conservation Measures (ECM) available on a campus wide basis and in each of TRU's 23 buildings. These actions are identified and covered in detail in the 2018 SES Consulting ASHRAE Level 1 Energy Study Reports or the 2016 Stantec Building Energy Assessments (where indicated).

The total estimated savings identified for each building are attainable if all associated actions are implemented. These savings have been applied to the baseline numbers found in the SES or Stantec reports and are displayed as the natural gas and electricity targets.

Each ECM identifies the capital costs for completing the action, the simple payback period, and annual savings in cost, GJ's of natural gas use, kWh of electricity use, and greenhouse gases in tCO₂e. Should the status be approved, a person(s) of interest

(POI) will be listed, as well as anticipated timelines for project initiation, installation, commissioning, etc..

Notes:

- To meet BOMA requirements, an ASHRAE Level 1 Energy Assessment must be conducted on the building every five (5) years.

and the Energy Management Plan must be reviewed and updated every three (3) years to capture the most up to date data, evaluate progress, and reassess goals and ECMs.

- In the case of BOMA Recertification, building managers are expected to demonstrate which ECMs listed in the previous Reduction Management Plan have been implemented since certification.

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):

100

A brief description of the water management or benchmarking program:

Thompson Rivers University is committed to minimizing water consumption by implementing best practices in the University's operations. Water management is a continuous process involving managing behavioural, organizational, and technical change to improve a building's water performance.

In 2018, SES Consulting conducted a Level 1 Water Audit at TRU. According to the associated report, a total of 150,301 m³ of water was used in 2017, costing approximately \$180,000. Reducing water consumption at TRU can be achieved by using low-flow fixtures, replacing grass with drought resistant landscaping, and installing efficient irrigation systems.

This Water Management Plan document (for link, see under Water Management Plan:

<https://www.tru.ca/sustain/initiatives/buildings-and-grounds.html>

) has been created as an implementation plan for the Water Conservation Measures (WCM) identified in TRU's 2018 Water Audit Report. Presented on a campus-wide basis, as well as for each of TRU's 23 buildings, water use targets have been set based on the potential savings achieved by implementing all of the associated WCMs. Total annual savings, should all actions be completed, would be approximately 42,866 m³, or \$43,295, a 29% reduction over 2017.

Each WCM lists the capital costs for completing the action, the simple payback period, and annual savings in cost, m³ of water, and in some cases GJ's of natural gas (a result of reduced water heating). Should the WCM be approved, a person(s) of interest (POI) will be listed, as well as anticipated timelines for project initiation, installation, commissioning, etc..

Notes:

- To meet BOMA requirements, a water assessment must be conducted on the building every five (5) years, and the Water Management Plan must be reviewed and updated every three (3) years to capture the most up to date data, evaluate progress, and reassess WCMs.

- In the case of BOMA Recertification, building managers are expected to demonstrate which WCMs listed in the previous Water Management Plan have been implemented since certification.

The website URL where information about the programs or initiatives is available:

http://www.tru.ca/__shared/assets/Sustainable_Building_Operation_and_Maintenance_Guideline33420.pdf

Additional documentation to support the submission:

[TRU Water Management Plan 2018.pdf](#)

Data source(s) and notes about the submission:

Since TRU is a British Columbia public institution, all new building construction that takes place on campus must comply with being a LEED Gold certified building.

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

- 1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)
- 2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

This credit was marked as **Not Applicable** for the following reason:

Institution does not have any "eligible building space (design and construction)", as defined in this credit.

Points Claimed 8.35

Points Available 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit	Points
Building Energy Consumption	4.35 / 6.00
Clean and Renewable Energy	4.00 / 4.00

Building Energy Consumption

Score

4.35 / 6.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

"---" indicates that no data was submitted for this field

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	46,699.39 <i>MMBtu</i>	54,752 <i>MMBtu</i>
Electricity from on-site renewables	665.67 <i>MMBtu</i>	0 <i>MMBtu</i>
District steam/hot water (sourced from offsite)	0 <i>MMBtu</i>	0 <i>MMBtu</i>
Energy from all other sources (excluding transportation fuels)	56,468.69 <i>MMBtu</i>	63,454.78 <i>MMBtu</i>
Total	103,833.75 <i>MMBtu</i>	118,206.78 <i>MMBtu</i>

Start and end dates of the performance year and baseline year (or 3-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2017	Dec. 31, 2017
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The baseline is 2010, which followed substantial energy retro-fits and energy conservation measures.

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	969,066.18 <i>Gross Square Feet</i>	813,272.85 <i>Gross Square Feet</i>

Source-site ratio for grid-purchased electricity:

2.05

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.11 <i>MMBtu / GSF</i>	0.15 <i>MMBtu / GSF</i>
Source energy	0.16 <i>MMBtu / GSF</i>	0.22 <i>MMBtu / GSF</i>

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline:

26.98

Degree days, performance year (base 65 °F / 18 °C):

	Degree days (see help icon above)
Heating degree days	6,832 <i>Degree-Days (°F)</i>
Cooling degree days	678 <i>Degree-Days (°F)</i>

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	77,694 <i>Square Feet</i>
Healthcare space	5,425 <i>Square Feet</i>
Other energy intensive space	

EUI-adjusted floor area, performance year:

1,183,085.18 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:

11.69 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:

[TRU CNAR 2016 Report Final.pdf](#)

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):**Zero Waste Initiative**

TRU committed to establishing a zero waste institution in 2014 and installed approximately 500 zero waste bins to provide a consistent and efficient sorting method for staff, faculty and students. In 2016 additional zero waste containers were added including larger systems and bins for construction and demolition waste. TRU is a member of the National Zero Waste Council and is actively involved in educational opportunities to ensure compliance with established zero waste best practices. Most events and functions on campus are zero waste events and often include student, staff and faculty volunteers standing at each station aiding users in properly disposing of their waste and answering any waste related questions. As well, the Sustainability Office has developed a comprehensive outreach program that includes presentations to departments on proper waste strategies on campus. Through these initiatives, waste practices on campus have improved with fewer materials going to the landfill.

Sustainability Office Ambassador Program

The Sustainability Office piloted the Sustainability Ambassadors program in 2015. Based on the success of the program, 18 new departments were added. A delegate from a campus office/department is chosen to be the Sustainability Champion and identifies challenges within their work setting. They then provide one-on-one solutions for improving the sustainability of their work environment. These ambassadors are integral in changing the way people view everyday situations through a sustainability lens. As part of the program, the Sustainability Office developed four toolkits to help ambassadors in their sustainability efforts: Energy Conservation, Zero Waste, Energy Conservation, and Sustainable Printing and Paper Saving/Go Digital. Future toolkits, such as transportation and food/dining, will also be developed.

Campus Community Engagement

TRU Sustainability Ambassadors Program

stars.aashe.org

Employees from every department are encouraged to join the Sustainability Ambassador Program. TRU staff or faculty members become the “Sustainability Champions” of their offices/departments/work areas, and help to communicate the initiatives being promoted. Participation is during paid work time and involves 4 hours/month. Ambassadors can choose between four sustainability toolkits: Energy Conservation, Zero Waste, Energy Conservation, Sustainable Printing and Paper Saving/Go Digital. The program is focused on increasing participation in, and support for, sustainability practices and behaviours. The program is coordinated through the TRU Sustainability Office, which organizes quarterly meetings and offers training and on-going support

The Energy Conservation toolkit guides users in simple conservation steps such as turning out unused lights, unplugging unused appliances, and installing timers to save on electricity.

The Zero Waste toolkit guides users on proper waste practices by rethinking, reducing, reusing and recycling materials. The toolkit provides guidance on reducing the amount of waste produced and increasing recycling rates. It covers all waste/recycling streams on campus including: (a) recycling, (b) compost, (c) refundable bottles and cans, (d) plastic bags, (e) landfill waste and (f) additional recycling items.

The last two toolkits (Sustainable Printing and Paper Saving/Go Digital) inform each other by suggesting ways to reduce paper use and by printing as efficiently as possible.

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

ANSI/ASHRAE standard 55 Thermal Environmental Conditions for Human Occupancy and WorksafeBC's Occupational Health and Safety(OHS) regulation are two main standards employed at TRU regarding building temperature. Heating and air conditioning for buildings at TRU are controlled by a Direct Digital Control (DDC) system. All DDC systems are programmed to operate according to these two standards. Using the DDC system also helps to conserve energy (by using a time schedule, set-points, and monitoring outdoor temperature).

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

All campus areas were retro-fitted to LED lighting technology, which now includes all high shop bays, approximately 500 sidewalk, parking and street lights, and roughly 20,000 lamps including offices, hallways and classrooms.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

A geothermal heat pump system is used to provide heating/cooling at the House of Learning building.

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

Based on the recommendations from a detailed energy audit, 18 retrofit programs were installed in ten buildings. Nine other buildings have either gone through or will go through a recommissioning program via the Continuous Optimization Program; one will go through the second round of the Continuous Optimization Program soon, which is a program provided by local utility providers, BC Hydro and FortisBC. More information at:

https://www.bchydro.com/powersmart/business/programs/continuous-optimization.html?WT.mc_id=rd_o

[Idcontinuousopt](#)

,

<http://www.fortisbc.com/NaturalGas/Business/Offers/Pages/Continuous-Optimization-Program.aspx>

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives/reporting.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

TRU has reduced energy consumption and greenhouse gas emissions by 15% when considering growth over the past 6 years.

Score

4.00 / 4.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources on-site to generate energy other than electricity, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity

- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g. daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the *Greenhouse Gas Emissions* and *Building Energy Consumption* credits.

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

"--- " indicates that no data was submitted for this field

Total energy consumption (all sources, excluding transportation fuels), performance year :

103,833.75 MMBtu

Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:

40.83 MMBtu

A brief description of on-site renewable electricity generating devices :

A 10 kW solar photovoltaic system for the TRU Student Union building has been operational since 2014, and is now producing TRU's first electricity! The system is tied-in with the grid.

A 1.28 kW DC solar photovoltaic sidewalk system started operating in August 2017. The estimated annual electricity production is around 1312 kWh/year.

Non-electric renewable energy generated on-site, performance year:

1,383.69 MMBtu

A brief description of on-site renewable non-electric energy devices:

Solar arrays have been installed on the Campus Activity Centre, Old Main, and Culinary Arts in order to heat water and reduce reliance upon non-renewable sources of energy.

A geothermal heat pump system is used to provide heating/cooling at the House of Learning building.

Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes, performance year:

0 MMBtu

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:

103,232.41 MMBtu

A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:

TRU has purchased 5000GJ of Renewable Natural Gas each year from FortisBC since 2016.

Renewable Natural Gas (RNG) is a locally produced, carbon neutral energy source. When bacteria breaks down organic waste from sources - primarily farms, landfills and wastewater treatment facilities - biogas is created. The gas is captured and purified, leaving only methane and is then injected into natural gas distribution pipelines and delivered to homes, businesses, transportation fleets, and industry. Because RNG is interchangeable with conventional natural gas, customers don't need to upgrade furnaces, water heaters and other equipment to use it.

TRU has started purchasing Bullfrog power's green electricity and green natural gas. Their third party audit prepared by Deloitte confirms that Bullfrog power only sources EcoLogo certified green electricity certificates (equivalent to Green-e for low-impact renewable electricity products in Canada) and green natural gas certificates produced at facilities that meet the ICF standard.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives/reporting.html>

Additional documentation to support the submission:

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	---

Coal	---
Geothermal	---
Hydro	98
Natural gas	---
Nuclear	---
Solar photovoltaic	2
Wind	---
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	88
Other (please specify and explain below)	12

A brief description of other sources of building heating not specified above:

10% of TRU's natural gas is purchased through Fortis BC's Renewable Natural Gas program, 2% is from the geo-exchange system in the Brown House of Learning.

Percentage of total energy consumption from clean and renewable sources:

100.79

Food & Dining

Points Claimed 2.95

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.95 / 6.00
Sustainable Dining	2.00 / 2.00

Score	Responsible Party
0.95 / 6.00	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

Third Party Verified. The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

Local & Community Based. The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the [Real Food Standards](#), a product must meet the following criteria to qualify as Local & Community Based:

Single-Ingredient Products	<p>A single-ingredient product must meet ALL of the following criteria:</p> <p>Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.</p> <p>Size. Produce: Gross annual sales for individual farms must not exceed \$5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed \$50 million (US/Canadian).</p> <p>Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).</p>
Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.

Multi-Ingredient Products (e.g., baked goods)	<p>Producing company must meet ALL of the following criteria:</p> <p>Ownership. Company must be a privately or cooperatively owned enterprise.</p> <p>Size. Company's gross annual sales must be less than or equal to \$50 million (US/Canadian).</p> <p>Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution.</p> <p>AND</p> <p>At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.</p>
---	---

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

Product description/type.

Label, brand or producer.

The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the [Real Food Calculator](#) may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified... or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the [STARS Food and Beverage Purchasing Inventory template](#) to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appetit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

"---" indicates that no data was submitted for this field

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based:

18

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):

Yes

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):

67

A brief description of the sustainable food and beverage purchasing program, including how the

sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):

TRU has two primary food and beverage operations that are part of the institution: the TRU Culinary Arts Program (which includes the Retail Meat Cutting program), and Aramark, the primary dining services contractor. The TRU Student Union (TRUSU) runs a cafe called Common Grounds. It will not be counted in this section since TRUSU is officially a separate governed entity from the institution of TRU (

<https://trusu.ca/>

). Only Culinary Arts and Aramark expenditures are included in the figures provided. Following is a brief description of each of their sustainable food and beverage purchasing programs:

TRU Culinary Arts Program (

<http://www.tru.ca/act/culinary.html>

). Culinary Arts supports local and community-based vendors whenever possible and buys from many on a regular basis, especially when fresh produce is available during the main growing months. All meats used in the Retail Meat Processing program is sourced from local and community-based suppliers. The former Chair of the Culinary Arts Program and current faculty member, Ed Walker, was instrumental in developing the successful Farm2chefs collaborative (

<http://www.farm2chefs.com/>

), which works by bringing local farms/ranches together and partnering them with local restaurants in order to see more local and substantially produced food get from the farm to the consumer. Most beer and wine used in the Culinary Arts program is sourced from local providers. All coffee used is fair trade and organic.

Aramark (in contract with TRU) (

<http://www.aramark.com/>

): Aramark accounts for the majority of food and beverage purchases at TRU (approximately 75%) and buys many local, community-based and/or third-party verified products, especially during the growing season when fresh produce is easily attainable. Due to its defined contract, however, it is often limited by price, supplier and other contractual obligations regarding its ability to buy from local, community-based and/or third-party verified vendors. As the largest food provider on campus (including largest caterer), Aramark buys a lot of coffee, most of which is certified fair trade and organic. Aramark at TRU has implemented their "Green Tread" program in its operations. The following is from the Aramark website (<https://www.tru.ca/campus/life/food-services/did-you-know/sustainability.html>): "Green Thread™ was introduced in 2008 by Aramark, and is a brand that encompasses a range of environmental stewardship programs and practices that can be offered to our clients. Green Thread™ allows Aramark to efficiently customize an environmental strategy that educates and engages consumers in environmental practices that extend from our on-site operations to opportunities at home for the entire family".

[http://www.aramark.com/about-us/news/aramark-general/green-thread-environmental-sustainability-](http://www.aramark.com/about-us/news/aramark-general/green-thread-environmental-sustainability-stars.aashe.org)

An inventory of the institution's sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):

[TRU FB Purchasing Inventory - Final ver.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

The managers of the two main TRU food and beverage operations were asked to supply a list of all food and beverage purchases that met the criteria and definitions around the terms "third-party verified and/or local & community-based". This data was then looked at a second time by TRU Sustainability staff to verify its accuracy and enter it into the attached inventory sheet.

The time frame of the data is April 1 2016 to March 31, 2017.

Percentage of total dining services expenditures on Real Food A (0-100):

Percentage of total dining services expenditures on Real Food B (0-100):

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	Yes	No
Franchises (e.g. national or global brands)	Yes	Yes
Convenience stores	No	No

Vending services	Yes	No
Concessions	Yes	Yes

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/initiatives/food.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Paul Murphy, TRU Culinary Arts Coordinator, provided inventory lists and expenditures. These inventories were then manually sorted through and all Third Party Verified and Local and Community-Based products were highlighted in order to create a sustainable inventory list. Expenditures were also calculated. Each company was also researched in order to determine if it was considered Local and Community-Based.

Contacted Jessica Papineau, Director of Aramark Food Services at TRU, and she provided inventory lists and expenditures. Aramark Canada head-office has a Sustainability Manager (Michael Yarymowich) who provided all the exact numbers for Jessica, and so no manual counting was needed.

Regarding why some food products are 400 kms and 800 kms from TRU, according to the STARS Criteria regarding the definition of 'Local & Community Based' all single-ingredient products must meet ALL of the following criteria:

Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.

Size. Produce: Gross annual sales for individual farms must not exceed \$5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed \$50 million (US/Canadian).

Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).

Score

2.00 / 2.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);

- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

“---” indicates that no data was submitted for this field

Does the institution or its primary dining services contractor have a published sustainable dining policy?:

No

A brief description of the sustainable dining policy:

Does the institution or its primary dining services contractor source food from a campus garden or farm?:

Yes

A brief description of the program to source food from a campus garden or farm:

Aramark grows herbs and salad greens in their on site urban cultivator. The Aramark-run "Urban Market" has fresh ingredients in its food because, after careful harvesting, their chefs directly add the urban cultivated crops to their food. Additionally, the Culinary Arts department has an herb garden, which they regularly use for their cooking classes and in their meals for the Scratch Cafe.

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:

No

A brief description of the farmers market, CSA or urban agriculture project:

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

Aramark identifies vegan entree options in its menus and through other types of signage whenever they are available. On top of this, they always have choices of salads, fruit options, nuts, and often various cooked grain/vegetable dishes (for example, rice and/or quinoa). They also introduced "Vegetarian Wednesdays" during the 2016-2017 school year. In November 2017, they introduced the Dietary-friendly Selections program (

<http://inside.tru.ca/2017/11/24/dietary-friendly-food-selections/>

) which offers vegan, vegetarian, gluten-free and halal options in the nine food-service outlets it operates on campus. TRU's Culinary Arts Program indicates on their menu when an entrée is vegan. They also have an extensive salad bar open every lunch, which features several vegan options, including complete-protein options. Their two or three daily soup options also often have vegan choices.

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:

Yes

A brief description of the low impact dining events:

One of the main campus food service outlets, Urban Market (run by Aramark), has had several "Meatless Mondays" events during the last three years.

Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:

Yes

A brief description of the sustainability-themed meals:

TRU Ancillary Services has hosted several events over the last three years that use as many local food products as possible during a three-course plated lunch for 10-15 people.

Also, the Culinary Arts department supports the Thompson Shuswap Chef Farmers Collaborative and FARM2CHEFS Farm2Chefs. Each year FARM2CHEFS Farm2Chefs hosts a "grazing event" that Culinary Arts participates in.

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

Yes

A brief description of the sustainability-themed food outlet:

The TRU Retail Meat Store, which is part of the TRU Culinary Arts program, offers only locally produced meats from the region, most of which are raised to strong sustainability-based standards (free-run, no antibiotics, etc.). All beef, pork, chicken, lamb and fish (seasonal) comes from local ranchers, farmers and producers in the region, and is processed on the campus by students and staff in the Retail Meat Cutting program, and sold to TRU and community customers from its retail outlet.

See "Sustainability-related aspects of meats" section on site:

<https://www.tru.ca/culinary-arts/retail-and-services/retail-meat-store.html>

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:

Yes

A brief description of the sustainability labeling and signage in dining halls:

TRUSU's Common Grounds Cafe has biodegradable cutlery, compostable coffee and soup cups made from 100% renewable resources, and locally roasted, certified organic coffee, which are all either labeled or have visible signage. All Aramark-run dining service outlets on campus have vegetarian, vegan, and halal labeling, with the following signage:

<https://inside.tru.ca/2017/11/24/dietary-friendly-food-selections/>

Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:

Yes

A brief description of the outreach efforts to support learning and research about sustainable food systems:

The Culinary Arts program has learning about sustainable food systems as a key component of its teaching to all students. From the program website: "Farm to table - TRU Culinary Arts approaches cuisine from a community-driven, farm to table approach, with much of our food being local, regional and sustainable. We tour and source from local farms for fresh herbs, fruit and produce, meat and more."

Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:

Yes

A brief description of the other sustainability-related dining initiatives:

stars.aashe.org

TRU's annual International Days event in March (IDays) is a week-long event all over campus that celebrates and educates about the many diverse cultures that are on the TRU campus each year, and food is a central part of this education and celebration. The culmination of this sharing of the value and appreciation of wide-ranging foods and food choices is expressed in the final event, where a variety of entertainment from all over the world is mirrored in the types of foods offered and enjoyed.

<https://www.tru.ca/internationaldays.html>

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

No

A brief description of the food recovery competition or commitment program or food waste prevention system:

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

TRU Food Services has a tray-less dining system to minimize food waste, conserve energy and water and reduce the amount of cleaning chemicals entering the waste stream.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

When possible, excess food from Culinary Arts (CU) is donated to the Kamloops Mission (social assistance and housing program for men) or Kamloops Food Bank. The food bank comes to pick up the surplus perishable food supplies at the end of each semester from CU, or before they are closed for an extended period (example: Reading Break).

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:

Yes

A brief description of the food materials diversion program:

A local animal food manufacturing facility from the regional town of Grindrod, BC picks up the used cooking oil from the main campus kitchen regularly to use in their manufacturing process.

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

Yes

A brief description of the pre-consumer composting program:

TRU is fully engaged in pre-consumer composting with the use of two JORA 5100 in-vessel composters. Food scraps deposited into bins by faculty and students who are preparing food in the TRU Culinary Arts Program and the main Aramark kitchen is collected by the janitorial staff, processed in the composters, and the resulting compost is used on the campus grounds as fertilizer.

Does the institution or its primary dining services contractor have a post-consumer composting program?:

Yes

A brief description of the post-consumer composting program:

TRU is fully engaged throughout the campus in post-consumer composting with the use of two JORA 5100 in-vessel composters. Food scraps from faculty, staff and students (banana peels, apple cores, tea bags, etc.) are deposited in compost bins all over campus (which are part of the Zero Waste Stations) and then collected three times a week by the janitorial staff. These scraps are then deposited into the Jora composters, and then the end result--compost--is used on the campus grounds as fertilizer. As well, TRU Culinary Arts and several campus coffee shops provide coffee grounds and food scraps that are picked up twice a week by a local farmer.

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:

Yes

A brief description of the reusable service ware program:

In addition to the above-mentioned composting by Common Grounds, both main food preparation operations on campus (TRU Culinary Arts and Aramark), and, to a lesser extent, the student union run cafe/restaurant (Common Grounds), all offer stars.aashe.org

regular reusable china and metal cutlery for many meal and catering functions.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

Yes

A brief description of the compostable containers and service ware:

All food service outlets use only compostable to-go coffee cups, clamshell containers, and soup bowls. These to-go items will soon be able to be composted in a new industrial-strength anaerobic digester called The Rocket.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations?:

Yes

A brief description of the reusable container discount or incentives program:

Common Grounds coffee shop offers a 50 cent discount to any students who bring their own reusable mugs. Culinary Arts offers a 15% discount for reusable mugs. Aramark offers a 25 cent discount to students who bring their own mug, and Starbucks and Tim Horton's offer a 10 cent discount for bringing a reusable mug.

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:

Yes

A brief description of other dining services materials management initiatives:

The Culinary Arts building encourages TRU community members to dine-in and use reusable dining wares by charging an additional \$0.50 fee to take "to go" food containers. Also, several years ago during the annual Back-To-School BBQ each September, TRU Food Services started only offering napkins for students getting a burger instead of using paper plates. This resulted in a massive decrease in the amount of waste, since most napkins could be composted. The plates could not be composted due to the mechanical limitations of the industrial composters. As well, using napkins takes far less energy to create than plates and are less expensive.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/campus/life/food-services/did-you-know/sustainability.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All dollar amounts are in Canadian.

Data and information came from the TRU website, as well as Jessica Papineau (Aramark), and Paul Murphy (Culinary Arts)

Grounds

Points Claimed 3.38

Points Available 4.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving resources.

Credit	Points
Landscape Management	1.38 / 2.00
Biodiversity	<div>2.00 / 2.00</div> <div>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</div> <div><ul style="list-style-type: none">Legally protected areas (e.g. IUCN Category I-VI)Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</div> <div>Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.</div> <div>Close</div>

Score	Responsible Party
1.38 / 2.00	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Institution’s grounds include areas that are managed in accordance with:

- 1) An Integrated Pest Management (IPM) program;

Or

- 2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

--- indicates that no data was submitted for this field

Total campus area (i.e. the total amount of land within the institutional boundary):

250 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	103.32 Acres
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	62 Acres

Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	0 Acres
Total area of managed grounds	165.32 Acres

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

63 acres of TRU's land is unmanaged, and 21.68 acres account for the footprint of buildings on campus,

Percentage of grounds managed in accordance with an IPM program:

62.50

A copy of the IPM plan or program:

A brief description of the IPM program:

TRU uses an Integrated Pest Management Plan which recognizes the importance of planning to prevent organisms from becoming pests, followed by identification, monitoring and injury thresholds related to pests or problems. Once action is determined to be necessary, strategies for managing problems may include biological, physical, cultural, mechanical, behavioral and chemical controls. When a chemical control is employed, the least toxic pesticide is chosen. Spraying of insecticides is only used as a "last option" when survival of plant material is threatened, and only directed against the target problem/population, and never used as a preventative measure. In addition, the Campus Sustainability Action Plan includes the task of further reducing pesticide use in years to come.

Percentage of grounds managed in accordance with an organic program:

37.50

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

All of TRU's organic yard-clippings are brought to City sites for composting. This quality compost is then bought back for use in flowerbeds and as top-dressing and for other landscaping needs. No chemical fertilizers are used, and an organic plant-growing program will be implemented when funds become available. Only organic mulches are used as well.

A brief description of the institution's approach to plant stewardship:

The new TRU Campus Strategic Sustainability Plan requires that all new landscape design or disturbances must include provisions that protect native vegetation. This includes the protection of existing Ponderosa Pine and their drainage patterns. In addition, TRU Grounds staff attempts to incorporate native vegetation where possible.

A brief description of the institution's approach to hydrology and water use:

All irrigation water is potable and is supplied through the city's state-of-the-art water filtration system. Water use is controlled by a computer program/weather station in order to water only what is required for specific plants and turf areas. Also, natural areas on campus are protected as wildlife corridors.

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

TRU grounds staff separates any garbage from compostable plant material and takes it to City of Kamloops composting sites (approximately 200,000 lbs. annually). In addition, TRU purchases quality compost from the city for topsoil when planting and backfilling.

A brief description of the institution's approach to energy-efficient landscape design:

Two green roofs on the House of Learning building not only reduce heating and cooling demands on those buildings, but also provide habitat for wildlife, reduce the urban heat island effect, and assist in storm water management.

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

The TRU Facilities staff only uses environmentally safe ice-melt substances to melt ice when necessary: Ice Fighter Plus from Zep ("people, pet and environmentally safe to use"), and Eco Melt. Here are other snow and ice removal measures (as reported by Facilities staff on the TRU Facilities website,

http://www.tru.ca/facilities/core services/snow_control.html

):

Provision for snow clearance and ice control for the University is provided for through a contract with a snow removal contractor. Whenever possible, snow and ice control activities will be scheduled during campus off-hours to minimize disruption to routine TRU educational and operational activities. The aim is to have all roads, parking lots and sidewalks snow and ice-free by 8:00 a.m. on each "school" day.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/facilities/core services/grounds.html>

Additional documentation to support the submission:

Score

2.00 / 2.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation \(IPaC\)](#) decision support system, or an equivalent resource or study.

[Close](#)

Criteria

Institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land;

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land.

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

A significant portion of the protected TRU natural area lands are adjacent to Kenna Cartwright Nature Park, the largest municipal park in the province, and home to many kinds of wildlife, including bears, coyotes, deer, cougars, bobcats, marmots, and many bird species. Further, TRU natural area lands house at least three at-risk species: the Lewis' Woodpecker, American Badger, and the Great Basin Gopher Snake.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

Several Faculty of Science members have researched three species at risk on the campus over many years: Lewis's Woodpecker, American Badger, and Great Basin Gopher Snake. The badgers received much attention in 2014 when a mother and three kits were found in a den in the heart of the campus:

<http://inside.tru.ca/2014/07/17/badgers-on-campus-gain-some-attention/>

The methodology used with the grassland restoration project consisted of ensuring no future disturbance of the protected lands would take place; forming a faculty-student team and securing funding for the restoration project; growing new native plants in greenhouses and transplanting these plants with faculty, students and community volunteers; erecting the educational kiosk; and laying out the framework with the faculty and students to continue monitoring the project.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Lewis's Woodpecker, American Badger, Great Basin Gopher Snake.

For a description of environmentally sensitive areas, please see the description in the text box above.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

TRU is committed to protecting and positively affecting environmentally sensitive areas and habitats, as well as the previously identified at-risk species on campus. The 2013 TRU Master Plan document (p. 40) supports outdoor research and teaching space, indicating that "learning is a process that occurs indoors as much as it does outdoors. At TRU, the diversity of native grasses, plant life and wildlife is recognized by various faculties and community groups to benefit research as an outdoor lab. This land use is designated to protect and preserve the existing natural areas for learning and teaching, as well as recreational purposes. It is similar to, but differentiates itself from, the open space network by the nature of pre-existing native plant life unique to the region. TRU's academics consist of a strong horticulture tradition and the study of plant species crosses many of the academic programs currently offered by TRU. These range from the Horticulture to the Culinary Arts program. The current outdoor teaching lab for the Natural Resource Sciences program will be protected from development in the master plan. Undevelopable areas containing challenging topography or environmentally sensitive zones have also been designated under this land use."

Further, last year marked the 20th year of TRU's small mammal grassland monitoring project, one of the longest monitoring projects of its kind. Each year students from Natural Resource Science trap, record and release small mammals such as deer mice to monitor populations present in sensitive grasslands.

Dr. Matt Reudink, Associate Professor in the Faculty of Biological Sciences, is also monitoring small bird species on campus via automated recording stations that document the ingress and egress of birds through his custom-made bird feeders/recording stations. More information on Matt's research can be found here:

<http://truomega.ca/2016/01/12/tracking-campus-birds-for-science/>

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/science/programs/nrs.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Further information can be found at either the TRU Sustainability Office site or the TRU Faculty of Science, Natural Resource Science site:

<https://www.tru.ca/sustain.html>

<https://www.tru.ca/science/programs/nrs.html>

Purchasing

Points Claimed 5.14

Points Available 6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
Sustainable Procurement	2.75 / 3.00
Electronics Purchasing	0.61 / 1.00
Cleaning and Janitorial Purchasing	1.00 / 1.00
Office Paper Purchasing	0.78 / 1.00

Score

2.75 / 3.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

Part 2

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems and building components (e.g. HVAC systems). Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	<ul style="list-style-type: none">• A stated preference for materials that meet LEED requirements.

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	<ul style="list-style-type: none"> Published measures to reduce the demand for equipment. A stated preference for ENERGY STAR or EPEAT registered products.
4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	<ul style="list-style-type: none"> Including sustainability objectives in contracts with on-site franchises. Requiring that franchises pay a living wage to employees.
5) Garments and linens	<ul style="list-style-type: none"> Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	<ul style="list-style-type: none"> A stated preference for disadvantaged or community-based service providers. A stated preference for B Corporations.
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	<ul style="list-style-type: none"> Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport. A stated preference for clean and renewable technologies.
8) Wood and paper	<ul style="list-style-type: none"> A stated preference for post-consumer recycled, agricultural residue or third party certified content. A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	<ul style="list-style-type: none"> Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:

Yes

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

There are three elements (with corresponding web links) in this section:

1) Whenever \$30,000 or more will be spent on a contract for goods or services by any TRU entity (office, department, etc.), a "Request For Proposal" (RFP) process through the TRU Procurement Services office must be followed in order to ensure a fair and equitable process for all prospective bidders (see page 9 in the TRU Purchasing Policy:

https://www.tru.ca/__shared/assets/brd02-25637.pdf

). Along with all other contract sections in the RFP that receive consideration in the review process is a section (4.14) on Environmental Sustainability. This section ensures that those bidders with a history of environmental sustainability, and/or who plan to address environmental sustainability issues in the contract, are recognized. Here is the link to the full RFP document:

https://www.tru.ca/__shared/assets/trurfpsection4complete36984.pdf

2) All businesses operating in BC must adhere to provincial labour laws. These laws require businesses to meet minimum standards regarding employee wages, benefits, working conditions and rights. Here is the link to the BC Employment Standards Act:

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96113_01

3) As a BC public institution, TRU is bound to work with business partners using very high standards. These are set out in the TRU Purchasing Policy: "The purpose of this Policy is to ensure that the University obtains the best value for its expenditures while ensuring that all procurements and procurement processes are characterized by the highest level of institutional and personal integrity; that the procurement process is open, transparent and fair; and that all qualified vendors are given the opportunity to compete for the University's business". TRU Purchasing Policy:

http://www.tru.ca/__shared/assets/brd02-25637.pdf

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

Yes

Which of the following best describes the institution's use of LCCA?:

Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

A brief description of the LCCA policy and/or practices:

TRU Life Cycle Cost Analysis Practices for Energy and Water-Using Products and Systems:

Whenever energy and/or water-using products and systems will be purchased, TRU Facilities Services Division, the Sustainability Office, and any other TRU office/department (such as researchers) and/or outside organizations/individuals with relevant expertise carry out a Life Cycle Cost Analysis (LCCA). The possibility of accessing third-party rebates and/or stars.aashe.org

incentives is always factored into the purchase plan for such equipment/systems in order to make the LCCA as attractive as possible over time.

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

TRU Green Cleaning Product Purchasing Guidelines:

https://www.tru.ca/__shared/assets/Chemically_intensive_products_and_services42935.pdf

TRU Facilities Services has the following “green”* cleaning product purchasing guidelines:

* “Green” cleaning products are defined as certified by Green Seal or UL Environment (EcoLogo) certified, or under similar multi-criteria sustainability standards for cleaning and janitorial products.

1. TRU Facilities Services will always purchase third-party certified green cleaning products for all of its cleaning needs unless there are outstanding reasons to do otherwise (such as if there is no green equivalent for a cleaning product).
2. With all cleaning services contracts with outside contractors, TRU Facilities Services states in the contract that cleaning services companies must only purchase third-party certified green cleaning products for all campus cleaning needs, unless there is no green equivalent for a cleaning product; in that case, the Associate Director from TRU Facilities Services, or a designate, must sign on the contract that this is allowable.

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:

No

A brief description of the published sustainability criteria for construction and renovation products:

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:

Yes

A brief description of the published sustainability criteria for IT products and services:

TRU Electronics Purchasing Guidelines (used in the RFP process when seeking to lease or purchase computer equipment):

https://www.tru.ca/__shared/assets/Information_technology42939.pdf

- TRU will purchase all electronic equipment from local sources except where outstanding circumstances prevent this
- Please advise TRU if your organization offers a recycling and/or disposal program, and include detailed information on how this program functions
- Where applicable, products proposed must comply with Federal, Provincial, local and Municipal standards. Please describe how your organization conforms to these standards
- Describe your organization's ability to support TRU's current and future initiative to move to carbon neutrality
- The ability to change how people use computers is a key to success in achieving TRU's environmental targets. Please provide examples of how your organization was able to influence positive change in a similar organization like TRU, and the resulting benefits to the environment
- Describe your organization's environmental sustainability policy and practices, as well as any supporting policies from the manufacturer. Please provide copies or web links to any existing manufacturer and Proponent policies
- Describe your organization's willingness to assist TRU in working towards a "carbon neutral" environment
- Provide a summary of your organization's and the manufacturer's mandate and core principles on environmental sustainability. Please indicate if your organization maintains an environmental policy in keeping with BC Government initiatives.

Source: Rita Hodge, TRU INFORMATION TECHNOLOGY CLIENT SERVICES

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:

No

A brief description of the published sustainability criteria for food services:

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

Yes

A brief description of the published sustainability criteria for garments and linens:

TRU has the LICENSED PRODUCT PURCHASING Policy that deals with all TRU garments bearing the TRU logo:

https://www.tru.ca/__shared/assets/Garments_and_linens42938.pdf

The policy reads: "Thompson Rivers University is committed to ensuring that those products which are licensed to bear the TRU logo are produced in a socially responsible and ethical manner. TRU is a member of the Worker Rights Consortium and

has adopted the Worker Rights Consortium's Code of Conduct. In keeping with this commitment, TRU departments that wish to source products that are licensed to bear the TRU logo are required to source such products exclusively through the TRU BookStore. The TRU BookStore shall be responsible for ensuring TRU licensed products adhere to TRU purchasing practices and TRU logo guidelines and visual identity usage standards.

https://www.tru.ca/__shared/assets/ADM_24-0_Licensed_Product_Purchasing37739.pdf

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:

No

A brief description of the published sustainability criteria for professional services:

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:

Yes

A brief description of the published sustainability criteria for transportation and fuels:

TRU will only buy either electric or electric-hybrid vehicles for all new campus fleet vehicles. This directive is in keeping with the data from an Electric Vehicle Suitability Assessment Report that TRU undertook by the organization Fleetcarma. (

https://www.tru.ca/__shared/assets/FleetCarma_EV_Suitability_Assessment_Results41012.pdf

)

TRU guidelines:

https://www.tru.ca/__shared/assets/Transportation_and_fuels42937.pdf

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:

Yes

A brief description of the published sustainability criteria for wood and paper products:

For all new building construction, TRU uses sustainably harvested wood lumber products whenever possible. An example of this is the Irving K Barber Centre, which used 492 Beetle-killed salvaged pine trees in the roof.

stars.aashe.org

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The TRU Printshop has the following paper purchasing sustainability guidelines:

- All paper purchased will be certified by the Forest Stewardship Council (FSC) as “FSC 100%” (the “FSC 100%” label means that the wood within the product comes completely from FSC-certified forests). For whatever reason, if FSC 100% paper is not available, an equivalent third-party certified paper will be bought.
- Whenever possible, the preference is to purchase paper “from as close to Kamloops as possible”. In keeping with this guideline, the following three locations are preferred (in order of preference): BC, Canada, North America, other.

TRU guidelines:

https://www.tru.ca/__shared/assets/Paper_and_wood42936.pdf

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:

No

A brief description of the published sustainability criteria for other commodity categories:

The website URL where information about the programs or initiatives is available:

https://www.tru.ca/sustain/initiatives/Sustainable_Procurement.html

Additional documentation to support the submission:

Score	Responsible Party
0.61 / 1.00	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

"---" indicates that no data was submitted for this field

Total expenditures on desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment:

149,000 US/Canadian \$

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Gold	57,000 US/Canadian \$
EPEAT Silver	50,000 US/Canadian \$
EPEAT Bronze	0 US/Canadian \$

Percentage of expenditures on electronic products that are EPEAT Gold registered:

38.26

Do the figures reported above include leased equipment?:

No

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

One-year time period.

The website URL where information about the programs or initiatives is available:

https://www.tru.ca/sustain/initiatives/Sustainable_Procurement.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Figures in Canadian dollars.

Look on site under 'TRU Sustainability Purchasing Guidelines for Information Technology':

https://www.tru.ca/sustain/initiatives/Sustainable_Procurement.html

Score

1.00 / 1.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

"---" indicates that no data was submitted for this field

Total expenditures on cleaning products:

39,435.45 US/Canadian \$

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):

39,435.45 US/Canadian \$

Total expenditures on janitorial paper products:

98,934.55 US/Canadian \$

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):

98,934.55 US/Canadian \$

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

100

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

One year (2017)

The website URL where information about the programs or initiatives is available:

https://www.tru.ca/sustain/initiatives/Sustainable_Procurement.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Figures from Mark Gunnlaugson, Manager of Wesclean Equipment & Cleaning Supplies Ltd, Kamloops, BC.. This company is the supplier for all TRU cleaning and janitorial paper products.

Look on site under 'TRU Sustainability Purchasing Guidelines for Chemically Intensive Products and Services':

https://www.tru.ca/sustain/initiatives/Sustainable_Procurement.html

Office Paper Purchasing

Score

0.78 / 1.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

"---" indicates that no data was submitted for this field

Total expenditures on office paper :

113,037 US/Canadian \$

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	3,804 US/Canadian \$
30-49 percent	0 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	109,232 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:

0

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

June 2016 to May 2017

The website URL where information about the programs or initiatives is available:

https://www.tru.ca/sustain/initiatives/Sustainable_Procurement.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All figures in Canadian dollars.

All of the paper TRU purchases is FSC certified, as per Liam Regan, Manager, TRU Print Services.

Look on site under 'TRU Sustainability Purchasing Guidelines for Paper and Wood Products':

https://www.tru.ca/sustain/initiatives/Sustainable_Procurement.html

Transportation

Points Claimed 5.28

Points Available 7.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit	Points
Campus Fleet	0.28 / 1.00
Student Commute Modal Split	1.72 / 2.00
Employee Commute Modal Split	1.28 / 2.00
Support for Sustainable Transportation	2.00 / 2.00

Score

0.28 / 1.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric (including electric assist utility bicycles and tricycles)
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses, electric assist cycles, and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

"---" indicates that no data was submitted for this field

Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:

43

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	3
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	1
100 percent electric	8
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

Do the figures reported above include leased vehicles?:

Yes

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

As part of the Plug-in BC program, the Fraser Basin Council and FleetCarma partnered with the TRU Sustainability Office (as well as other interested organizations in British Columbia) to determine electric vehicle suitability for their fleets. During the 2013-2014 school year, TRU was involved in this Electric Vehicle Suitability Assessment with 14 of its fleet vehicles. After a three week period that assessed driving patterns, it was determined that many of the 14 vehicles were suitable to be replaced--once they came to the end of their life-cycle--with an electric vehicle. It was determined that the extra up-front retail cost would be more than offset by the long-term savings during the anticipated life span of an electric vehicle.

The website URL where information about the programs or initiatives is available:

https://www.tru.ca/__shared/assets/FleetCarma_EV_Suitability_Assessment_Results41012.pdf

Additional documentation to support the submission:

Score	Responsible Party
1.72 / 2.00	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

"---" indicates that no data was submitted for this field

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation:

86

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

An updated transportation survey was conducted in 2015 by TRUSU to help understand the commute style of students staff and faculty, and gauge the interest in a car share service on campus. Due to the nature of the survey it is not possible to differentiate respondents but the data shows that students make up 70% of respondents, with a representative distribution of faculties.

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	14
Walk, bicycle, or use other non-motorized means	27
Vanpool or carpool	0

Take a campus shuttle or public transportation	57
Use a motorcycle, scooter or moped	2

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

[Transportation Survey Data.pdf](#)

Data source(s) and notes about the submission:

In 2015 the carpool system was removed from campus, replaced instead with a voluntary rideshare program called TRU RideShare. Specialized parking permits are no longer provided, and adoption of this new program has been initially slow, leading to a reduced number of carpool trips in this data set.

The respondents for the survey included are primarily (68%) students. Historically, staff at the university are predominantly SOV commuters and thus this survey that has been uploaded to STARS, combined with data provided by the BC transit authority which we cannot upload to this report due to intellectual copyright, provide a representation of student commute methods to the best of what data are currently available to TRU. No data were been collected for student HOV commuters as the survey done for OP-17 was conducted at a time when no students are expected to be commuting to campus.

Score

1.28 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

"---" indicates that no data was submitted for this field

Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:

64

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Single Occupancy Vehicles (SOV) and High Occupancy Vehicles (HOV) data:

Data for carpooling were gathered by counting vehicles coming on to campus during the 2018 reading week during February 13th to 18th from 7 to 9 am. Data was collected from all entry points on campus as well as drop off zone every morning over the 5 days. The survey was conducted during reading week when classes are not in session and students are not expected to be commuting to campus during the 7:30 - 9:30 am period. The five days were totaled and averaged to factor in for less commuting on Friday and Monday. The total number of expected commuters (1274) was calculated by IPE based on full time full time employees (faculty and staff) and factoring in an average number of people away throughout a week.

- o All vehicles entering campus with single occupants were counted as SOV – 36% (commercial vehicles and day care traffic were excluded)

- o Vehicles entering campus with multiple occupants were counted as HOV - 19% HOV

- o Transit data for that period reported 10 % use – data from transit authorities deemed proprietary

- o Number of motorcycle commuters 1% - based on # of parking permits issued for motorcycle stalls (throughout the year)

- o Remaining number deemed cycle, pedestrian, scooter or other alternate modes - 34% - head counts of cyclists and pedestrians have been conducted previously

- o Of note – the numbers related to alternate commuting are also consistent with the staff e-mail lists of active alternate transportation commuters that we communicate with regularly

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	36
Walk, bicycle, or use other non-motorized means	34
Vanpool or carpool	19
Take a campus shuttle or public transportation	10
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	0

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain/people/transportation.html>

Additional documentation to support the submission:

[CUPE parking survey report_v2.docx](#)

Data source(s) and notes about the submission:

Walk, bicycle, or use other non-motorized mean:

The university has participated in more Sustainable commuting challenges this year than ever before, as we saw an increase in participation in programs like Bike to work week this year as well. TRU has participated in the bike to work week in the past, but this year we added the BC commuter challenge (

<https://commuterchallengebc.ca/>

) and the Academic Bike Challenge (

<https://www.go-abc.org/start/>

) which has been instrumental in increasing the "walk, bicycle, or other non-motorized means" category this year. RideShare has been implemented at TRU to help drivers find commute partners, passengers, and pair people up, this program is being promoted at all events the Sustainability office participates in and when we get emails that are related to HOV. A program has been implemented to allow staff to give up their parking space a number of days a week to encourage them to take alternative transportation allowing two people to share a reserved stall, this program gives staff a reserved parking space.

Take a campus shuttle or public transportation:

TRU participates in the Propass Program, it is an initiative of the local transit authority to provide discounted passes paid directly through payroll deductions. For information about the Propass Program, please see this website:

stars.aashe.org

<https://bctransit.com/victoria/fares/propass>

. In addition to this, the transportation survey that includes roughly 30% staff respondents indicates a dramatic increase in total transit users since we changed the structure of our parking program. Our parking system prior to 2017 was such that there were lots reserved for staff use only, and those would require long-term permits to use. There were also general and discount parking lots over most of campus for students or staff/faculty to use as they saw fit. In the spring/summer semester of 2017 the program was changed to a tiered style parking structure that made all the lots immediately adjacent to buildings higher cost and open to students and staff willing to pay for the long-term pass required. This has led to a general decrease of SOV traffic to TRU with data showing an increase in HOV and bus transit traffic. Combined with the alternative transportation competitions and e-bike purchase programs this parking change has caused the most significant decrease in SOV traffic TRU has ever seen. Higher parking rates have also lead to more pedestrian commuting.

Score

2.00 / 2.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
 - Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
 - Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a "complete streets" or bicycle accommodation policy)
 - Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
 - Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
 - Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
 - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
 - Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
 - Offers a telecommuting program for employees, either as a matter of policy or as standard practice
 - Offers a condensed work week option, for employees, either as a matter of policy or as standard practice, that reduces employee commuting
 - Has incentives or programs to encourage employees to live close to campus
 - Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)
-

"---" indicates that no data was submitted for this field

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The House of Learning building on campus has shower facilities located in the basement (four showers) accessible to all. In the basement of the same building, there are secure lockers for bicycle storage accessible to all. Lockers for personal belongings are available in this building as well, accessible to all. Therefore bicycle storage, shower facilities and lockers are co-located in the House of Learning building at Thompson Rivers University Kamloops campus. In addition, a covered bicycle shelter with bike locking stations and a repair stand (tools and air pump), is located just outside the House of Learning.

Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Long-term bicycle storage is available for students who live on campus. McGill St. Residence has indoor individual (per room) secure, long-term storage for bicycles. Old Main building has five secure indoor bike storage units. Arts and Education building has two secure indoor units; Trades building has two secure indoor units, and Open Learning building has one indoor secure unit. Each unit fits 4-6 bicycles.

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:

Yes

A brief description of the bicycle and pedestrian plan or policy:

The Campus Master Plan and Campus Strategic Sustainability Plan outline best practices for bicycle and pedestrian pathways/roads on campus, including plans for future development and new policy developments to shape our campus multi-use paths. The Campus Master Plan is referenced below, noting key points in the plan that relate to multi-use paths. Page 48: 'Another key element that came of the extensive consultation and visioning for the new TRU master plan, is the focus on a pedestrian and bike-friendly campus. One of the major moves with the new campus is to get cars out of the centre of campus and to create a desirable pedestrian environment. We believe that many of these key elements of a safe and desirable pedestrian and bike-oriented environment should be adopted along McGill as well to create a cohesive feel and glue the campus to the surrounding communities. These principles would include wide sidewalks, with canopies for weather protection, well-designed landscaping and tree planting along the street, and designated bike lanes. Another aspect of a safe pedestrian environment is regulating vehicular speeds and traffic calming.'

Page 50: 'Encourage cycling through designated bike lanes along McGill Corridor'

Page 55: 'bike facilities such as a maintenance shop, bike rentals, bike parking, lockers and bikeways within campus is encouraged for use at TRU.'

Page 29: Implementation Strategy - designate areas for bicycles, pedestrians, and cars

Page 42: Open Space and Landscape Guidelines – 'Ease of access – pedestrians use networks that are well-connected and make day to day use easy; Very direct and pedestrian only access to key points and academic spaces on campus, especially those with greater prominence, to reduce the urge to drive; Bicycle facilities prominently located at entrances and en routes for cyclists; Pathway designs on slopes that work with the grade and provide benches for adequate resting and respite'

The Campus Strategic Sustainability Plan is referenced below, noting key points in the plan that relate to multi-use paths and development.

Page 32: Strategy, Accommodate Bikes, develop and implement a “complete streets” or bicycle accommodation policy, develop guidelines for bicycle parking, storage and facilities, and/or participate in a bike-sharing program.

Page 21: Desired Outcome – travelling to/from and around campus by bike is a safe and convenient option.

Page 51: External Advocacy – TRU is also working with the City of Kamloops to help improve the public transit system and the bike paths in and around campus.

The City of Kamloops has also completed its Bicycle Master Plan in 2010 and is currently undertaking its Pedestrian and Trails Master Plans; the City will explore connections with the TRU campus networks.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The TRU Sustainability Office has a Bike Sharing Program, whereby any TRU student, staff or faculty member can borrow an e-bike or mountain bike free of charge for one week (after signing a waiver). The mountain bikes are our way of contributing to the physical activity and well being of students, and to encourage them to explore Kamloops, which raises awareness about our local ecosystem. The availability of electric bikes is intended to encourage employees to participate in a payroll deduction initiative to purchase their own e-bike.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit programs:

TRU Student Union UPASS functions as an unlimited transit pass for the City of Kamloops transit system, provided to every student enrolled at TRU in Kamloops. The UPASS allows riders to get to and from classes, work, school, and elsewhere at a low cost--both financially and environmentally.

Employee ProPass is a permanent photo ID bus pass purchased through the TRU payroll deduction program, which is available to staff & faculty of TRU. The cost is \$44.00 a month provides a savings of \$108/year compared to purchasing regular monthly transit passes. Participants are required to sign up for a minimum of four months

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:

Yes

A brief description of the guaranteed return trip program:

Any TRU student or staff member that uses alternative modes of transportation and needs to get somewhere in Kamloops due to an unforeseen circumstance (emergency, drastic weather, etc.) will be reimbursed the taxi fare to get to their

destination.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The Facilities office runs the TRU Rideshare program. Please see

<https://www.trurideshare.com/>

to sign up or learn about the program.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

The Sustainability Office runs its own car share program for staff and faculty. We currently have three Toyota hybrid vehicles. We also have two Zipcar vehicles on campus that are available for public use, and have a discounted membership rate for staff, faculty and students.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

There are eight level 2 electric vehicle charging stations on campus that are free to use by anyone.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:

stars.aashe.org

Yes

A brief description of the condensed work week option:

In accordance with the TRU/CUPE Collective Agreement, CUPE employees may, where feasible, work a compressed work week. The compressed work-week consists of working an additional half hour over a period of 14 days. The 15th day in a three week period is considered a rest day.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:

Yes

A brief description of other strategies to reduce the impact of commuting:

Partial Parking Stall Program: Drivers who only park their vehicle at TRU for a set amount of days (between 1-4) will only have to pay the commensurate amount of parking fees

Bike Shelter and Repair Stand: TRU installed a covered bike shelter and a repair stand , that includes tools and an air pump.

Bicycle Events: TRU is an active participant in events that promote bicycle commuting and riding (Kamloops Bike to Work Week and the Multiple Sclerosis Kamloops River Ride). TRU also extends Bike to Work Week to an entire month for staff and faculty During this time, TRU offers prizes, free bike-maintenance courses, and supplemental transit passes to those involved.

Electric Vehicle Suitability Assessment program: TRU received financial assistance from the Fraser Basin Council to install 10 Electric Vehicle (EV) charging stations at the 2 main campuses (Kamloops and Williams Lake). TRU was selected by the Fraser Basin Council as one of only four organizations across BC to participate in an Electric Vehicle Suitability Assessment pilot study. The EV suitability pilot studied the duty cycle of TRU fleet vehicles to determine if existing vehicles could be replaced with comparable EV or hybrid vehicles. The study identified significant financial savings and reduced GHG emissions associated with replacing existing fossil fuel powered vehicles with EV or hybrids. The study will act as a guide for TRU's Facilities managers when they are replacing and updating TRU's existing fleet vehicles in the coming years. TRU offers a reduced rate on reserved stalls for electric vehicles.

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/hr/current-employees/propass.html>

Additional documentation to support the submission:

Waste

Points Claimed 8.76

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization and Diversion	6.83 / 8.00
Construction and Demolition Waste Diversion	0.93 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
6.83 / 8.00	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency’s Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

--- indicates that no data was submitted for this field

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	354.28 Tons	0 Tons
Materials composted	181.66 Tons	0 Tons
Materials donated or re-sold	7.61 Tons	0 Tons
Materials disposed through post-recycling residual conversion	4.74 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	220.78 Tons	991 Tons
Total waste generated	769.07 Tons	991 Tons

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

TRU donates used cooking oil that is then converted to Biodiesel by a third party.

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

A 2005 baseline was adopted for the 2011 STARS Report; in order to be consistent, it will be used for this report.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	880	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	11,963	5,702.50
Full-time equivalent of employees (staff + faculty)	1,269	872
Full-time equivalent of students enrolled exclusively in distance education	3,812	1,866
Weighted campus users	7,285	3,531.38

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.11 <i>Tons</i>	0.28 <i>Tons</i>

Percentage reduction in total waste generated per weighted campus user from baseline:

62.38

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

70.68

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

71.29

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes

Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

The above covers all forms of recycling and waste diversion efforts at TRU.

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Average contamination rate for the institution's recycling program (percentage, 0-100):

32

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

TRU hosts a zero waste challenge to help educate students several times a year. The Green Guide available to students also includes a guide on how to sort waste and recycle more than what is accepted in the municipal mixed recycling stream.

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

In the summer of 2014, small-scale waste audits were conducted by a co-op research student for the TRU Sustainability Office. The audits were conducted to compare the differences between contamination rates of single, stand-alone waste, recycling, and refundable bins compared to the use of a centralized Zero Waste station.

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

At TRU, the identification of equipment and other reusable materials that need to be disposed of is undertaken by every TRU department on a regular basis. The actual disposal of such equipment is the responsibility of Procurement Services. There are several ways to dispose of equipment. If replacement equipment needs to be purchased, then every effort is made to obtain a reasonable trade-in-allowance for the old equipment by selling it. In this case, Procurement Services would negotiate with the vendors interested in supplying the replacement equipment. To sell old goods, personnel fill out a Disposal of Obsolete & Surplus Goods Form and send it to Procurement Services. The Procurement Manager will then do one of the following to dispose of the unwanted equipment or materials: re-use it within another TRU department; post the item for sale on BC Auction; offer the item to other educational institutions; donate it to charity, or dispose of it in an environmentally. Electronic waste goes to a recycling plant to be reused or disposed of environmentally responsible manner. Raw materials (metals) are picked up and recycled. Paper documents and other paper related materials are recycled with the company Iron Mountain. All toner cartridges are recycled through Grand and Toy or sent back to the manufacturer.
Source: Julie Gemin, Procurement Manager, TRU

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

If the item on the Obsolete Surplus Goods form shows working condition, it is posted for sale through BC Auction. Surplus non-working obsolete items get recycled through Encorp Recycling Corp. who pick up the goods in TRU Stores as required.
Source: Lisa Fiset, Purchaser, TRU

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

Free printing does not occur at TRU photocopier stations in either the libraries or the Printshop. The current price per page is \$0.10 and prints double-sided automatically. Students are required to bring their own paper to computer labs for printing, and can only print colour at the Printshop (\$1.00 per page). All printing that occurs is doubled-sided by default and students are encouraged to use a size 11 font with one inch margins in order to reduce the amount of paper being printed. Students are also encouraged to read and edit journals online instead of printing.

Currently, no new desktop printers will be bought for any staff member, unless a special exception warrants it (for example, if there is a mobility issue). Once all of the 250 current desktop printers come to the end of natural life cycle, they will not be replaced. Instead, all staff members will be encouraged to use the large, centrally-located multi-function printers. It has been proven in other institutions that employing this cuts down on the amount of paper and ink used, since most people think twice before printing something.

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

The university makes course catalogues, course schedules, and directories available online. Printed catalogues are available at an extra cost.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

Residence halls on campus currently run many programs to control waste at move-in and move-out. There is a donation bin outside of the main entrance year-round and during peak times the number of pick-ups increase. They host food drives for all leftover perishable food items and provide an 'item swap' event for students. They continually search for new ways to reduce waste produced during these times.

Source: Jacquie Saucier, Residence Services Supervisor.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

TRU has signed onto the new pan-Canadian National Zero-Waste Council, and is taking aggressive steps to achieve the goal of becoming a zero-waste institution. It recently spend approximately \$60,000.00 to buy 90 new zero-waste stations (with a 4 or 5 bin waste stream set-up) in order to help achieve this goal. In early Sept. 2014, it hosted its first zero-waste event during the main student Orientation event. A comprehensive campus-wide zero-waste educational campaign is planned for early 2015 and continuing into the 2015-2016 school year.

Many offices around TRU use the simple "Free box" strategy, by placing a cardboard box in the hallway outside their office with a "Free" sign attached to it. It is then filled with usable but unwanted items. Anyone is welcome to take what he or she wants

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain/people/ZeroWaste.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Regarding the question for the Baseline Year 'Number of students resident on-site?' (in Parts 1 and 2 in the section 'Figures needed to determine "Weighted Campus Users"') TRU did not have student housing or students living on campus in 2005. The first student residence building was completed in 2008.

Regarding why zero was reported for the 2005 Baseline year. Zero has been reported for both 2011 and 2015 STARS reports as TRU had no recycling, composting or reuse systems in place on campus. 2005 Data related to our waste streams measured total tonnage of waste to landfill but zero tonnage reported in any recycling or organics stream and no reuse programs were in place.

Waste Generated

Materials Composted: composting was introduced to campus in January 2014 and data was collected for 31 weeks on how much compost was being collected. This covered the winter semester (January to April, at 1053.41 kg) and summer period (May to August, at 821.63 kg). As data was not collected from September to December, 2014, the winter semester values were doubled to account for this time period. The composting value also includes campus yard clippings.

Materials Recycled: this is a combination of cardboard recycling, curbside mixed recycling, electronics recycling, and scrap metal recycling. TRU has the potential to place out 70 recycling carts twice a week (each cart with a volume of 240 L), but not all carts are used each time. In order to calculate how much was recycled, an average from the carts was taken ($240 \times 2/2$). This accounts for each cart being full at least once per week, multiplied by 52 weeks.

2005 baseline figures for FTE for employees provided by Paul Archer, Manager, TRU HR Services.

Construction and Demolition Waste Diversion

Score

0.93 / 1.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

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

Soil and organic debris from excavating or clearing the site do not count for this credit.

"---" indicates that no data was submitted for this field

Construction and demolition materials recycled, donated, or otherwise recovered during the most recent year for which data is available within the previous three years:

363.30 Tons

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:

27.50 Tons

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

92.96

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

As a public BC institution, TRU is mandated by the provincial government to construct all new campus buildings to the LEED Gold standard (or better). LEED requires very stringent conditions regarding what happens with construction and demolition waste and recycling and what percentage of the material is allowed to be landfilled. Construction contractors who work on TRU projects must abide by the LEED regulations and keep detailed records of all waste and recycling materials. The above figures pertain only to the new Trades building, the only major construction, renovation or demolition project on campus in the last three years.

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain/initiatives/reporting.html>

Additional documentation to support the submission:

stars.aashe.org

Data source(s) and notes about the submission:

Data from new Trades building contractor Stuart Olson Inc (April 2018).

See site under 'Construction and Demolition Waste Diversion':

<https://www.tru.ca/sustain/initiatives/reporting.html>

https://www.tru.ca/__shared/assets/Construction_and_Demolition_Waste_Diversion_201842824.xls

Score

1.00 / 1.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria**Part 1**

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

"---" indicates that no data was submitted for this field

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

TRU Occupational Health and Safety is responsible for disposing of hazardous, universal and non-regulated chemical waste.

<http://www.tru.ca/hsafety.html>

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

TRU HAZARDOUS WASTE MANAGEMENT PROCEDURE

Regarding the disposal of hazardous waste; the following procedure will be implemented immediately!

- 1] There will be only two pickups of chemical waste per year, one in the month of May and the other in December.
- 2] Hazardous waste will be picked up from your designated location/s as entered on a Hazardous Waste Disposal Form.
- 3] Details of the waste to be entered are as follows:
 - Chemical name
 - Quantity of waste
 - Size and type of container
 - Physical state of the waste: solid, liquid, gas or powder
- 4] Hazardous Waste Disposal Forms must be received by S&EM no later than April 30 and November 30, otherwise they will not be included in the pickup schedule the following month.
- 5] S&EM will make the call for pickup to the waste contractor/s.
- 6] Prior to pick up date, Safety & Emergency Management (S&EM) will come into the location with the waste chemicals and organize all the waste in accordance with Canadian Transportation of Dangerous Goods designations.
- 7] Waste contractors will place all chemical waste into either drums or buckets and then seal and label as to the hazard level by TDG.
- 8] Waste contractor will then complete all designated paperwork on all the hazardous chemical waste and arrange delivery for disposal.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There has been no significant hazardous materials release incidents during the previous three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

There is no policy set in place to facilitate the reuse or redistribution of laboratory chemicals, however, laboratory professors use best practices to ensure chemicals are properly recycled through a third-party company. To minimize waste, TRU lab instructors are encouraged to only prepare the amount of chemicals needed for each class. Some classes will use the same chemical for a variety of labs so it can be redistributed if there is any leftover from a prior class.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

TRU has several programs for students and staff to responsibly recycle, reuse, and/or refurbish electronic waste. Used batteries are collected in 17 designated battery collection bins located in all main buildings (and some secondary buildings) throughout the campus. These go to a third-party organization in Kamloops (Battery Direct), which undertakes proper shipment and recycling of batteries. Any student or staff member can access these battery bins. Smaller electronics (like cell phones, laptops, iPads, etc.) can be taken by any student or staff member to designated recycling bins in the Campus Activity Centre or Student Street in Old Main, or be taken to the TRU Warehouse. They are then picked up by the non-profit organization Electronic Recycling Association (

<https://www.era.ca/>

) to be either refurbished for reuse or stripped of all usable parts, then responsibly recycled or disposed of. All big electronics can be brought by staff to the Warehouse either to be recycled, reused, and/or refurbished. Reuse or items is the preferred method and these items are put up for auction on the site BCBid (

<https://www.bcbid.gov.bc.ca/open.dll/welcome?language=En>

). If no one buys them then recycling and/or refurbishing of the items is done by the organization Electronic Recycling Association (

<https://www.era.ca/>

). Electronic items include IT equipment, like computers and monitors, as well as virtually anything with a cord (besides large kitchen appliances, like fridges, stoves, or other large and heavy items).

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

1.83 Tons

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/hsafety.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Electronic Recycling Association is ISO 9001:2008 certified.

stars.aashe.org

Another website with information pertaining to these issues:

<http://www.tru.ca/sustain/people/ZeroWaste.html>

Points Claimed 3.31

Points Available 6.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit	Points											
Water Use	2.31 / 4.00											
	<p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p>											
	<table><tr><th>Physical Risk QUANTITY</th><th>Points Available For Each Part</th><th>Total Available Points For This Credit</th></tr><tr><td>Low and Low to Medium Risk</td><td>1■</td><td>4</td></tr><tr><td>Medium to High Risk</td><td>1■</td><td>5</td></tr><tr><td>High and Extremely High Risk</td><td>2</td><td>6</td></tr></table>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low and Low to Medium Risk	1■	4	Medium to High Risk	1■	5	High and Extremely High Risk	2
Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit										
Low and Low to Medium Risk	1■	4										
Medium to High Risk	1■	5										
High and Extremely High Risk	2	6										
	Close											
Rainwater Management	1.00 / 2.00											

Score

2.31 / 4.00

Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1■	4
Medium to High Risk	1■	5
High and Extremely High Risk	2	6

[Close](#)

James Gordon
Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

"---" indicates that no data was submitted for this field

Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:

Low to Medium

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	39,891,292.86 <i>Gallons</i>	46,232,741.72 <i>Gallons</i>

Potable water use:

	Performance Year	Baseline Year
Potable water use	39,891,292.86 <i>Gallons</i>	46,232,741.72 <i>Gallons</i>

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2013	Dec. 31, 2013

A brief description of when and why the water use baseline was adopted:

2013 is used as the baseline year since it is the year that saw the end of several years of construction on campus; no other major buildings have been built and no other large areas of vegetated grounds have been affected since then. Due to these factors, 2013 is indicative of the campus as it is now in 2017.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	880	880
Number of employees resident on-site	0	0

Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	11,963	11,066
Full-time equivalent of employees (staff + faculty)	1,269	1,254
Full-time equivalent of students enrolled exclusively in distance education	3,812	3,462
Weighted campus users	7,285	6,863.50

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	5,475.81 <i>Gallons</i>	6,736.03 <i>Gallons</i>

Percentage reduction in potable water use per weighted campus user from baseline:

18.71

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	969,066.18 <i>Gross Square Feet</i>	903,004.24 <i>Gross Square Feet</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	41.16 <i>Gallons / GSF</i>	51.20 <i>Gallons / GSF</i>

Percentage reduction in potable water use per unit of floor area from baseline:

19.60

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):

Yes

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	194.82 Acres	194.82 Acres

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	204,759.74 Gallons / Acre	237,310.04 Gallons / Acre

Percentage reduction in total water use per unit of vegetated grounds from baseline:

13.72

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

TRU has teamed up with Cupanion to encourage TRU staff and students to use reusable water bottles instead of buying bottled water. Cupanion runs a points-based program that lets users self-scan a barcode on their own water bottle every time they refill it, which allows them to win prizes. Scanning also helps to enable developing countries receive fresh drinking water (Cupanion has a formula to calculate how this happens).

A brief description of the institution's water recovery and reuse initiatives:

Regarding water reuse initiatives, in 2011 TRU unveiled its newest building, The Irking K. Barber Centre, which was celebrated as an environmental icon. Water is used to grow the green roof of natural plants, and the building has water efficient landscaping.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

In the newly-designed Brown Family House of Learning building, low flow appliances in washrooms, staff rooms and kitchens were implemented. Dual flush toilets and waterless urinals are used in the International Building and the BC Centre for Open Learning building. Sensor-activated “no-touch” faucets are regularly used when replacing old faucets throughout the campus.

The website URL where information about the programs or initiatives is available:

<https://news.gov.bc.ca/stories/living-wall-and-local-traditions-under-one-roof-at-tru>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

City of Kamloops water consumption utility data used.

Score

1.00 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g. state/provincial government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Which of the following best describes the institution's approach to rainwater management?:

Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution's green infrastructure and LID practices:

Assessments of the construction of all new buildings as well as major renovations of existing buildings will factor in the best practices for green infrastructure, Low Impact Development (LID), and storm water runoff (see definitions below).

Definitions:

Green Infrastructure: Consistent with the U.S. Environmental Protection Agency (EPA), the term "green infrastructure" refers to:

...systems and practices that use or mimic natural processes to infiltrate, evapotranspire (the return of water to the atmosphere either through evaporation or by plants), or reuse storm water or runoff on the site where it is generated. Examples include rainwater harvesting, downspout disconnection, rain gardens, bioswales, permeable pavements, green streets and alleys, green roofs, and urban tree canopy.

Low Impact Development (LID): Consistent with the U.S. Environmental Protection Agency (EPA), Low Impact Development (LID) is defined as:

...an approach to land development (or re-development) that works with nature to manage storm water as close to its source as possible. LID employs principles such as preserving and recreating natural landscape features, minimizing effective imperviousness to create functional and appealing site drainage that treat storm water as a resource rather than a waste product. There are many practices that have been used to adhere to these principles such as bioretention facilities, rain gardens, vegetated rooftops, rain barrels, and permeable pavements. By implementing LID principles and practices, water can be managed in a way that reduces the impact of built areas and promotes the natural movement of water within an ecosystem or watershed. Applied on a broad scale, LID can maintain or restore a watershed's hydrologic and ecological functions. LID has been characterized as a sustainable storm water practice by the Water Environment Research Foundation, and others.

LID can be applied to new development, redevelopment, or as retrofits to existing development. LID has been adapted to a

range of land uses from high density ultra-urban settings to low density development.

Storm water Run-Off: storm water runoff refers to water from precipitation that flows over land or impervious surfaces into bodies of water or sewer systems.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

[TRU Rainwater Management Guideline.pdf](#)

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

TRU Rainwater Management Guideline:

All new buildings and major renovations of existing buildings will implement a rainwater management system unless site selection or unforeseen factors make a rainwater management system impossible or impractical. Assessments will factor in the best practices for Green infrastructure, Low Impact Development (LID), and storm water run-off. The intent of TRU's rainwater management systems is to reduce runoff volume and improve water quality by replicating the natural hydrology and water balance of the site, based on historical conditions and undeveloped ecosystems in the region. The assessments will also factor in other ecological, social and economic considerations within the entire TRU campus and community.

The website URL where information about the programs or initiatives is available:

https://www.tru.ca/sustain/initiatives/Policies___Guidelines.html

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 8.00

Points Available 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Participatory Governance	3.00 / 3.00

Score

1.00 / 1.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring in the absence of institution-wide coordination.

"---" indicates that no data was submitted for this field

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Environmental Sustainability Advisory Committee (ESAC) is dedicated to providing evidence-based advice with regard to environmentally sensitive policies and practices that foster a sustainable future and lead to health, social, and economic benefits for the university community. The ESAC will act to promote dialogue and discussion on issues related to the environment and sustainability. The ESAC is also committed to fostering environmental literacy, sustainable development, and environmental responsibility at Thompson Rivers University that can serve as a model for others.

<http://www.tru.ca/senate/committees/esac.html>

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

The Environmental Sustainability Advisory Committee (ESAC) consists of the following people:

- Director, Sustainability Office: Jim Gudjonson
- Appointed by the Board: Nicole Schabus, Peter Tsigaris, Bala Nikku

stars.aashe.org

- Faculty: Wilson Bell, Sharman Learie, Courtney Mason, Dipesh Prema, Amie Schellenberg
 - Staff: Karl Fultz, Brad Harasymchuk
 - Students: Caitlin Quist, Kyle Robertson
 - JOHS Committee Representative: Lloyd Bennett
 - Director of Ancillary Services: Glenn Read
 - Director of Facilities: Warren Asuchak
 - General Counsel designate: Scott Blackford
- Deans Council representative: Tom Dickinson
 Director of Aboriginal Affairs: Paul Michel
 Non-voting member: Admin. support/Note-taker, James Gordon

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The TRU Sustainability Office is located in a central part of the campus, and has a full time Director, Energy Specialist, and Environmental Programs and Research Coordinator. The office also employs students at various times through work-study, cooperative education, and research programs.

The office performs four primary functions: 1) oversees installation and/or on-going operations of energy-related campus projects (improving efficiency of equipment; installing renewable energy equipment, monitoring energy use, etc.); 2) runs and administers several office sustainability-related events and out-reach activities (National Sweater Day, Earth Hour, TRU Orientation events, TRU Sustainability Grant Fund, etc.); 3) provides support and resources for any students, staff, and/or faculty who are interested in starting or running any sustainability-related initiatives; and 4) takes the lead on or assist with TRU sustainability-related reports and plans (TRU Campus Strategic Sustainability Plan, TRU Master Plan, BC Carbon Neutral Action Plan, etc.).

Full-time equivalent (FTE) of people employed in the sustainability office(s):

3.50

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jim Gudjonson, Director of the TRU Sustainability Office

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The TRU Environmental Sustainability Advisory Committee (ESAC) has accomplished, amongst other things, the following over the last three years:

Involved in the planning and running of the Community Innovation Lab hosted by the Fresh Outlook Foundation and TRU on February 3 to 5, 2015.

Sustainability education initiative - a sub-committee was formed to research issues on entrenching and infusing sustainability into the TRU curriculum.

The committee initiated a sub-committee to review the original Terms of Reference in order to update them to better reflect the committee's role. This initiative is finished and was successful. It was passed by both the Senate and the Board of Governors in 2016.

The committee continued to advise the Director of the Sustainability Office, including on such issues as waste reduction, recycling and energy reduction initiatives, along with special projects such as hand dryers.

In 2016 the committee welcomed Paul Michel, Director of Aboriginal Affairs as a new committee member representing Aboriginal Affairs.

TRU became a member of the Canadian Colleges and Universities Environmental Network and a committee member attended the 2016 annual conference in Halifax, Nova Scotia in May 2016.

Strategic Sustainability Plan – a visioning session was held in May 2016 looking forward for the next 5 years and ongoing work continues for this initiative.

The committee approved a motion in 2017 to work with Reeve Consulting in order to pursue developing guidelines for a campus-wide sustainable purchasing policy.

In 2018, a motion was passed to develop guidelines to hand out the annual TRU Environmental Achievement Award to staff and faculty.

Job title of the sustainability officer position:

Director, TRU Sustainability Office

Job description for the sustainability officer position:

[Associate Director.docx](#)

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Environmental Programs and Research Coordinator, TRU Sustainability Office

Job description for the sustainability officer position (2nd position):

[Sustainability Programs Coordinator -summer 2015.docx](#)

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Energy Specialist, TRU Sustainability Office

Job description for the sustainability officer position (3rd position):

[ES revised.doc](#)

Job description for the sustainability officer position (3rd position):

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Website for the Environmental Sustainability Advisory Committee (ESAC):

<http://www.tru.ca/senate/committees/esac.html>

Score

4.00 / 4.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

"---" indicates that no data was submitted for this field

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

TRU's "Strategic Priorities 2014–2019 states:

TRU is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

Our Traditional Foundations:

TRU serves our Aboriginal, local, regional, national and global communities by cultivating:

- Student, faculty, staff and community engagement and service excellence
- Faculty and student engagement in scholarly research and creative activity
- Innovative, interdisciplinary, and experience-based learning environments
- Open and flexible learning environments
- Aboriginal education, culture, traditions, opportunities and partnership
- Environmental, economic, social, cultural and creative sustainability
- International opportunities for students, faculty and staff

A copy of the strategic plan:

The website URL where the strategic plan is publicly available:

https://www.tru.ca/__shared/assets/2014-2019_StrategicPriorities_PDF31428.pdf

Does the institution have a published sustainability plan (apart from what is reported above)? :

Yes

A copy of the sustainability plan:

The website URL where the sustainability plan is publicly available:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

Does the institution have a published climate action plan (apart from what is reported above)? :

No

A copy of the climate action plan:

The website URL where the climate action plan is publicly available:

stars.aashe.org

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :

Yes

A list of other published plans that address sustainability, including public website URLs (if available):

TRU also has the following two plans, plus many Carbon Neutral Action Reports:

TRU Campus Master Plan:

http://www.tru.ca/__shared/assets/2013_Campus_Master_Plan31594.pdf

TRU Strategic Energy Management Plan - 2016:

<http://www.tru.ca/sustain/initiatives/reporting.html>

TRU Carbon Neutral Action Reports from 2009 to 2016:

<http://www.tru.ca/sustain/initiatives/reporting.html>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:

Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

The measurable objectives, strategies and time frames included in the Curriculum plan are as follows (see page 55:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Course Inventory: Update, and report to the Board, the inventory of course work (which is part of the STARS assessment) in order to see the proportion of offered courses that are sustainability-related. This can be shown overall at TRU but also by program area.

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- Academic Champions: Identify internal academics or recruit external academics who have credibility both in sustainability and a particular discipline (e.g. business, economics, etc..) in order to provide leadership on sustainability and education.
- Learning Outcomes: Develop sustainability learning outcomes associated with program degrees and/or courses of study.
- Undergraduate Program: 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).
- Graduate Program: Offer formal, graduate-level academic degree programs focused on sustainability.
- Immersive Experience: Provide students with opportunities for immersive experiences to witness and learn in-depth about sustainability challenges and solutions.
- Literacy Baseline Survey: Conduct, and report to the Board, a baseline survey on TRU staff's knowledge of sustainability, desire for increased TRU leadership, motivators to contribute, and ability to 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.

Within 3 to 5 years...

- Campus as a Living Laboratory: Utilize the campus as a living environment for experiential learning, applied research and practical work that advances sustainability on campus.
- External Partnerships: 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 in order to develop energy and sustainability educational opportunities for TRU students (internships, funding, course development, etc.).

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:

Yes

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

The measurable objectives, strategies and time frames included in the Research plan are as follows (see page 59:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years:

Academic Research - Who: AVP Research & Graduate Studies:

Update, and report publicly, the inventory of sustainability research underway at TRU and assess strengths and areas for development.

Support for Research - Who: AVP Research & Graduate Studies:

Continue to allocate funding from the Sustainability Grant Fund to encourage students and faculty members to undertake sustainability research.

Within 3 to 5 years:

Access to Research - Who: AVP Research & Graduate Studies:

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.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan are as follows (see page 47:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Outreach Materials and Publications: develop co-curricular programs and initiatives that facilitate students learning about sustainability outside of the formal classroom.
- Student Orientation: expand upon sustainability content and programming at orientation.

Within 3 to 5 years...

- Student Life: develop co-curricular programs and initiatives that facilitate students learning about sustainability outside of the formal classroom.
- Outreach Campaign: hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution's sustainability performance
- Employee Orientation: develop new work routines and habits to help encourage the adoption of environmentally and socially preferable habits, routines, and choices.
- Staff Professional Development: offer training and/or other professional development opportunities in sustainability for staff /faculty
- Campus Tour: create a sustainability tour (self-directed with mobile technology) on campus highlighting projects and achievements, similar to those in the House of Learning.

From 5+ years...

- Employee Educators Program: coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs.
- Student Educators Program: select and train students to serve as "eco-reps"/educators in peer-to-peer sustainability outreach where they might be able to help disseminate sustainability concepts and a sustainability ethic on campus.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Public Engagement plan are as follows (see page 51:

):

Within 1 to 3 years...

- Inter-Campus Collaboration: continue to collaborate with other colleges or universities to help build campus sustainability broadly.
- Community Partnerships: continue to develop partnerships with local communities to advance sustainability.

Within 3 to 5 years...

- Continuing Education: provide continuing education courses and programs in sustainability to the community.
- Community Service: engage student bodies in community service.
- Community Stakeholder Engagement: adopt a framework to identify and engage community stakeholders in the university's ongoing governance, strategy and operations.
- Participation in Public Policy: advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.
- Trademark Licensing: join a monitoring and verification organization to help ensure that apparel bearing the institution's name is produced under fair conditions.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:

Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Air and Climate plan are as follows (all of the measurable objectives, strategies and timeframes for the Air and Climate plan that are affected by Transportation (16) are listed in the section below called "the measurable objectives, strategies and time frames included in the Transportation plan(s)" (see page 26:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf))

:

Within 1 to 3 years...

- Low VOC Materials: establish Development Guidelines and Green Building Requirements for new development on campus that include mandatory achievement of low VOC LEED credits.
- Energy Standard: establish Development Guidelines and Green Building Requirements for new development on campus with minimum energy performance targets for new institutional projects that exceed the ASHRAE 90.1 Energy Standard, 2007.
- District Energy Potential: explore the potential of a TRU district energy utility or alternative as part of the master plan build-out.
- Clean and Renewable Energy: generate electricity from clean and renewable energy sources on campus. Establish Development Guidelines and Green Building Requirements for new development on campus that include minimum requirements for alternative energy, including solar thermal readiness and consideration of geothermal energy systems. Catalyze development of off-site clean and renewable energy sources through the purchase of Renewable Gas Certificates

from Fortis BC.

- Greenhouse Gas Emissions: continue to update and report inventory of greenhouse gas (GHG) emissions annually and reduce the adjusted net Scope 1 and Scope 2 GHG emissions.
- Outdoor Air Quality: conduct inventory of significant air emissions from stationary sources on campus.
- Building Energy Consumption: ensure ongoing 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 Sustainability Office.

Within 3 to 5 years...

- IAQ Management: implement an 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.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Buildings plan are as follows (see page 24:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Design Guidelines & Green Buildings: establish Development Guidelines and Green Building Requirements for new development on campus that include the following: 1) For institutional projects: LEED Gold Certification and minimum energy performance targets for new institutional projects (32% better than ASHRAE 90.1 Energy Standard, 2007) and LEED Silver Certification for major renovation projects. 2) For institutional and market projects: minimum requirements in priority areas.
- Commissioning Process: create RFP documentation to support an independent commissioning process for TRU 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.
- Construction and Demolition Waste Diversion: develop zero waste procurement policy for campus construction projects.
- Engagement: develop and communicate a consultation strategy for engaging internal stakeholders prior to any land being developed.
- Building Operations and Maintenance: for non-certified buildings, adopt sustainable operations and maintenance guidelines for operations and maintenance.
- Methodology for Revolving Fund: maintain confidence in the revolving fund by ensuring the methodology for measuring savings is transparent and clearly communicated (e.g. project M&V, adjustments for controllable and non-controllable variables, etc.).

Within 3 to 5 years...

- University Village: 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".

- Showcase Project: identify opportunity to develop and profile a notable project that showcases TRU commitment to sustainability (for example, a wind or solar project).
- IAQ Management: implement an 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.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:

Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Energy plan are as follows (see page 26:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Energy Standard: establish Development Guidelines and Green Building Requirements for new development on campus with minimum energy performance targets for new institutional projects that exceed the ASHRAE 90.1 Energy Standard, 2007.
- District Energy Potential: explore the potential of a TRU district energy utility or alternative as part of the master plan build-out.
- Clean and Renewable Energy: generate electricity from clean and renewable energy sources on campus. Establish Development Guidelines and Green Building Requirements for new development on campus that include minimum requirements for alternative energy, including solar thermal readiness and consideration of geothermal energy systems. Catalyze development of off-site clean and renewable energy sources through the purchase of Renewable Gas Certificates from Fortis BC.
- Energy Manager: Clarify role and responsibility of Facilities Department.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:

Yes

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan are as follows (see page 40:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Food and Beverage Purchasing: establish policies requiring the purchase of food and beverages that are local, community-based, or certified. Shifting to locally sourced produce and food supplies will have significant impacts to the surrounding economy. As Kamloops' only 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.
- Low Impact Dining: for on-campus dining and catering, offer vegan options and animal products that have been verified to be sustainably produced.
- Garden Plots: identify and support strategic opportunities to establish garden plots as demonstration for educational uses and in residential developments. Identify the long-term operations and maintenance plan for garden plots. Food production can demonstrate closed-loop, zero-waste systems through composting and distribution within campus. On-site composting will strengthen TRUs capacity to grow food, by providing one of the key elements to highly productive land: nutrient-rich soil.

Within 3 to 5 years...

- Food Stewardship & Learning: provide learning spaces and avenues for academic programs to facilitate food stewardship and learning through designated growing spaces and food sourcing. 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.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:

Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Grounds plan are as follows (see page 30:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Wayfinding: identify short-term solutions to improve way finding on campus and establish guidelines to improve long-term wayfinding through campus design.

Within 3 to 5 years...

- Research and Teaching: 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.
- Landscape Management: update TRU Landscape Planting & Rehabilitation Plan in accordance with Integrated Pest Management (IPM) principles to reduce pesticide and water use.
- Gathering Spaces: create more outdoor seating and casual meeting spaces that can be used year-round.
- Biodiversity: conduct an 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.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:

Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Purchasing plan are as follows (see page 44:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Cleaning Product Purchasing: develop a purchasing policy or guideline stating a preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or similar, and track compliance.
- Life Cycle Cost Analysis: develop and employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems.
- Fair Trade Campus: establish purchasing policies and guidelines designating TRU a Fair Trade Campus with respect to all procurement decisions.

Within 3 to 5 years...

- Inclusive and Local Purchasing: develop a stated intent or policy to support and procure from inclusive businesses, social enterprises, and/or local community-based businesses and track compliance. Reduce waste and fuel consumption generated from transportation by specifying locally manufactured and extracted products, where feasible.
- Guidelines for Business Partners: develop and act on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of business partners.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:

Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Transportation plan are as follows (see page 32:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Outdoor Air Quality: adopt policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources.
- Campus Fleet: purchase an electric vehicle for regional travel and pilot use for one year; evaluate potential for conversion

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of entire campus fleet to electric or hybrid vehicles.

- Commute Modal Split: conduct a travel survey to monitor modal split for students and employees.
- Accommodate Bikes: develop and implement a “complete streets” or bicycle accommodation policy, develop guidelines for bicycle parking, storage and facilities, and/or participate in a bike-sharing program.
- Car Share: explore a partnership with Interior CarShare Co-operative (or others) and provide car share vehicles and parking on campus.
- Electric Vehicles: expand the electric vehicle recharging stations and replace existing TRU fleet with electric vehicles at end-of-life. Make an electric vehicle(s) available for regional staff/faculty travel.
- Pedestrian Oriented Design: design Walkable Public Spaces and 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.

Within 3 to 5 years...

- Carpool/Ride Share: Increase the amount of high-occupancy parking stalls and continue to offer incentives.
- Telecommuting: explore the potential for telecommuting programs for employees.
- Condensed Work Week: explore the potential for condensed work week options for employees.
- Transportation Demand Management Plan: participate in the City's Transportation Demand Management planning process and advocate TRU's transportation objectives.
- Hillside Access: work with the City of Kamloops to establish an in-out access to campus along Hillside Road.
- McGill Corridor: work with the City of Kamloops to establish McGill as a pedestrian friendly “main street”.
- Improved Transit Service: initiate comprehensive transit service review process with BC Transit to identify opportunities to improve service and increase ridership.

From 5+ years...

- GRT Program: explore 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.
- Parking Location: locate parking spaces for single occupant vehicles (excluding carpool, vehicle sharing and alternative fuel vehicles) in the campus perimeter, rather than campus centre. Explore feasibility of structured parking (underground, semi-underground, or aboveground structures).

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Waste plan are as follows (see page 36:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Waste Minimization: identify and implement source reduction strategies to reduce the total amount of waste generated on campus. Develop a policy, guidelines or agreements that considers waste generated by product packaging and end-of-life disposal when specifying items for purchase.

- **Waste Diversion:** identify and implement strategies to divert materials from the landfill by recycling, composting, reusing, donating, or re-selling.
- **Event Management:** engage Ceremonies and Events staff to develop action plan and policies for waste management at major TRU events and ceremonies. Ensure zero waste stations are available at all events. Also consider catering policies to encourage non-disposables, compostables, and local food.
- **Electronic Waste:** develop a program to recycle, reuse, and/or refurbish electronic waste generated on campus.
- **Replace Hand Towels:** replace paper hand towels in campus washrooms with electric hand dryers.
- **Composting:** fully implement organics collection program through training for janitorial and building occupants. Expand composting program to include CAC building and utilize the full capacity of the existing composter. Acquire a second composter as required.
- **Plastic Beverage Containers:** reduce waste material associated with drinking containers by lobbying suppliers for alternatives and limiting the distribution of disposable plastic bottles on campus.

Within 3 to 5 years...

- **Hazardous Waste Management:** 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.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

Yes

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Water plan are as follows (see page 38:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- **Ozonated Water Cleaners:** implement pilot program for chemical free ozonated water-based cleaning units.
- **Utilities Revolving Fund:** incorporate financial savings associated with water efficiency measures into existing Energy Revolving Fund to establish a Utilities Revolving Fund to support future sustainability initiatives. Through the fund, all measured utility savings will be reinvested in projects that facilitate further savings.
- **Storm water Management:** develop guidelines encouraging Low Impact Development (LID) practices to reduce peak rainwater/storm water runoff volume and improve outgoing water quality for new construction and major renovation. Manage peak flow volumes so the post-development flows do not exceed predevelopment flows.
- **Water Metering:** install water meters in each building and irrigation zone and establish a water consumption baseline for each. This will enable TRU to better understand where and how much water is used in order to inform water reduction strategies.

Within 3 to 5 years...

- **Landscape Water Use:** identify and implement potable water conservation strategies in landscape design and maintenance (such as replace water intensive areas with native and adaptive plants that require little to no irrigation, systems to monitor pipe leakage, smart irrigation controls, etc.).

- **Building Water Use:** identify and implement potable water conservation strategies in existing buildings (such as replacing

fixtures).

From 5+ years...

- Wastewater Management: pilot and demonstrate the treatment of wastewater naturally (e.g. natural wastewater systems such as Living Machines and wetlands) on campus or in the local community.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

Yes

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Diversity and Access plan are as follows (see page 68:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 3 to 5 years...

- Support for Underrepresented Groups: establish mentoring, counselling, peer support, academic support, or other programs to support underrepresented groups on campus.
- Access: continue to make TRU accessible to students from a range of socio-economic backgrounds, and/or to support non-traditional students.
- Diversity and Equity Training: make cultural competence trainings and activities available to all students, staff, faculty, and/or administrators.

From 5+ years...

- Faculty and Staff Diversity: administer and/or participate in a program(s) to help build a diverse faculty and staff.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

Yes

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Investment plan are as follows (see page 72:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf):

Within 1 to 3 years...

Sustainable Investment: develop a Responsible Endowment Investment Policy. Identify and pursue investments that promote sustainability and engaging with companies in which they already hold investments.

Within 3 to 5 years...

Investment Disclosure: Annually (or more frequently), make a snapshot of investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

Yes

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the Human Resources plan are as follows (see page 70:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Workplace Health and Safety: identify and implement strategies to reduce the total number of reportable workplace injuries and occupational disease cases.
- President's Award: rename existing Environmental Achievement Award to the Sustainability Award to highlight exceptional sustainability ideas and/or performance and create a higher profile and stronger awareness.
- Assessing Employee Satisfaction: conduct a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement.

Within 3 to 5 years...

- Hiring & Performance: integrate Sustainability into job descriptions and performance reviews.
- Wellness Program: continue the work of the TRU Wellness Centre to provide counselling, referral, and wellbeing services to all members of students, staff, and/or faculty.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

Yes

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

The measurable objectives, strategies and timeframes included in the IT & Print Shop Services plan are as follows (see page 42:

http://www.tru.ca/__shared/assets/2014_CSP_Final38020.pdf

):

Within 1 to 3 years...

- Paper Reduction: identify opportunities to eliminate paper based records and processes at TRU, thus reducing ongoing

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requirements for paper, printers, and toner (e.g. elimination of desktop printers, Paperless Records Initiative of the Registrar's Office).

- Energy Savings: continue to implement best practice strategies in IT energy management.
- Virtual Desktop Units: pilot the use of Virtual Desktop Units (approximately 150) to assess energy savings and potential for comprehensive campus roll out (2,000 VDU's will be considered as medium strategy).
- Office Paper Purchasing: develop a purchasing policy or guideline stating a preference 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.

Within 3 to 5 years...

- Equipment End-of-life: explore reuse and recycling options for IT equipment that has reached the end of its life, including laptops, tablets, smart phones, PCs, etc.
- Electronics Purchasing: develop a purchasing policy or guideline stating a preference to purchase computers and/or other electronic products that are EPEAT registered or similar and track compliance.

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :

Yes

The formal statement in support of sustainability:

The following excerpts are from the TRU "Strategic Priorities 2014–2019". This document is endorsed by the Board of Governors.

Our Mission Statement (2007):

TRU is a comprehensive, learner-centred, environmentally responsible institution that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

The document further states:

Our Traditional Foundations:

TRU serves our Aboriginal, local, regional, national and global communities by cultivating:

- Student, faculty, staff and community engagement and service excellence
- Faculty and student engagement in scholarly research and creative activity
- Innovative, interdisciplinary, and experience-based learning environments
- Open and flexible learning environments
- Aboriginal education, culture, traditions, opportunities and partnership
- Environmental, economic, social, cultural and creative sustainability
- International opportunities for students, faculty and staff

The institution's definition of sustainability (e.g. as included in a published statement or plan):

Definition of Sustainability, found here:

<http://www.tru.ca/senate/committees/esac/composition.html>

“Sustainability is based on a simple principle: everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations”. (

<http://www.epa.gov/sustainability/basicinfo.htm>

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	---
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	---
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	---
The Talloires Declaration (TD)	Yes
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	---

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

TRU is committed to sustainability. This is evident in the following initiatives:

The TRU Office of Environment and Sustainability opened in 2009 when it hired its first director. The Environmental Programs and Research Coordinator position began a year after that.

The Senate and Board approved committee, and the Environmental Sustainability Advisory Committee is populated by staff, faculty and students and meets monthly.

The province of British Columbia enacted carbon neutral legislation for all public institutions starting in 2009, and TRU has followed the letter of this law since then, and has published Carbon Neutral Action Reports each year.

The TRU Sustainability Office publishes regular Strategic Energy Management Plans (SEMP) that oversee the use of energy throughout the campus.

The five year TRU Strategic Sustainability Plan, which started in 2014, considers virtually every aspect of the university and sustainability's relationship with those aspects.

The TRU Master Plan, also a five-year plan, oversees the development of the entire university, and has sustainability as one of its core principles.

The TRU Strategic Priorities Plan, also a five-year plan, has “increasing sustainability” as one of its five core pillars.

The website URL where information about the programs or initiatives is available:

http://www.tru.ca/__shared/assets/Campus_Strategic_Sustainability_Plan_201433501.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Regarding the time frames for all sections under the heading Measurable Sustainability Objectives ('Within 1 to 3 years'; 'Within 3 to 5 years'; and 'From 5+ years'), October 2014 is the starting date, since this is the date that the TRU Campus Strategic Sustainability Plan was launched.

Participatory Governance

Score	Responsible Party
3.00 / 3.00	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
 - Local government and/or educational organizations;
 - Private sector organizations; and/or
 - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

"---" indicates that no data was submitted for this field

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :

Yes

Do the institution's students have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

All students get one vote to participate in the annual democratic election of student representatives on the TRU Student Union (TRUSU), which is the student council governing body, the TRUSU Board of Directors

<http://www.trusu.ca/governance/elections/>

Students are also elected to sit on the three main governance bodies of TRU. Governance at TRU is divided into three bodies responsible for corporate and academic decision-making. The Board of Governors makes decisions on such matters as property development, labour and finance. The Senate and the Planning Council for Open Learning make decisions on

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such matters as curriculum, credentials, admissions and educational policies. The composition, powers and duties of each governing body are legislated by the Province of British Columbia in the Thompson Rivers University Act.

The following is from the TRU Board of Governors webpage:

Membership

Thompson Rivers University's 15-member Board of Governors comprises the Chancellor, the President, eight persons appointed by the Lieutenant-Governor (two of whom are appointed from among persons nominated by the alumni association), two faculty members elected by faculty, two students elected by students, and one person elected by and from the employees of the University who are not faculty members. (see Part 6, section 19 of The University Act)

The Governors' varied backgrounds provide valuable contributions during Board deliberations. Board members bring the views of various constituencies to the Board table, however there are no advocates for any one group. Decisions are made in the best interest of the University.

Website for Membership:

<https://www.tru.ca/board/membership.html>

The following is from the TRU Senate webpage:

At least two student representatives shall serve as voting members on each Council. With the approval of Council, additional students may serve as voting members, up to a maximum of 10% of the voting membership of Council. Where applicable, both undergraduate and graduate students should be represented on Council. Student members must be elected by the students of the Division, through a process managed by Council. The term of office for student members will be one year, but may be extended for additional one-year terms if the incumbent is re-elected.

One student is elected to sit on the Planning Council for Open Learning.

<https://www.tru.ca/board/membership.html>

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:

Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

TRU staff representatives can sit on the three main governance bodies of TRU. All staff members on these bodies are elected or appointed by other staff members. Governance at TRU is divided into three bodies responsible for corporate and academic decision-making. The Board of Governors makes decisions on such matters as property development, labour and

finance. The Senate and the Planning Council for Open Learning make decisions on such matters as curriculum, credentials, admissions and educational policies. The composition, powers and duties of each governing body are legislated by the Province of British Columbia in the Thompson Rivers University Act.

Website for Membership:

<https://www.tru.ca/board/membership.html>

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:

Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :

Yes

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

After being elected by other faculty members, TRU faculty representatives can sit on the three main governance bodies of TRU. Governance at TRU is divided into three bodies responsible for corporate and academic decision-making. The Board of Governors makes decisions on such matters as property development, labour and finance. The Senate and the Planning Council for Open Learning make decisions on such matters as curriculum, credentials, admissions and educational policies. The composition, powers and duties of each governing body are legislated by the Province of British Columbia in the Thompson Rivers University Act.

Website for Membership:

<https://www.tru.ca/board/membership.html>

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:

Yes

A copy of the written policies and procedures:

[TRU Community Engagement Policy.pdf](#)

The policies and procedures:

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	Yes
Private sector organizations	Yes
Civil society (e.g. NGOs, NPOs)	Yes

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The Board of Governors

The Board of Governors has a legislated set of responsibilities for directing the affairs of the institution and setting policies in accordance with the Thompson Rivers University Act. The Board is responsible for the management, administration and control of the property, revenue, business, and affairs of the University. Board members represent the local government, educational organizations, private sector organizations and civil society. Board members include: Rick Heney – private sector, Heney is a partner with Fulton & Company LLP with a focus in corporate and business law, and a member and former president of the Kamloops Chamber of Commerce; Jim Thompson – private sector, CEO of Plainsman Construction Ltd. local business; Michelle Stanford – private sector, lawyer at Kamloops firm Stanford + Co.; Marilyn Mclean – non-profit organization, lead volunteer for the Kamloops chapter of Special Olympics British Columbia; Barbara Berger – local government, City of Kamloops recreation, social development and culture manager; Sandra Blair – private sector, senior tax manager at Daley & Company Chartered Accountants; Katy Gottfriedson – local government, Tk'emlúps te Secwépemc Councillor; Guenter Weckerle – non-profit organization, Service Projects Director for Williams Lake Rotary Club; Nathan Matthew - educational organization representation, administrator at the Kamloops Residential School in 1975, served as a First Nations representative for provincial education committees and was a founding member of the Kamloops-Thompson school district's First Nations Education.

Stakeholders include local government (including the municipal City of Kamloops, local MLAs, and the provincial government of British Columbia); educational organizations; local businesses; non-government organizations and non-profit organizations. All stakeholders are invited to participate in planning processes through town halls, public surveys, community meetings, visioning sessions, and social media outreach. These engagement processes are outlined in the Campus Master Plan, and the TRU Community Engagement Policy(attached above, reference 2d. Engagement Strategy): TRU is committed to inclusive consultative processes with First Nations and stakeholders in all levels of planning and development across the campus. The policy supports the Thompson Rivers University 2015 Master Plan, the vision and framework for future development and growth, as well as the 2014 Strategic Priorities Plan.

2.Principles

c. Stakeholders

- i. Local government including the municipal City of Kamloops, local MLAs, and the provincial government of British Columbia.
- ii. Educational organizations

- iii. Local businesses
- iv. Non-government organizations and non-profit organizations
- d. Engagement Strategy
 - i. All Stakeholders are invited to participate in planning processes through Town Halls, public surveys, community meetings, visioning sessions, and social media outreach.
 - ii. The University will use technology for digital engagement. Social media is fundamental to engagement and will be utilized.
 - iii. The University commits to a process of continual improvement and best practices.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/about/governance.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information source (besides website mentioned above): TRU faculty member, who has sat on the Board of Governors committee for many years, Peter Tsigaris.

For information about participatory governance in the Campus Master Plan, see VISIONING THE FUTURE CAMPUS on page 21: https://www.tru.ca/__shared/assets/2013_Campus_Master_Plan31594.pdf.

Diversity & Affordability

Points Claimed 9.54

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.89 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	3.65 / 4.00

Score

1.89 / 2.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria**Part 1**

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

"---" indicates that no data was submitted for this field

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Diversity and Inclusion Committee focuses on students, staff and faculty. There are seven departments and/or committees at TRU involved in supporting various underrepresented groups on campus through developing policies and programs related to diversity and equity, inclusion and human rights. The HR department at TRU coordinates diversity and equity training for staff and faculty. Here are the seven departments and/or committees: TRU Human Resources, TRU World, Aboriginal Education Resources, Regional Community Advisory Committees, International Affairs Committee, First Nations and Aboriginal Affairs Committee, and the TRU Wellness Centre. (Note: while STARS is set up for a single diversity committee, TRU will be claiming credits on the grounds that the responsibilities associated with a Diversity and Equity committee are distributed throughout many TRU committees. This will also apply to offices and coordinators).

1) TRU Human Resources: this office has a strong Diversity and Inclusion program:

<http://www.tru.ca/avphrp/diversity.html>

2) TRU World:TRU World is one of the main TRU offices that support international students. They are housed in the International Building and offer a comprehensive program called Support Services (including International Admissions, International Student Advisors, International Academic Advising, and the International Student Activity Program (

<http://www.tru.ca/truworld/students/support-services.html>))

3) Aboriginal Education Resources:Indigenous student services offered include:

- Access to the TRU Aboriginal Services Team of 6 staff members (including Aboriginal Transition Planner, Instruction & Outreach Librarian, Aboriginal Mentor and Community Coordinator, and Aboriginal Life Skills Coach);
- Aboriginal Mentor Program;
- opportunities to consult and interact with Elders;
- access to Cplul'kw'ten(a friendly and inviting centre that provides information on all aspects of university life and doubles as space to socialize, study or just take a break. It is truly a home away from home. Students receive assistance in finding services on campus, supporting band-funding applications, and exploring academic support options such as tutoring or locating housing and off-campus amenities. They also receive support from the established Elder in the House Program and often gather in the lounge or backyard BBQ area for social or ceremonial events. Students can also take advantage of workshops on study skills and wellness, one-to-one counselling, librarian services, on-site computers, as well as a kitchen and lounge area);
- opportunities to focus on Indigenous frameworks for teaching and learning
- opportunities to get involved in research (through their research ethics initiatives, the Tri-Council of the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC) support an approach to research that encourages positive relations with indigenous peoples and builds bodies of knowledge that include an indigenous perspective and benefits Indigenous peoples.)
- opportunities to get involved in local communities and community events, including historical and cultural events and experiences.

http://www.tru.ca/campus/services/aboriginal/aborig_svcs.html

4) Regional Community Advisory Committees:these committees assist "on matters pertaining to course and program requirements for the communities TRU represents". Where possible, there will be equality in the numbers of male and female representatives on the committees. Other recognized groups, such as Indigenous peoples, people with disabilities and visible minorities will be included in these committees.

TERMS OF REFERENCE

Each committee will:

1. Assist with the identification of post-secondary educational and training needs of individual adults, community groups or organizations, businesses and government agencies in their area.
2. Where practicable, the committees will assist TRU staff to identify local personnel capable of assisting TRU to meet the identified needs.
3. Assist the Community Coordinator and other TRU staff to promote programs and services in the community.
4. Assist TRU staff to develop two-year rolling plans for program and service delivery in the community. Where joint TRU/School District planning of educational and training services for adults is underway, assist both parties to develop

two-year rolling plans.

(

http://www.tru.ca/__shared/assets/Regional_Community_Advisory_Committees5599.pdf

)

5) The International Affairs Committee: the committee advises Senate on measures to achieve the goals set out in the University's Strategic Priorities Plan with regard to International Opportunities with a focus on internationalization and increasing the number of international opportunities for TRU students and faculty. It also advises Senate on measures to promote alignment of academic, budgetary and other priorities of Senate with the international activities of the University. The specific goals from the University's Strategic Plan that are related to this credit and are focused on by the International Affairs Committee are:

- Review curricula to identify courses and programs where it is appropriate to incorporate international perspectives and increase awareness of global issues.
- Develop an international presence on the Williams Lake campus and create activities that will profile and celebrate internationalism on all TRU campuses.
- Expand TRU's academic activities internationally.
- Expand support and services available to international students.
- Expand training for faculty and staff in order to develop cultural awareness and sensitivity to the issues faced by students from international backgrounds.

(

<http://www.tru.ca/senate/committees/intaffairs.html>

)

6) First Nations and Aboriginal Affairs Committee: responsibilities of the First Nations and Aboriginal Affairs Committee are:

- Advise Senate on measures to promote, support and celebrate the success of students of aboriginal ancestry
- Advise Senate on measures to ensure linkage and alignment of academic, budgetary and other priorities of Senate with its efforts in connection with aboriginal affairs at the University
- Advise Senate on measures to assist the University in meeting the goals set out in its Strategic Plan with regard to making TRU the University of Choice for Indigenous Students
- Other duties as assigned by Senate:

(

<http://www.tru.ca/senate/committees/fnaac.html>

)

7) TRU Wellness Centre: a quiet place to hang out, read a book, play a game, have a cup of tea, or ask questions about your health and wellness.

(

<http://www.tru.ca/wellness.html>

)

Estimated proportion of students that has participated in cultural competence trainings and activities (All,

Most, Some, or None):

Most

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):

All

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):

All

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

The TRU Wellness Centre and the TRU Human Resources Department are the two main campus offices that offer regular sessions, workshops, and programs to all employees and students. These cover a wide range of issues including issues of diversity, equity and inclusion. Diversity awareness and activities also take place during TRU's largest and best attended annual event, International Days (TRU IDays). The TRU Student Union (TRUSU) also hosts the annual TRU Pride Parade, which took place on campus for the 7th year this September 2018(<https://inside.tru.ca/events/event/pride-parade/>). Finally, there are qualified administrators of the Intercultural Development Inventory at TRU:

<http://www.tru.ca/intercultural/inventory.html>

The TRU In-Service Day's professional development workshops have mandatory requirements that staff and faculty attend at least one session and because 2016, 2017 and 2018 have focused on sustainability and equity and inclusion it seems almost impossible that staff and faculty could have no training. The 2016 in-service day focused exclusively on diversity, equity and inclusion, and in 2017-2018 staff received passports to be stamped upon completion of workshops.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/avphrp/diversity.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Websites for the seven offices/departments listed above in Part 1 (under 'A brief description of the diversity and equity committee, office and/or officer, including purview and activities') are listed at the end of the each office/department description.

Score

1.00 / 1.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

"---" indicates that no data was submitted for this field

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

Several assessments have taken place at TRU in the last three years:

TRU Staff and Faculty Diversity and Inclusion Survey (2017/2018)

All TRU staff and faculty were asked to take the TRU Diversity and Inclusion Survey, which consisted of 5 short questions.. They were informed at the start of the survey that their responses would be confidential. Here is the introduction to the survey from the TRU Human Resources web page on Diversity:

Diversity and Inclusion Survey

At TRU we value the diversity and the unique cultural perspectives of all students and employees. As part of our priority to increase intercultural understanding and remove workplace barriers, TRU has created a Diversity and Inclusion Survey for all TRU Faculty and Staff. Please take 5 minutes to help us find out how diverse our campus is and make our work environment more open to everyone!

Student Retention: Indigenous Baccalaureate Students (Fall 2017).

Summary:

This report examines the pathways of Indigenous students after they begin one of the following Kamloops baccalaureate programs at TRU in a fall semester: Arts, Business Administration, Computing Science, Fine Arts, Natural Resource Science, Science, and Tourism Management. A group of new students who start in the same semester is called a “cohort.” Students in these cohorts may have started in a new credential type (for example, moved from a TRU diploma to a TRU baccalaureate program), or they may be new to TRU. TRU’s selected baccalaureate programs account for the largest intake of new students each year; 11% of the students in the Fall 2016 cohort self-identified to TRU as Indigenous .

Findings:

The retention rate of Indigenous students in the Kamloops programs (Arts, Business Administration, Computing Science, Fine Arts, Natural Resource Science, Science, and Tourism) has fluctuated over the past nine years. Due to the smaller number of Indigenous students, the retention rates fluctuates more year to year than the overall new student cohort. Of the 141 new Indigenous baccalaureate students who began studies in these seven programs at Kamloops campus in Fall 2016, 51% (72 students) returned in Fall 2017 (in any program, on any campus). Half of the students who left before completing a credential left between the first and the second fall semester.

Retention Rates for Indigenous students (selected Baccalaureate Programs in Kamloops):

The smallest Indigenous cohort size in the last nine years was in fall 2010 (76 students), and the highest was in Fall 2016 with 141 students (Figure 2). The peak in cohort size and fall to fall retention for the cohort Fall 2016 resulted in 72 students continuing into the second fall semester, which is the largest number of the students retained over all the cohorts. Although the retention rate decreased for the cohort in fall 2016, there were still 12 more students retained in the second fall semester, compared to cohort fall 2015 due to the larger cohort size of cohort fall 2016.

National Survey of Student Engagement (NSSE) (2017):

Executive Summary:

The National Survey of Student Engagement (NSSE) is an internationally recognized instrument for measuring student engagement. Student engagement describes the time and effort students put into their studies, as well as how the institution supports student learning. NSSE includes over 100 questions related to student satisfaction, activities, and perceptions of the institution’s contributions to growth and development. TRU participated in NSSE for the sixth time in 2017. All Baccalaureate first year and fourth year students at TRU were invited to participate in winter 2017, and TRU received 361 responses from first year students (23% response rate) and 276 responses from fourth year students (31% response rate). This report focuses on the 76 TRU respondents (12%) who indicated they were Indigenous, and provides comparisons to TRU domestic, non-Indigenous students.

Overall Satisfaction

NSSE includes two overall satisfaction questions. 89% of first year Indigenous respondents and 88% of fourth year Indigenous respondents said their overall educational experience was “good” or “excellent”. 84% of first year Indigenous respondents and 85% of fourth year respondents said they would “probably yes” or “definitely yes” come back to TRU if they were given a chance to start over. Overall, the satisfaction of first year TRU Indigenous respondents was similar to domestic, non-Indigenous TRU respondents with the only exception being higher percentages of first and fourth year Indigenous respondents said “definitely yes” compared to domestic, non-Indigenous respondents.

Development and Growth

Fourth year Indigenous TRU respondents said that TRU had made contributions to their growth and development in many areas, where the greatest contributions were reported for “speaking clearly and effectively”, “thinking critically and analytically”, and “writing clearly and effectively”. A higher number of Indigenous respondents indicated “quite a bit” or “very much” contribution on these three items compared to domestic, non-Indigenous respondents.

High Impact Practices

High Impact Practices (HIPS) are activities that are connected to student learning. HIPs include capstone projects, study abroad, internships, etc. 76% of fourth year Indigenous TRU respondents had participated in two or more HIPs, compared to 82% of domestic, non-Indigenous respondents. First year Indigenous students indicated similar participation in HIPs compared to domestic, non-Indigenous TRU respondents.

Engagement Indicators

NSSE groups related questions into 10 Engagement Indicators. Scores are calculated for each indicator, and can be compared across student year-of-study and within or between institutions. Similar to domestic, non-Indigenous respondents, the highest scores for first year Indigenous TRU students included Effective Teaching Practices, Quality of Interactions, and Learning Strategies. Fourth year Indigenous respondents scored significantly higher than domestic, non-Indigenous respondents in Discussions with Diverse Others.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:

Yes

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:

Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

How findings and results from the TRU Staff and Faculty Diversity and Inclusion Survey are used in shaping TRU policy, programs and initiatives:

The survey results from 2018 revealed how 627 staff and faculty respondents self-identified themselves as being Indigenous, Female, Minority Sexual Orientation, Person with Disability, or Visible Minority. The possible answers were “No”, “Prefer not to Disclose”, or “Yes”:

Indigenous Person: 567, 15, 45

Female: 199, 14, 414

Minority Sexual Orientation: 582, 23, 22

Person with Disability: 541, 31, 55

Visible Minority: 538, 20, 69

The results will be used to assess the increasing diversity at for 2018/19. There is currently a diversity committee that runs events and awareness activities, and the diversity database for all staff tracks the 5 distinct areas from above (Indigenous Person, Female, Minority Sexual Orientation, Person with Disability, and Visible Minority). All TRU hiring committees are trained on attracting diverse candidates.

The findings for the two Indigenous student assessments will be reviewed and acted upon by senior executives in order to improve the over-all experience of Indigenous students. This is in keeping with one of TRU’s strategic priorities (2014-2019), which is Increasing Intercultural Understanding:

TRU will prioritize programs and practices that support diversity, inclusion and intercultural understanding between our Indigenous, local, regional and global

communities in the context of:

- The indigenization of our university through the inclusion of traditional and contemporary Indigenous teaching, learning, knowledge, research and creative practice
- The internationalization of our university through the inclusion of globally-engaged teaching, learning, knowledge, research and creative practice
- The recognition of the diversity and uniqueness of Canadian society, including a local and BC perspective.
- The creation of a culture of inclusion in all aspects of university work and life

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

They are open to anyone to see from this website:

<https://www.tru.ca/sustain/initiatives/reporting.html>

(under 'TRU AASHE STARS Reports' see the bullet 'Assessing Diversity and Equity')

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

Yes

The diversity and equity assessment report or summary:

The website URL where the report or summary is publicly posted:

<https://www.tru.ca/sustain/initiatives/reporting.html>

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/avphrp/diversity.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Sources:

Regarding the staff and faculty assessment: Larry Phillips and Paul Archer from TRU HR office - May 2018 -

<https://www.tru.ca/hr.html>

Regarding the two student assessments, the TRU Integrated Planning and Effectiveness office - May 2018 -

<https://www.tru.ca/ipe.html>

Score

3.00 / 3.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
- 2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
- 3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.
- 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
- 5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:
 - Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

"---" indicates that no data was submitted for this field

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

From the TRU RESPECTFUL WORKPLACE AND HARASSMENT PREVENTION Policy:

Thompson Rivers University promotes teaching, scholarship and research, and the free and critical discussion of ideas. The University is committed to providing a working and learning environment that allows for the full and free participation of all members of the University community. Discrimination undermines these objectives, violates the fundamental rights, personal dignity and integrity of individuals or groups of individuals and may require remedial action by the University.

Harassment is a form of discrimination that is prohibited under this policy and may result in the imposition of disciplinary sanctions including, where appropriate, dismissal or permanent suspension.

This policy responds to the University's responsibility under the Human Rights Code of British Columbia (the Human Rights Code) to prevent discrimination, to provide procedures to handle complaints, to resolve problems, and to remedy situations when a violation of this policy occurs. The University will offer educational and training programs designed to support the administration of this policy and to ensure that all members of the University community are aware of their responsibilities under the Human Rights Code and this policy.

https://www.tru.ca/__shared/assets/respectful_workplace_harrasment_prevention_poilcy28967.pdf

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

Any member of the University community who believes that he/she may have experienced discrimination should discuss the matter with the Human Rights Officer or the Dean/Director of the faculty/school/division in which the concern has arisen.

A complainant may bring a complaint to the Human Rights Office within six months of the last alleged incident of discrimination. A member of the Human Rights Office will discuss the complaint fully with the complainant, who will be informed of the procedures of this policy, the RESPECTFUL WORKPLACE AND HARASSMENT PREVENTION policy (BRD 17-0; Page 7 of 12).

The Human Rights Officer may reject a complaint on the grounds that it is frivolous, vexatious, malicious, lies outside the jurisdiction of this Policy, or is beyond the time limits for laying a complaint. The decision to reject a complaint must include the reasons for the decision and may be appealed to General Counsel. General Counsel's decision will be final.

The Human Rights Officer will determine whether or not a complaint falls within the definition of section 1(a), 1(b), or 1(c). If a complainant disagrees with this determination, the complainant may appeal this determination to General Counsel, whose decision is final.

A complainant will be informed of avenues for redress or resolution. Complainants who elect to pursue redress or resolution under a collective agreement may not use section 9 of this policy.

If a complaint is within the jurisdiction of this policy and proceeds, the Human Rights Officer will:

- a. Begin an informal inquiry;
- b. After receiving the consent of the complainant, the person responsible for the inquiry may discuss the complaint with the respondent in order to seek a mutually

acceptable resolution. The complainant will not necessarily be identified to the respondent during an informal inquiry;

c. Every attempt should be made to resolve the complaint at this stage, prior to moving to the stage of mediation.

If no resolution is reached through an informal inquiry, the Human Rights Officer will explain the options for proceeding further to both parties. The complainant may be identified to the respondent during this explanation and will be identified if the complaint proceeds further.

Complaints involving allegations of personal harassment 1(c) may be dealt with using the informal procedures of sections 6, 7, and 8 of this policy but will not use the procedures set out in section 9. If informal procedures have not been successful, the complaint should be directed to the supervisor of the person whose behavior is the subject of the complaint. The Human Rights Officer may be asked to provide further assistance in resolving the complaint. This policy responds to the University's responsibility under the Human Rights Code of British Columbia to prevent discrimination, to provide procedures to handle complaints, to resolve problems, and to remedy situations when a violation of this policy occurs. The University will offer educational and training programs designed to support the administration of this policy, and to ensure that all members of the University community are aware of their responsibilities under the Human Rights Code and this policy. This policy applies to all students, faculty, and staff on campus. It is overseen by the Board of Governors.

https://www.tru.ca/__shared/assets/respectful_workplace_harrasment_prevention_poilcy28967.pdf

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:

Yes

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

Regarding the recruitment of students from underrepresented groups, TRU embarked on a project in 2016 to address one major underrepresented group in Canadian society, Indigenous people. The project is called the Coyote Project and it has over-all goals as well as set recruitment goals, defined by individual faculties. From the project website (

<https://www.tru.ca/indigenous/coyote.html>

), it says this about general goals: "In response, The Coyote Project will address recruitment, retention and completion issues for Indigenous students. Some faculties and departments are addressing all three areas, while others are tackling one or two. Regardless, the goal is to support Indigenous students and make TRU a university where they want to study and graduate." For information about specific recruitment goals by faculty, go to 'See the goals' at the bottom of the website.

Regarding the recruitment of staff and faculty from underrepresented groups:
TRU's Employment Equity Policy (

https://www.tru.ca/__shared/assets/EmploymentEquity5580.pdf

) promotes the removal of barriers for underrepresented groups and encourages the development of a diverse workforce. As part of this policy, we make a commitment on each job advertisement that states: ■As part of its commitment to Employment Equity, TRU encourages applications from qualified members of the four designated groups: women, aboriginal peoples, persons with disabilities, and visible minorities■; and ■Applicants are invited to identify themselves if they belong to any of the four designated groups■. Further, this policy refers to our Committee on campus that works to promote diversity training to hiring committees and managers. This Diversity & Inclusion committee also continuously promotes the diversity & inclusion survey to ensure we have ongoing information to support hiring for diversity across campus:

<https://www.tru.ca/avphrp/diversity.html>

.
In addition to our Employment Equity Policy, TRU has partnered with the BC Human Rights Tribunal in the past to obtain Special Program Approvals to support hiring of aboriginal candidates for certain positions across the campus. In these cases, TRU describes the benefit of hiring Indigenous candidates and aims its recruiting efforts towards this underrepresented group. Although moving forward we may or may not always utilize the Special Program Approval, we will continue to recognize the importance of these positions as requiring Indigenous candidates and will move forward with hiring candidates that must be Indigenous for certain positions. A list of positions currently covered under the Special Program Approval can be found here:

http://www.bchrt.bc.ca/shareddocs/special_programs/Special_Program_Approvals_Granted.pdf

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

Yes

A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:

TRU's International Student Advisors provide personal counselling for international students both before arrival in Canada and during their time at TRU. They also provide information and coordinate housing, orientation, and settlement services. TRU's International Student Activities Program (ISAP) plans and co-ordinates a number of on and off-campus student activities for International and Canadian Students.

Additionally, to support international students there is an International Academic Advising team, and finally, the Leisure Exploration Activity Program (LEAP). Details on Support Services for International Students can be found here:

<https://www.tru.ca/truworld/future-students/support-services.html>

TRU's Aboriginal Services Team provides support with everything from day-to-day life to funding applications and support accessing daycare and housing programs. They also act as liaisons to faculty and other networks on campus, and work to recruit, retain, and help aboriginal students be successful at TRU. The Elder in the House Program at The Gathering Place building on TRU's Kamloops campus also provides mentoring, counseling and support.

The Aboriginal Mentor Program assists new students with a successful transition into TRU. Through training, the TRU Mentor Program develops mentors' skills and abilities for the work they do independently and collaboratively for the Students they mentor. Mentoring happens in different forms (one-to-one, groups, events, workshops, etc.) and is based on student needs. The program is supported by the Aboriginal Mentor Coordinator. New Aboriginal students who wish to be matched to a Mentor can apply to have one through the Aboriginal Mentor Coordinator, Vernie Clement. Those interested in becoming a mentor can apply by downloading the Aboriginal Mentor Program Application Form.

The Gathering Place also offers Indigenous students with the following: on site computers, kitchen and lounge area, assistance in locating basic facilities (daycare and housing), educational support like homework and scholarship and bursary applications, assisting with band funding applications, one-on-one tutoring, library outreach program, and personal development seminars (at no charge).

The health and wellness program at Cplul'kw'ten advocates for students on important issues such as discrimination and harassment. It offers on-site counseling three days a week (in addition to the counselling available all week in the Old Main building). Social support systems are set in place to enhance the sense of community and social activities, like potlucks and games.

TRU Accessibility Services provides access services to all eligible TRU students (on-campus or Open Learning students). Accessibility Services assists in facilitating equal access to educational opportunities at TRU by reducing the physical, attitudinal and systemic barriers for students. Accessibility Services facilitates and/or provides a variety of services and accommodations for eligible students with disabilities, ranging from exam accommodation, alternate format text material, sign language interpretation, access to adaptive technology, and the facilitation of in-class note-taking.

Support for staff and/or faculty from underrepresented groups is offered through the TRU Human Resources Department on an as-needed basis. Training is available for HR staff, and resources are available to connect underrepresented groups and individuals to outside support if requested or necessary. TRU offers a variety of support mechanisms and benefits for all staff and faculty, which includes those from underrepresented groups: 100% paid employer benefits for Medical Services Plan (MSP), dental, extended health, sick leave, life insurance, AD&D, Free family assistance program, Confidential counseling, and preventative health programs, a free Employee Family Assistance Program (EFAP). Details of employment benefits can be found at the website listed below. This website also lists the tuition reimbursement for all staff and faculty (which includes dependent children of staff and faculty members). In addition to that, Administrative & Faculty staff members can receive support for funding graduate level courses, and faculty can apply for educational loans.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

TRU has two programs: Knowledge Makers Project and First Nations Language Teaching.

1. Knowledge Makers Project

<https://inside.tru.ca/2017/03/01/knowledge-makers-program-has-impressive-impact/>

The Knowledge Makers will be prepared to become instructors across all faculties within TRU that have indigenous students throughout.

42 Indigenous undergraduate students were mentored to lead research over three school years (2016/17, 2017/18, 2018/19). Of these, two have gone onto post-baccalaureate study, two have received national graduate scholarships, four have gone onto masters degrees, nine have gone onto to be research assistants, five have received graduate studies scholarships, one has participated in an international internship, one has received mainstream funding for an undergraduate research project, one has started his own business informed by their research and 42 have published at least one journal article.

Participants have self-identified as being Secwepemc Nation, Ojibway Nation, Saulteau First Nation, Métis, Seton Lake Band, Shushwap Nation, Dakelh Nation, Stó:l̓ Nation, Cold Lake First Nations, Waywayseecappo First Nations, Treaty Four Gimley, Ahnishinaabe, Chippewas of Nawash Unceded First Nation, St'at'imc Nation, Ts'Kw'laxw First Nation, Tsimshian, Carrier, Mi'kmaq, Nsyixcen: Upper Nicola Band, Tkemlups te Secwépemc, Tlingit, Neskonlith Indian Band, Inuit: Nunatsiavut region, Haida, Tahltan, T'exlc (Williams Lake Band), Tsqescen (Canim Lake), Stella'ten First Nations, Te Tsq'escen, Gitanmaax Band, Nak'azdli and Saik'z First Nation, Dene, Simpcw, Nisga'a, Nak'azdli Whuten and Skidegate, Haida Gwaii.

A key commitment is service to the unceded territory in which TRU is located. For the first time in 2018, Knowledge Makers had more than 50% of participants from Secwépemcul'ecw, the peoples on whose territory on which the program takes place at TRU. The 42 participants have been from across Thompson Rivers University including Nursing, Fine Arts, Education, Social Work, Humanities, Social Sciences, Tourism, Computer Science, Science, Business, and Law.

Further information about the TRU KNOWLEDGE MAKERS -

Three mentoring Circles are preparing future Indigenous academics: Knowledge Makers Undergraduate, Knowledge Makers Master, Knowledge Makers Doctoral Circles. We acknowledge and give honour to the Secwepemc—the ancestral peoples

who have lived here for thousands of years—upon whose traditional and un-ceded land Thompson Rivers University is located. We recognise that as we serve the growth of future researchers and professors for TRU and beyond, here in Secwepemc Nation there have been researchers and professors who have existed and served for millennia.

The Knowledge Makers goals is to create the next generation of Indigenous professors at TRU through delivering on five measurable results in four areas - Big Sky aims, and mentoring at undergraduate, Masters and doctoral levels.

We are inspired by the symbol designed by 2016/17 Knowledge Maker Levi Glass (TRU Fine Arts). Drawing on the traditional Secwepemc practice of pine needle basket weaving, Levi has created an image that reminds us of the strength that comes from individual potential and effort combined together with that of others'. In our Knowledge Makers initiative we combine the younger up and coming scholars with those at graduate and post graduate level, who in turn are mentored by Indigenous and settler professors and scholars. It is a collective effort that together brings strength, shape, and success in reach our Knowledge Makers goals.

KNOWLEDGE MAKERS: FIVE RESULTS IN FOUR AREAS

1. Knowledge Makers 'Big Sky': Goals

- By 2022: The proportion of Indigenous faculty at TRU will be at least on par with the regional Indigenous demographic (13%)
- By 2024: The proportion of faculty members who are Secwepemc will be at least on par with the Secwepemc regional demographic

2. Knowledge Makers Undergraduate Circle: Goals

- By 2022: 100 undergraduate Indigenous students identify as Knowledge Makers, have at least one published research article, and graduate;

In the past three years of Knowledge Makers (Undergraduate) 42 Indigenous undergraduate students have been mentored (2016/17, 2017/18, 2018/19) to begin their journey towards becoming university researchers and academics. Even at this early stage in their journey two Knowledge Makers have gone onto post-baccalaureate study, two have received national graduate scholarships, four have gone onto masters degrees, nine have gone onto to be research assistants, five have received graduate studies scholarships, one has participated in an international internship, one has received mainstream funding for an undergraduate research project, and 42 have published at least one journal article in the TRU Knowledge Makers Journal (

<https://knowledgemakers.trubox.ca>

).

Participants have self-identified as being Secwepemc Nation, Ojibway Nation, Saulteau First Nation, Métis, Seton Lake Band, Shushwap Nation, Dakelh Nation, Stó:l̓ Nation, Cold Lake First Nations, Waywayseecappo First Nations, Treaty Four Gimley, Ahnishinaabe, Chippewas of Nawash Unceded First Nation, St'at'imc Nation, Ts'Kw'łaxw First Nation, Tsimshian, Carrier, Mi'kmaq, Nsyixcen: Upper Nicola Band, Tkemlups te Secwépemc, Tlingit, Neskonlith Indian Band, Inuit: Nunatsiavut region, Haida, Tahltan, T'exlc (Williams Lake Band), Tsqescen (Canim Lake), Stella'ten First Nations, Te Tsq'escen, Gitanmaax Band, Nak'azdli and Saik'z First Nation, Dene, Simpcw, Nisga'a, Nak'azdli Whuten and Skidegate, Haida Gwaii. A key commitment is service to the uncaded territory in which TRU is located. For the first time in 2018 Knowledge Makers had more than 50% of participants from Secwépemcul'ecw, the peoples on whose territory on which the program takes place. Once trained and having a PhD these 42 Knowledge Makers have the potential to transform universities having come have been from across TRU: Nursing, Fine Arts, Education, Social Work, Humanities, Social Sciences, Tourism, Computer Science, Science, Business, and Law.

The increase in demand from Indigenous undergraduate students for Indigenous-responsive teaching and research at TRU is helping drive the recruitment of Indigenous faculty.

3. Knowledge Makers Masters Circle: Goals

- By 2023: 50 Masters indigenous students identify as Knowledge Makers, have at least two published research articles, and graduate.

Beginning in 2018/19 Indigenous Master students meet weekly to discuss research underway and for mentoring as researchers. Masters Knowledge Makers published in the TRU Knowledge Makers Journal. In addition TRU Masters programs have introduced Indigenous-specific content. For example the Masters of Nursing includes an Indigenous leadership specialisation. In the MEd there are five Indigenous-focused courses, including land-based learning, and Indigenous research methodologies.

The increase in demand from Indigenous Masters students for Indigenous-responsive teaching and research at TRU is helping drive the recruitment of Indigenous faculty.

4. Knowledge Makers PhD Circle: Goals

- By 2024: 20 doctoral Indigenous students identify as Knowledge Makers, have at least four published research articles, and graduate.

Beginning in 2017/18 Indigenous PhD students meet monthly to be mentored in their doctoral studies. PhD Knowledge makers will publish in the TRU Knowledge Makers Journal along with a range of national and international journals. PhD Knowledge Makers are admitted to a range of doctorate granting institutions nationally and internationally in order to find the best-fit for their disciplinary areas, and through distance learning have the opportunity to remain at home and student with their peers from their own community. TRU provides the mentoring space and Indigenous research expertise to support success in the PhD programs. At least two will have the opportunity to be employed by TRU as instructors, while holding Masters; and mentored in these roles towards higher levels of academic success.

Contributors:

Knowledge Makers is based at Thompson Rivers University. Thank you to Indigenous and university leadership including the President and Vice Presidents, and Executive Director Aboriginal Affairs Paul Michel. Knowledge Makers is co-led by Prof Airini and Dr Sereana Naepi, and made possible through funding and support from the TRU Research and Graduate Office. Thank you Prof Will Garrett-Petts. Faculty from across TRU and beyond provide support and input to the initiative, including the TRU Dean of Law Prof Brad Morse (Knowledge Makers, PhD), Dr Mahtab Nazemi (co-coordinator Knowledge Makers: Masters, PhD), and Assoc Prof Natalie Clark (co-coordinator: Knowledge Makers: PhD). Thank you to the All My Relations Research Centre at TRU for the leadership and mentoring provided to Knowledge Makers (Director: Prof Rod McCormick, Assoc Director Dr Sereana Naepi).

2. First Nations Language Teaching:

Language Apprentice - Each upper level class in Secwepmecstin that is led by Elder Mona Jules has had a student language apprentice attached (Marie Sandy). Marie is a graduate of the TRU BEd and is now a FNLG language instructor in Secwepmecstin (at level 1) and a MEd student.

Besides these two programs, Thompson Rivers University encourages a diverse faculty through its Employment Equity Policy (ADM 04-1). In accordance with the BC Human Rights Code and the Federal Contractors Program on Employment Equity, Thompson Rivers University (TRU) will promote the interests of the four designated groups under the Employment Equity program (women, Indigenous peoples, persons with disabilities, and visible minorities). The goal of the Employment Equity program at TRU is to establish a qualified and diverse workforce that is representative of the labour market(s) to which TRU draws its employees and faculty members. TRU will ensure that no person is denied access to employment opportunities or benefits for reasons unrelated to ability or qualifications. This program will identify and remove systemic barriers to equality in employment for members of the designated groups. TRU will ensure that university policies, practices

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and procedures promote accessibility, equality and diversity, including the provision of reasonable accommodation as required for the designated groups.

The full policy can be found here:

https://www.tru.ca/__shared/assets/EmploymentEquity5580.pdf

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/counselling.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

For more information about TRU's All-Gender washroom, see:

<https://trusu.ca/news/equity/new-inclusive-trusu-washroom-signage-for-trans-and-differently-abled-people/>

Score

3.65 / 4.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria**Part 1**

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
 2. The graduation/success rate for low-income students
 3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
 4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
-

"---" indicates that no data was submitted for this field

Does the institution have policies and programs to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

TRU offers a comprehensive range of programs and initiatives to assist students in financing their educational and living costs. Financial support can be a combination of bursaries, scholarships, awards, work-study situations, co-op work terms, loans and grants.

Policies regarding student awards are found here:

<https://www.tru.ca/awards/award-policies.html>

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The focus of a recent staff-wide in-service day program included 'inclusiveness' in its theme. inclusiveness was discussed in regards to how to make TRU an inclusive university that welcomes everyone; not only those from low income backgrounds but also those from different sexual orientations, races, nationalities, and cultures. What this meant for staff and faculty was discussed and work-shopped, and there were also presentations.

Other social sustainability issues brought forward included diversity, equity, gender/transgender issues, civility, kindness, mental health, Aboriginal experiences, bullying and harassment, respectfulness, cultural differences, and mindfulness. Another program includes the Adult Basic Education Student Assistance Program (ABESAP) which covers basic costs of books, supplies, and transit U-Passes for schooling. Depending on income amount, if applied for, funds can be made available to subsidize day care. In the past, when finances have allowed it, students have also received monies for transportation.

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

Students and their families can meet with advisors one-on-one in the Student Services department and/or with staff from the Student Awards & Financial Support office regarding student awards and how to plan for one's education.

TRU offers several programs to address the needs of students from low-income backgrounds seeking higher education:

- University Preparation offers a comprehensive array of English, mathematics, sciences and study skills courses designed to prepare students with absent or insufficient high school achievement criteria for further study at the university level.
- Employment Skills Training provides academic skills improvement and employment training for adults with developmental disabilities.

Regarding the Student Awards & Financial Support office, TRU offers a comprehensive range of programs to both assist students in financing their educational and living costs and to recognize academic excellence. Financial support can be a combination of bursaries, scholarships, awards, work-study, loans and grants.

Some of these programs are administered directly through Student Awards & Financial Support, and for others our office works with the appropriate government office. Some funding requires an application, some is provided upon the recommendation of faculty, and some scholarships are automatically awarded based on performance.

Students and families can learn more about Student Awards & Financial Support by asking about these programs:

Government Programs

Scholarships, Awards & Bursaries

WorkStudy Program
External Funding
Financial Advising
Open Learning Students

A brief description of the institution's scholarships for low-income students:

TRU's Financial Aid office administers more than 500 scholarships, bursaries, awards, and prizes for students who show financial need. An example includes: The TRU Foundation offers the BC Provincial Gaming Fund Open Bursary, which awards funds to full time BC students who demonstrate financial need.

A list of TRU scholarships, awards, bursaries, and prizes can be found at:

<http://www.tru.ca/finaid/awards.html>

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

TRU's Aboriginal Services Team provides support with everything from day-to-day life, funding applications, and support accessing daycare and housing programs. They also act as liaisons to faculty and other networks on campus, and work to recruit, retain, and help Indigenous students be successful at TRU. One successful program aimed at reaching out to recruit students is the Transition to Post Secondary Program (which is aimed at Indigenous students in Grades 10-12), where students get a first-hand experience of life at TRU (Described in PA-7).

TRU Open Learning is also engaging students from low-income backgrounds to reach their post secondary goals through on-line distance education. TRU's Open Learning Program offers more than 55 programs and 590 courses that are fully accredited, and offers students a flexible schedule to meet their lifestyle.

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

Further support for full time students (who have federal or provincial student loans) includes the TRU WorkStudy program, which allow students some work experience, and a chance to earn extra funds on campus (it pays \$10.85 an hour for up to 8 hours a week). Further information is available here:

<http://www.tru.ca/awards/work-study.html>

Does the institution have policies and programs to support non-traditional students?:

Yes

A brief description of the institution's scholarships provided specifically for part-time students:

TRU offers specific grants and loans for part-time students. Information can be found here:

<https://www.tru.ca/awards/government-programs/part-time.html>

Eligibility for part-time grants and loans include:

Be a Canadian citizen, a Permanent Resident or have protected person status.

Be enrolled in a TRU degree, diploma or certificate program (post-secondary only).

Be a resident of British Columbia.

Be enrolled in a course load that is between 20 and 59 per cent of a full course load (normally 3 - 8 credits, either on campus or via Open Learning).

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

TRU has a facility for childcare on campus. It is run by a third party (Cariboo Child Care Society) and gives priority to on campus students before accepting off campus families, staff and faculty. It partners with the University to provide learning experiences for those wishing to pursue a career in child development and early childhood education.

<https://www.tru.ca/daycare.html>

A brief description of the institution's other policies and programs to support non-traditional students:

Non-traditional students have the opportunity to earn educational credits online through TRU Open Learning. It offers over 55 programs and 590 courses in a variety of flexible formats, including print-based, web-based, online and in-person. Courses and programs delivered by TRU-OL are fully accredited and recognized by other post-secondary institutions, so students can take even a single course (and transfer the credits to another institution) or complete an entire program. Further information is available from:

<http://www.tru.ca/distance/about/distance.html>

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

55

The graduation/success rate for low-income students (0-100):

72

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

85

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

53

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):

45

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/awards.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The following three notes pertain to the second and fourth fields in Part 2 and the first field in the section Optional Fields.

- Note – IPE has confirmed that 1035 is the number of entering undergraduate students and this number is used for calculations in part 2. Students seeking certificates, diplomas, post baccs, others were not included.

Part 2, second field: The percentage of entering students that are low-income.

To arrive at 55%, the following calculation was used. 1035 entering undergrad students were counted and these students were from all faculties and schools. Of these undergrads, 290 are aboriginal students, and 70% of them are from low-income backgrounds, which equals 203 students. Of the remaining 745 students, 49% are from low-income backgrounds, which equals 365 students. By adding these two figures together then dividing by 1035, the percentage of total low-income students is 55% ($203+365=568/1035=55\%$).

Part 2, fourth field: On average, the percentage of need that was met for students who were awarded any need-based aid.

To answer this, figures from two sources were used. 1) the BC Ministry of Advanced Education document: Thompson Rivers University – Summary of Student Financial Assistance by Program Year (Aug 1, 2011 to July 31, 2016; Table A2. Full-Time Recipients: Average Funding), and 2) from TRU, the document Student Award & Financial Support – Disbursements, April 2015 to March 2016.

From the first document, the average total amount is \$9944.

From the second document, the average total amount is \$1962.

To arrive at the aid that students received, both of these figures are added together ($\$9944+\$1962 = \$11,906$).

Finally, to arrive at a percentage, \$11,906 is divided into the BC Ministry document figure from the document above for 'Average Federal Assessed Need' of \$13,961 to arrive at the percentage of need that was met = 85%.

The figure for the last question in Part 2 (53%: The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required) was arrived at by cross-referencing the data provided by three TRU offices (Student Awards & Financial Support, Office of Integrated Planning and Effectiveness, and the Office of Aboriginal Affairs) with the BC and Canadian data on the same subject (The Research Universities Council of BC (<http://www.tupc.bc.ca/pdfs/2015-12-08%20Quick%20Facts%20-%20Tuition%20and%20Student%20Debt.pdf>), and Statscan (<https://www150.statcan.gc.ca/n1/pub/81-595-m/2014101/section04-eng.htm>)). Both sets of data are in-line with each other.

Optional Fields, first field:

What is the estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students?

The percentage of students that participated in or directly benefited from the institution's policies and programs to support low-income and non-traditional students (45%) is arrived at by dividing the number of students that were assisted with either a student loan, government grant, or bursary (2,925) by the total of full-time students (6540). $2925/6540=45\%$. Some students in vocational programs and some taking diploma or certificate programs are excluded from these numbers.

Investment & Finance

Points Claimed 2.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	1.00 / 4.00
Investment Disclosure	1.00 / 1.00

Score

0.00 / 2.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also include alumni, trustees, and/or other parties).

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

"---" indicates that no data was submitted for this field

Does the institution have a formally established and active committee on investor responsibility (CIR) that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

POLICY NUMBER BRD 22-0

APPROVAL DATE FEBRUARY 5, 2016

PREVIOUS AMENDMENT MAY 26, 2011

REVIEW DATE FEBRUARY 5, 2021

AUTHORITY BOARD OF GOVERNORS

PRIMARY CONTACT VICE-PRESIDENT, ADMINISTRATION & FINANCE

stars.aashe.org

POLICY

In order to support the University's activities and mission, the University will invest its funds to achieve a rate of return commensurate with levels of risk that are acceptable to the University.

The University has established an Investment Advisory Committee to review on an ongoing basis, the University's investment strategies, asset mix guidelines, and performance.

The University has adopted a responsible investment approach that is aligned with the industry best practices framework established by the United Nations Principles for Responsible Investment (UN PRI). The application of the UN PRI to Fund management is determined by the Committee.

This policy applies to all University-administered accounts, including operating funds, professional development funds, ancillary services, grants, research grants, contracts, endowments and other restricted accounts

Does the CIR include staff representation?:

Does the CIR include faculty representation?:

Does the CIR include student representation?:

Members of the CIR, including affiliations and role (e.g. student, faculty, staff, alumni):

Voting

Vice President, Administration and Finance - Chair

Board of Governors members (2) appointed by the Board

o Chair of the Finance Committee of the Board of Governors (ongoing appointment)

o Board of Governors' member (two year term appointment)

Associate Vice President, Finance

Director of Finance

Vice President, Advancement

Director, Sustainability (staff)

1 faculty member

1 student

Ex-officio (non voting)

President

Representative(s) from the Investment Management Firm

Other advisory or consultative personnel as needed

Examples of CIR actions during the previous three years:

Adopting the UNPRI approach enabled TRU committee to task fund managers to review entire portfolio and invest in those corporations that meet the criteria, while yielding returns that support the needs of TRU's students and researchers.

"Joining the UNPRI initiative involved a commitment to implementing six principles for responsible investment, which were developed by an international group of institutional investors reflecting the increasing relevance of environmental, social and corporate governance (ESG) issues to investment practices."

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Score

1.00 / 4.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

--- indicates that no data was submitted for this field

Does the institution wish to pursue Option 1 (positive sustainability investment)?:

No

Total value of the investment pool:

Value of holdings in each of the following categories:

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	600,000 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Percentage of the institution's investment pool in positive sustainability investments:

0

Does the institution wish to pursue Option 2 (investor engagement)?:

Yes

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

https://www.tru.ca/__shared/assets/BRD_22-0_Investment_Objectives36276.pdf

The University has adopted a responsible investment approach that is aligned with the industry best practices framework established by the United Nations Principles for Responsible Investment (UN PRI). The application of the UN PRI to Fund management is determined by the committee.

From the policy

As a signatory to the UN PRI initiative, the University commits to the following Principles for Responsible Investment:

1. Incorporate ESG issues into investment analysis and decision-making processes
2. Be active owners and incorporate ESG issues into our ownership policies and practices
3. Seek appropriate disclosure on ESG issues by the entities in which we invest
4. Promote acceptance and implementation of the Principles within the investment industry
5. Work together to enhance our effectiveness in implementing the Principles
6. Report on our activities and progress towards implementing the Principles.

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

The policy allows the committee to mandate fund managers to adhere to the principles outlined in the UN Principles for Responsible Investing

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution have a publicly available investment policy with negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

TRU is a member of the UN Principles for Responsible investment UNPRI responsible investment

The website URL where information about the programs or initiatives is available:

<https://inside.tru.ca/2016/04/11/sustainability-to-extend-to-investment-strategy/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Based on the U.S. Department of Education's definition of an endowment fund, TRU does not have this type of an investment strategy. Rather, the university uses funds from an account for renovations and improvements where needed, actively spending capital on projects rather than relying purely on investment income. TRU has recently invested significantly into new construction projects using this investment fund.

From TRU's investment policy, the following are the fund's general guidelines:

- Preservation of capital for dedicated projects and future expansion;
- Generation of consistent annual cash flow to help fund ongoing operations;
- Growth of cash flow to compensate for inflation over the long term.

Score

1.00 / 1.00

Responsible Party

James GordonEnvironmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

"---" indicates that no data was submitted for this field

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

A copy of the investment holdings snapshot:

[2018 TRU Asset breakdown - Mar 31.pdf](#)

The website URL where the holdings snapshot is publicly available:

https://www.tru.ca/__shared/assets/2018_Asset_Breakdown42823.pdf

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	100
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	0

Does the institution engage in proxy voting?:

No

Are proxy voting records included in the snapshot of investment holdings?:

No

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/sustain/people/reporting.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

See 'TRU Investments Information' for details under

<http://www.tru.ca/sustain/people/reporting.html>

Wellbeing & Work

Points Claimed 4.82

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	1.35 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.47 / 2.00

Score

1.35 / 3.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use [Living Wage Canada's](#) standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

The local living wage (based on a family of four and expressed as an hourly wage):

17.31 US/Canadian \$

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded):

100

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:

Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):

42.10

The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:

125 percent

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :

\$21.92/hr.

Has the institution made a formal commitment to pay a living wage?:

No

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:

No

A brief description of the institution's commitment to a student living wage:

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/hr.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Figures in Canadian dollars.

Number of full and part-time employees of contractors working on campus supplied by Warren Asuchak (TRU Facilities) =104, and Jessica Papineau (Aramark Canada Ltd,) =112.

Information from all other reporting fields regarding full and part-time TRU employees provided by Joey Manuel and Paul Archer (TRU Human Resources Dept.).

As is stated in the criteria for this section, TRU chooses to omit the number of student workers from Part 1.

Score

1.00 / 1.00

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

TRU selected TalentMap - a Canadian company specializing in Employee Engagement - to design, implement and administer our first ever employee engagement survey. TalentMap helped us measure over 18 components of engagement from Civility and Respect to Organizational Culture. Through their specialized analysis, they offered us the top few items that most impacted engagement at TRU. To find out more about our survey partner, visit

<https://www.talentmap.com/about/>

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

From TRU's HR department:

TRU's first ever employee engagement survey was completed at the end of December 2017. Using the results from it, the TRU HR Department worked with TRU senior leadership, the HR Steering Committee and individual contributors across TRU to prioritize improvement strategies, develop plans and implement solutions. TalentMap facilitated this process through an organization-wide presentation of results, in-person town-hall meetings and two JumpStart Workshops (one for Faculty and one for Staff). The JumpStart Workshop was a one-day custom-designed client workshop that involved roughly 25-40 participants. During this highly interactive, professionally facilitated workshop, the HR Department used creative ideation techniques to develop roughly 50-75 action ideas to improve employee engagement, usually based on the results of the engagement survey. Of these, the department prioritized and build upon the top 12-15 ideas, and created a concrete action plan to improve engagement, which included accountabilities and timelines. To ensure the HR team saw these action plans through to completion and created measurements to see how things have improved, the HR Department created a new position (Manager of Organizational Engagement and Learning) whose prime focus is to improve employee engagement, and manage the overall program (from vendor selection to implementation).

<https://inside.tru.ca/2017/11/02/share-your-perspective/>

The website URL where information about the programs or initiatives is available:

<https://inside.tru.ca/2017/11/02/share-your-perspective/>

Additional documentation to support the submission:

Wellness Program

Score

1.00 / 1.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

"---" indicates that no data was submitted for this field

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

TRU students and employees can make one-on-one appointments to discuss health and wellness related issues. These issues may include, but are not limited to: stress, substance use, nutrition, sexual health, healthy relationships, and problems with work-life balance. As a faculty member, one of the Wellness Centre Coordinator's roles is to provide health and wellness education to the campus community. Health teaching occurs in many student classrooms and in many campus workshops throughout the year. Those interested in having the Wellness Coordinator come to their classroom or workshop to talk about health and wellness can contact the Coordinator at the Wellness Centre.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/wellness.html>

Additional documentation to support the submission:

stars.aashe.org

Score

1.47 / 2.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

"---" indicates that no data was submitted for this field

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	7	12
Full-time equivalent of employees	1,269	961
Number of injuries and cases per FTE employee	0.01	0.01

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Similar to why 2010 was adopted as the baseline year for the Greenhouse Gas Emissions question (OP-1), this year best reflects the start of sustainability initiatives at TRU, following the establishment of the Sustainability Office. Furthermore, the campus also saw rapid and substantial growth between 2005 and 2010, so 2010 best reflects the changes factoring in that growth.

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline:

55.82

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:

0.55

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

The following is from the TRU Safety and Emergency Management Office's website:

The aim of this web site is to allow you to see selected parts of TRU's Health and Safety Manual. The information on these pages is generic and is applicable to all areas of TRU. Safety matters/concerns that are specific to certain divisions of TRU are included in their own Safety Manual. All Safety Manuals are not identical; some are expanded to meet specific departmental requirements.

Departmental Safety Manuals are available to all Faculty and Staff. In addition, Student Representatives on departmental Safety Committees have access to their departmental Manual.

If there are questions resulting from these pages please call Health and Safety (local 5805 or 5139) to ask for clarification.

The Safety and Emergency Management Department is a division of the Human Resources Department. Offices are located in the Human Resources Building, accessed through the rear door and located in HR139.

In the area of Safety, the SEM office is currently we are working on the following:

- COR – Certificate of Recognition;
- Creating and updating Safe Work Procedures in the Trades dept.;
- Ongoing training programs: WHMIS, First Aid.

In the area of Emergency Management, the SEM office is currently we are working on the following:

- Writing Emergency Procedures including evacuations, active shooter/active threat, shelter-in-place (in the event of a hazardous materials spill), bomb threat, Business Continuity, etc.;
- Active Threat Training, Emergency Marshal training;
- Promotion of the Emergency Notification System, including creation of a mobile app;
- Table top and full-scale exercises to practice portions of the Emergency Plan.

The website URL where information about the programs or initiatives is available:

<http://www.tru.ca/hsafety.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The data for “Number of reportable workplace injuries and occupational disease cases” is the same that is reported to WorkSafe BC within 72 hours of an incident (which meets WorkSafe BC's criteria). The number of injuries reported are specific to those requiring time off work. As per the STARS technical manual, injuries requiring minor first aid or no treatment at all were excluded.

Innovation & Leadership

Exemplary Practice

Points Claimed 1.50

Points Available 2.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

Credit	Points
Green Event Certification	0.50 / 0.50
Certified Green Cleaning	0.00 / 0.50
Green Laboratories	0.50 / 0.50
Pre-Submission Review	0.50 / 0.50

Score	Responsible Party
0.50 / 0.50	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Institution has or participates in a green event certification program and has held one or more certified events in the previous year. The certification program addresses at least four of the following:

- Sustainable transportation options, teleconferencing options, and/or carbon offsets
- Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)
- Paper consumption (e.g. minimization and recycled/FSC certified content)
- Energy efficiency (e.g. equipment and lighting)
- Waste minimization and diversion
- Communications and/or signage about the sustainable practices

--- indicates that no data was submitted for this field

Does the institution’s green event certification program address the following?:

	Yes or No
Sustainable transportation options, teleconferencing options, and/or carbon offsets	Yes
Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)	Yes
Paper consumption (e.g. minimization and recycled/FSC certified content)	Yes

Energy efficiency (e.g. equipment and lighting)	Yes
Waste minimization and diversion	Yes
Communications and/or signage about the sustainable practices	Yes

A brief description of the institution's green event certification program, including the specific components selected above:

TRU Green Event Certification Program

The TRU Green Event Certification Program is administered by the TRU Sustainability Office and certifies TRU events in a 4, 5, or 6 Star grading system.

Any TRU event can qualify in the program regardless of their size or number of participants. Event organizers need to email the program coordinator their event wrap-up report within two weeks of the end of their event outlining how their event did in the following six categories. Only events that can prove that their events qualified under at least four of the six categories are eligible to receive a certification.

If an event qualifies under four of the six categories, it would be certified as a 4 Star TRU Green Event. If an event qualifies under five of the categories, it would be certified as a 5 Star TRU Green Event. Finally, if an event qualifies under all six of the categories, it would be certified as a 6 Star TRU Green Event.

Categories:

1. Sustainable transportation options, teleconferencing options, and/or carbon offsets.

Are participants getting to and from your event using sustainable transportation options? Is there a tele-commuting option? Are carbon offsets being promoted as a way for participants to offset the carbon they use to get to the event?

2. Sustainable catering

For example, sourcing local and third party certified food and beverages, providing vegetarian/vegan options, and using reusable/compostable materials.

3. Paper consumption

For example, minimization and recycled/ FSC certified content.

4. Energy efficiency

For example, equipment; lighting (is it provided by LED bulbs, or was lighting reduced by using natural light?); heating (is renewable natural gas used in the building, or is there a solar thermal system on the building to pre-heat the hot water?); is the event outside (needing no cooling or heating); are solar PV panels off-setting some of the hydro-electricity?

5. Waste minimization and diversion

For example, are single-use food items used or are reusable wares used?; are Zero Waste Stations set-up at the event?; are food scraps being composted?, etc.

6. Communications and/or signage about the sustainable practices at the event

For example, what communication tools (posters, announcements, social media posts, etc.) are you using to let event participants know about all of the sustainable elements of this event?

Event wrap-up reports (with 'Green Event Certification' in the subject line) should be emailed to James Gordon, coordinator of the TRU Green Event Certification Program. James will issue a pdf copy of the TRU Green Event certificate via email within two weeks of receiving the wrap-up report.

The TRU Green Event Certification Program started in 2017 and has certified many events. Here are two examples"

1. The TRU Bike to Work Week French Breakfast (May 30, 2017), which received a 6 Star TRU Green Event certificate. At this event the following 'green' components were in place:

- Sustainable transportation options – you could only participate if you rode your bike to the event. Sustainable catering:

vegetarian and vegan options we offered (croissants and strawberries), and only reusable place settings were used (china plates, cups, saucers and metal cutlery(=)Paper consumption: only minimal paper products were used for the whole event (small paper napkins)Energy efficiency: no energy was used during the event since it was outside at the TRU Bike Shelter. Waste minimization and diversion: the only waste produced at the event (some food waste and paper napkins) was composted.

- Communications and/or signage about the sustainable practices: one 8.5'x11' paper poster at the event promoted the TRU Green Event Certification Program, and the program was also mentioned and promoted during the welcome announcement to the 28 participants at the breakfast.

2. The International Language of Food: A Dialogue on Culture, Community and Sustainability. This event, which was part of TRU IDays (TRU International Days, March 5-9, 2018), received a 5 Star TRU Green Event certificate for having the following five components in place:

- Sustainable transportation options, teleconferencing options, and/or carbon offsets. Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials). Most ingredients for this event were from the BC coast or local First Nation territory, Secwepemc'uluwc. Preparation of the food was a collaboration between Chef Ned Bell and the students and faculty of TRU's Culinary Arts Program Paper consumption (e.g. minimization and recycled/ FSC certified content):no paper of any kind besides small cocktail napkins were used in this event. Energy efficiency (e.g. equipment and lighting):took place in the Campus Activity Centre, which uses renewable natural gas to heat the building and has all new LED bulbs for the main building lighting. Waste minimization and diversion: full mobile zero waste station was used, which included composting of all napkins and food waste. Communications and/or signage about the sustainable practices: one 8.5'x11' paper poster at the event promoted the TRU Green Event Certification Program, and the program was also mentioned and promoted during the welcome announcement to the 100 participants at the event.

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain/people/events.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

In the link above, go to 'Green Event Certification Program' for details.

Certified Green Cleaning

Score

0.00 / 0.50

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution and/or its primary cleaning services contractor uses a green cleaning program that is certified under one of the following:

Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42),

The International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)

- An equivalent third party certification program approved by AASHE (email stars@aeshe.org to enquire about program equivalence)

"---" indicates that no data was submitted for this field

Under which of the following is the institution's green cleaning program certified?:

	Yes or No
Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42)	---
The International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)	---
An equivalent third party certification program approved by AASHE	---

A brief description of the institution's certified green cleaning program, including the year adopted and/or certified:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Score	Responsible Party
0.50 / 0.50	James Gordon Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

Criteria

Institution has or participates in a green laboratory benchmarking or certification program that covers at least three of the following:

- Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs
- Water conservation and efficiency
- Chemical use and disposal
- Materials management, e.g. green purchasing guidelines and recycling and reuse programs
- Training for lab users on sustainable practices

--- indicates that no data was submitted for this field

Does the institution’s green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g. green purchasing guidelines and recycling and reuse programs	Yes
Training for lab users on sustainable practices	Yes

TRU Green Labs Program

Thompson Rivers University's Green Labs program was formed in 2017. Laboratory faculty, staff and students participate in the program and are involved in the following: performing assessments, reducing waste and improving recycling, replacing inefficient equipment and transitioning to best practices. TRU is constantly trying to improve its Green Labs Program and seeks regular feedback from all stakeholders in order to try and make the program as effective and efficient as possible.

The TRU Green Labs program assists our labs in reducing their resource use (for example, with some equipment, the reduction of energy, chemical volume, water, and time needed for experiments) and improving education and engagement efforts around these themes:

- Electricity
- Lighting
- Cold storage and freezer management
- Fume hoods and ventilation
- Water
- Inventory management
- Recycling
- Waste reduction
- Hazardous waste disposal (the recently purchased microwave digester will be used in the analytical chemistry lab to aid in breaking down compounds leading to a reduction of solvents)
- Green chemistry
- Travel
- Field work (leave no trace)
- Community (engaged scholarship)
- Purchasing
- Leveraging incentive/rebate programs
- Utility usage reporting (transparency)
- Autoclaves/Glass washing
- Education (integrating Green Lab practices into TRU classrooms)
- Time management (the recently purchased microwave synthesizer will be used for a variety of experiments, for example, during first year classes, chemistry students create acetylsalicylic acid (aspirin) and the synthesizer will be used to continuously process samples more efficiently than was possible with the older equipment)

Through regular assessments, TRU has brought most campus labs into the Green Labs Program, with the goal of making all labs compliant with the program through ongoing monitoring and improvement. In addition, we are currently working on the following projects:

- Packaging reuse
- Improved lab recycling signage
- Updated information and training and in hazardous waste training
- Lab recycling waste audit
- Fume hood audit and transition to automated metering

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain/initiatives/buildings-and-grounds.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

For details on the program go to this link and see 'Green Labs Program':

<https://www.tru.ca/sustain/initiatives/buildings-and-grounds.html>

Score

0.50 / 0.50

Responsible Party**James Gordon**Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Institution has had a finalized version of its current STARS submission reviewed using the [STARS Review Template](#) and has addressed any inconsistencies identified by the reviewer(s) prior to submission. Institutions may opt for one of two approaches:

Independent review. Independent reviews are conducted by individuals who are affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

Internal review. Internal reviews are conducted by employees and/or students who are affiliated with the organization for which a report is being submitted, and are not directly involved in the data collection process for the credits they review. At minimum, two institutional contacts must be involved in an internal review process: an independent reviewer and another individual (who may or may not be directly involved in data collection) to address the review results.

The reviewer(s) must:

Review all credits that the institution is pursuing, checking that:

All required reporting fields, attachments, inventories, and URLs are included and consistent with credit criteria and timeframes.

Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

Document the review and revision process and outcomes using the [STARS Review Template](#).

Provide affirmation that the submission has been reviewed in full and that any identified inconsistencies have been addressed.

The STARS Liaison or other primary contact(s) for the institution must:

Address any inconsistencies identified during the review prior to submission.

Upload a completed [STARS Review Template](#) to document how reviewer comments and identified issues have been addressed.

Upload a statement of affirmation from each reviewer.

The name, title, and organizational affiliation of each reviewer:

Melina Smith, TRU Sustainability Office Research Assistant/Energy Specialist. Has had nothing to do with the STARS data collection process.

James Gordon, TRU Sustainability Office Environmental Programs and Research Coordinator. Principle author of TRU STARS report.

A brief description of the review process:

Melina went through each section of the STARS report and, if necessary, asked James for any clarification on any issues. All issues were addressed and amended when needed.

Which of the following describes the review process?:

Internal reviewer(s)

Affirmation from the reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

[STARS Reviewer Affirmation Final.pdf](#)

Copy of the completed STARS Review Template:

[STARS 2.1 Review Template.02.21.18.Final.xlsx](#)

Affirmation from an additional reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 2nd reviewer:

Affirmation from a 3rd reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 3rd reviewer:

Affirmation from a 4th reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 4th reviewer:

The website URL where information about the programs or initiatives is available:

<https://www.tru.ca/sustain.html>

Additional documentation to support the submission:

Innovation

Points Claimed 4.00

Points Available 4.00

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit	Points
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00

Score

1.00 / 1.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

"---" indicates that no data was submitted for this field

Name or title of the innovative policy, practice, program, or outcome:

TRU Solar Compass

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

The TRU Solar Compass project (started November 2017) is a solar photo-voltaic array (PV) that is embedded into the concrete walking area outside one of the main campus buildings. It is the first embedded solar PV project of its kind in Canada. Although the PV panels (62 of them) function very similarly to traditional panels that are typically mounted on rooftops, the main reason this is an innovative project is because the panels are highly visible, which keep them top-of-mind for everyone. The fact that they are in front of the Arts and Education Building means that thousands of feet walk over them daily; thus, there is a significant increase in students, staff and faculty members thinking and talking about solar power

<https://www.bcsea.org/bcsea-news/solar-compass-finished>

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement

Public Engagement

Energy

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

<https://www.bcsea.org/bcsea-news/solar-compass-finished>

Additional documentation to support the submission:

Score

1.00 / 1.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

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Name or title of the innovative policy, practice, program, or outcome:

TRU Tap Water Challenge

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

The TRU Sustainability Office has conducted The Tap Water Challenge for students during the last 4 years. It is an initiative that is designed to raise awareness of the benefits of drinking local Kamloops tap water instead of buying bottled water. The benefits include less waste of plastic bottles; less energy used (in the production, transport, refrigeration and warehousing of bottled water); saving money (tap water is virtually free for students); and greater convenience, since there are taps and water bottle refill stations throughout campus. In the challenge, students do a blind taste test comparing a cup of tap water and a cup of one of several leading brands of bottled water. They answer two questions after tasting each one: which one tastes better, and which one they think is tap water. Regardless of their answers, they receive a free quality stainless steel water bottle that they can use at the many water bottle refill stations or taps around campus .

In 2014, 70% of respondents preferred the taste of tap water, and 63% correctly identified it as tap water.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement

Waste

Water

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

<http://inside.tru.ca/2014/08/22/blindtastetesttapwatervsbottled/>

Additional documentation to support the submission:

Score

1.00 / 1.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

"---" indicates that no data was submitted for this field

Name or title of the innovative policy, practice, program, or outcome:

TRU Electric Fat Bike Sharing Program & Employee E-Bike Purchasing Program

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

TRU has two innovative programs regarding electric bikes.

The first is the free electric bike sharing program. Students, faculty and staff members are welcome to sign out the bikes for free for up to one week once they complete a liability waiver. Helmets and/or locks can also be borrowed for free. Regular fat tire mountain bikes (which even have super fat winter tires) are also available. All bikes can be reserved in advance on a website (

<https://tru-sustain.libcal.com/reserve/Bikeshare>

).

The other program is the Employee E-Bike Program (EEBP), which launched July 6th, 2018. The intent of the program is to aid employees in purchasing an electric bicycle for commuting to work. The EEBP enables employees of TRU to:

- a) Access a loan through the TRU Finance Department, payable through payroll deductions
- b) receive an additional 10% discount as an employee Health and Wellness incentive.
- c) Take advantage of TRU employees receiving discounts from a list of preferred vendors. Employees can also choose to purchase a bike of their preference from any bicycle supplier.

To participate, employees need to stop by the Sustainability Office during office hours (8:30 AM – 4:30 PM Monday – Friday) for more details and to go over the application process and program rules before purchasing a bike (or email

mesmith@tru.ca

to make an appointment).

The program will be capped at 100 participants for 2018. In addition, this year's participants will receive a smart E-lock with App function for extra security (\$175 value). The program will also offer repair clinics as well as safe riding/commuting clinics. Questions about the program can be directed Aaron at

awiebe@tru.ca

, or see this link:

<http://inside.tru.ca/2018/07/06/tru-employee-e-bike-program/>

.

Both of these programs have strong sustainability attributes and related outcomes. Kamloops is a very hilly city and countless people have said that they will not ride a traditional bike to work because it's too difficult, so they get to work in fossil-fuel powered cars or buses. E-Bikes help to 'flatten out' the hills and make commuting way less difficult. Also, from the point of view of social sustainability and well-being, many people have said that riding a bike makes them feel good and is both a great way to get some exercise in order to start the work day on the right foot, as well as a very pleasant way to end the work day. Students (and, to a lesser degree, staff and faculty) are attracted to the free borrowing program because of a strong economic sustainability aspect: it's free.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Air & Climate

Transportation

Wellbeing & Work

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Score

1.00 / 1.00

Responsible Party

James Gordon

Environmental Programs and Research Coordinator
TRU Office of Environment and Sustainability

Criteria

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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

"---" indicates that no data was submitted for this field

Name or title of the innovative policy, practice, program, or outcome:

Electrification of boiler for TRU Industrial Technology Training Centre

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

To align with the university's sustainability vision and carbon reduction goals, one of the project mandates for the new 60,000 square foot Industrial Technology Training Centre (opened May 2018) is for the building to utilize low carbon heating. Initially, the building was designed to utilize biomass heating, and to interconnect to the adjacent and existing Trades and Technology Centre. When the biomass heating was halted by city council, the source of low carbon heating for these buildings was switched from biomass to electricity, which is mostly produced via hydroelectric generation.

A centralized 720 kilowatt electric boiler plant acts as a district heating system for both the new and existing buildings. The heating strategy is utilizing the electric utility for the primary heating. The district system interconnects with the existing natural gas boiler plant in the Trades and Technology Centre, and the interconnection piping reverses the direction of flow and allows the natural gas plant to back-feed both buildings in an event of a failure of the electric plant. When compared to conventional natural gas heating, the centralized electric boiler plant reduces total carbon emissions by over 250,000 kilograms of carbon dioxide annually.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Air & Climate

Buildings

Energy

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:
