



"Two Worlds", Ayesha Raggi, 2014, Acrylic on Canvas,
commissioned by the Centre for Place and Sustainability Studies.

lakehead campus **SUSTAINABILITY** assessment

2014



Sustainability Across the Curriculum Workshop, April 2014, sponsored by the Centre for Place and Sustainability Studies.

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"Breaking into the Blue", Ayesha Raggi, 2013, Acrylic on Canvas, commissioned by the Centre for Place and Sustainability Studies.

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• "Young Leaves", Ayesha Raggi, 2014, Acrylic on Canvas, commissioned by the Centre for Place and Sustainability Studies, at the EarthCare Community Forum.

SUSTAINABILITY TRACKING, ASSESSMENT, AND RATING SYSTEM (STARS)

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

STARS completion date: November 2014

A Letter from the Director

Completing the STARS assessment at Lakehead University depended on a lot of people in every sector of the institution. But most of all, it depended on the excellent graduate students working with the Centre for Place and Sustainability Studies. Worldwide, the sustainability revolution—including the transformations underway in higher education—is being led by young adults who understand the need for change, and the need to raise their hands and voices to create it. I am thankful that at Lakehead, the senior administration has been very responsive to calls for more action on sustainability; indeed, at the end of 2014 when we were completing the STARS, the President's office published Lakehead's Annual Report 2013-2014, which demonstrates in no uncertain terms a deep commitment to a holistic vision of sustainability (see <https://www.lakeheadu.ca/presidents-office/annual-report>).

Conducting a comprehensive assessment of sustainability is only the beginning of what an institution can and should do. Now, we urgently need to build on the momentum of benchmarking and claims of commitment to sustainability; we need to move from

“

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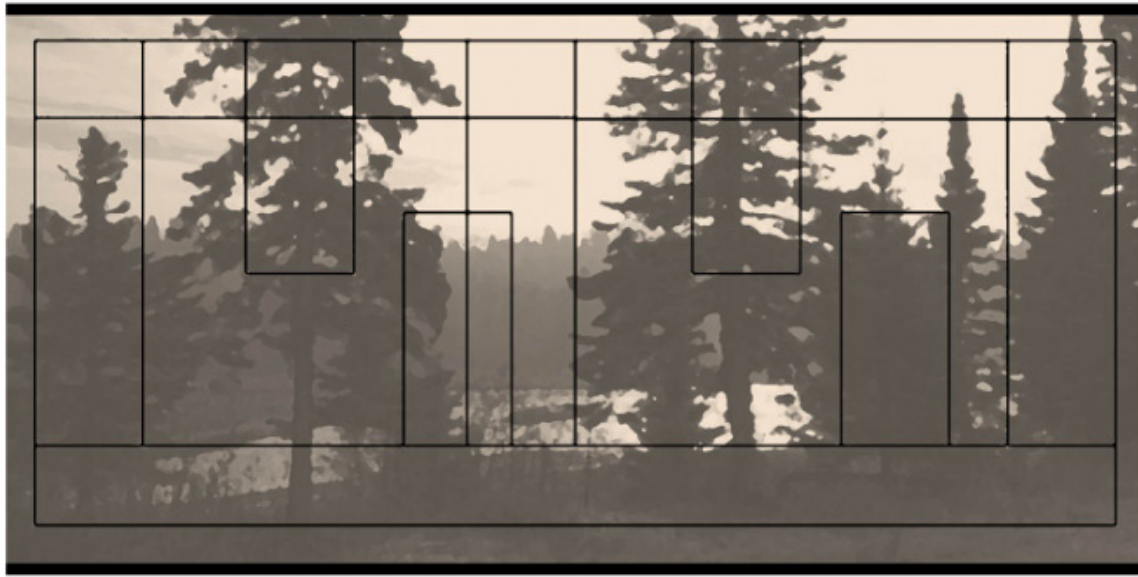
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data collection and rhetoric into vision and action. One way forward is to carefully examine the STARS data and set institutional goals that help us reinforce where we are demonstrating leadership on sustainability. We also need to recognize where Lakehead is trailing behind the sustainability revolution in higher education and develop structures and processes that allow us to catch up and to lead.

Many people at Lakehead in all of its sectors are committed to this work. For the sake of the Lakehead community, Northwestern Ontario, Canada, and for the sake of the diversity of life on Earth, my hope is that sustainability vision, action, and leadership will become what we do at Lakehead, and what we are known for.

Dr. David Greenwood

Canada Research Chair in Environmental Education,
Director of the Centre for Place and Sustainability



ABOUT THE CENTRE

This sustainability assessment was directed and partially funded by the Centre for Place and Sustainability Studies.

The purpose of the Centre for Place and Sustainability Studies is to contribute to the wellbeing of people and places. The Centre incubates and supports diverse place and sustainability related research, education, and action initiatives within the Lakehead University community, in the region, and internationally in order to create more socially and ecologically just environments.

The Centre for Place and Sustainability Studies will:

Convene

a meeting ground for reflection and action around key social and ecological sustainability issues impacting diverse communities places in the local region.

Support

relationship and capacity-building around shared interests across university departments and communities in Thunder Bay and Northwestern Ontario.

Develop

collaborative partnerships through place and sustainability related research, education, and outreach initiatives.

Experiment

with, and model ways of being and working together that help foster wellbeing, compassion, courage, and care.

“Sustainability, ensuring the future of life on Earth, is an infinite game, the endless expression of generosity on behalf of all...”

~ Paul Hawken ~

OUR PARTNERS

We would like to thank those who partnered with us in funding this assessment.

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WHO WE ARE

This assessment has been in the making for over a year. It would not have been possible without the collaboration, and guidance of the many of individuals who helped to make it happen.

We were very fortunate to have an amazing support team work with on the STARS project. Our team is made up of a group of people from all levels of the Lakehead University community.



Dr. David Greenwood

Director

Director of the Centre for Place and Sustainability Studies, Canada Research Chair in Environmental Education, Associate Professor at Lakehead, and Director of the STARS Project.

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Associate Director of the Centre, Canada Research Chair in Arts Integrated Studies, Associate Professor at Lakehead, and consultant of the STARS project and STARS visuals and web design.

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Alex Boulet

Past graduate assistant for the Centre. Alex assisted with data collection and storytelling for the STARS project. Alex is pursuing a M.Ed at Lakehead via distance education.

Nicolas Kopot

Graduate Assistant for the Centre. Assisted with the Academic Course inventory, and finalizing data for the report.

We would also like to thank the following people for their assistance with STARS

Moir MacPherson (Provost and VP Academic), Kathy Pozihun (VP Finance), Andrew Dean (VP Research), Marian Ryks-Szelekovsky (VP Student Affairs), Hugh Briggs (Director Physical Plant), The Lakehead University Student Union, Yolanda Wanakamik, Todd Randall, Sherry Herchack, Amber McCart, Raph Shay, Jomo McCormick, Wayne Melville, Rhonda Koster, Yvonne Roussel, Karen Roche, Ian Kaufman, Sophie Best, Mike Bird, Ian MacRae, Jody Mitchell, Nick Buragina, Chris Pelton, Bernard Blake, Geoffrey Matte, and many more.

The Sustainability Tracking, Assessment, and Rating System (STARS)



What is STARS?

STARS is a voluntary self-assessment tool used by institutions of higher education to measure their sustainability progress. It is a very comprehensive assessment that was created by champions in the field and continually undergoes a peer-review process. Because of this, STARS is seeking to upgrade to new versions that better reflect current industry best practices. STARS addresses multiple sectors including Academics, Engagement, Operations, Planning and Administration, and Innovation. The benefit to participating in this self-assessment process is that it will help our institution set and meet sustainability goals while fostering collaboration and information-sharing across our campus. STARS will also enable our institution to benchmark its progress with peer institutions.

Why STARS?

In 1991, environmental scholar David Orr wrote an essay called “What is Education For”. In this essay, Orr made four proposals for campuses if they were opting to be measured against a standard of sustainability: engage in a campus-wide dialogue about the way you conduct your business as educators; examine resource flows on this campus: food, energy, water, materials, and waste; re-examine how your endowment works; and set a goal of ecological literacy for all of your students.

STARS addresses these four proposals, bringing a well-rounded approach to a campus sustainability assessment. That being said, it is important to note that STARS is meant to stimulate, not conclude, the conversation on campus sustainability.

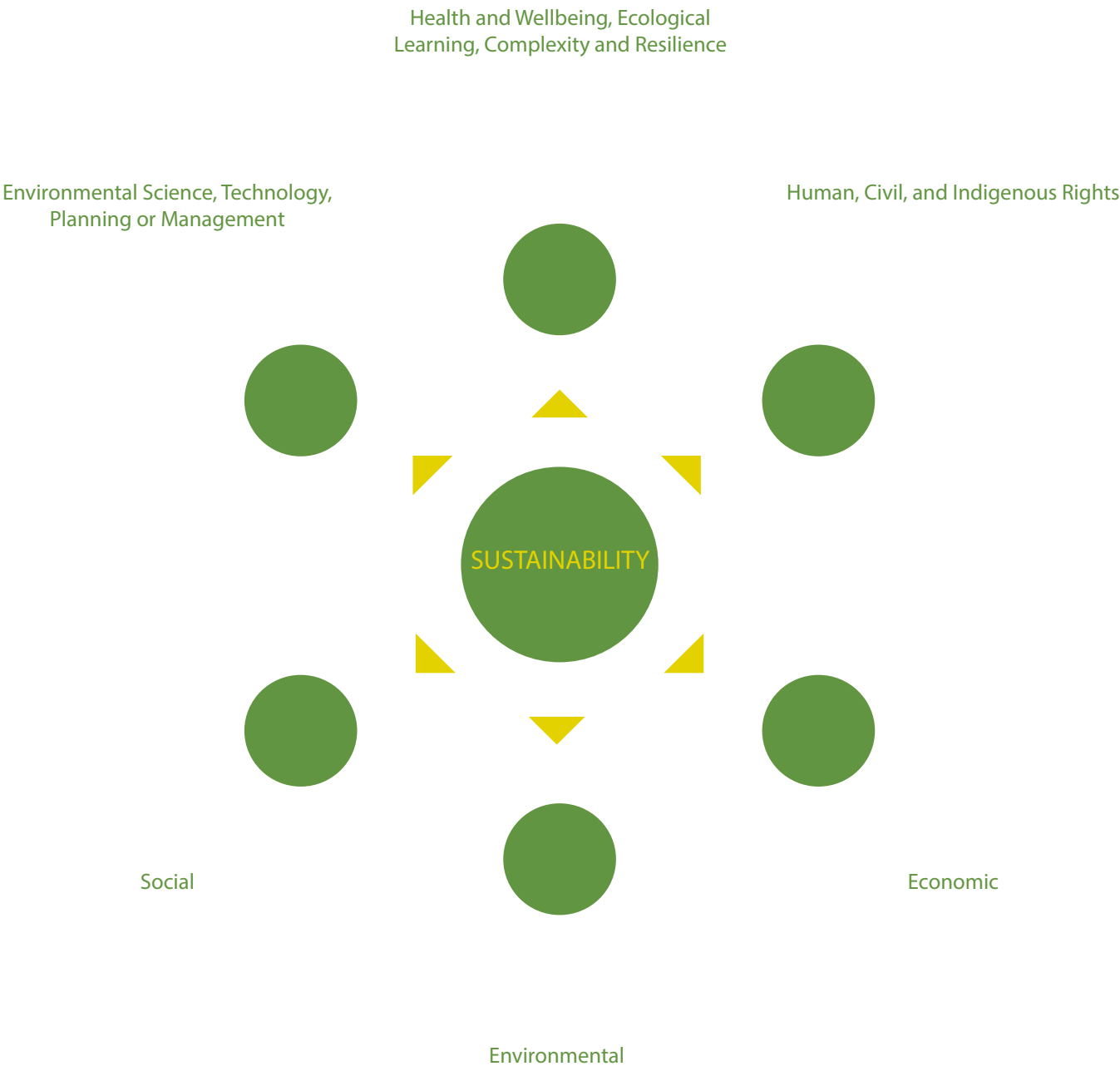
The relationship between data and story

The data collected from STARS will help to identify current gaps in procedures, as well as future direction in sustainability for our university. We have found that the numbers and checklists only represent a portion of the story that the data reflects. We have taken a harmonized approach to the STARS process. We have included what we call “context stories” to each section of the assessment. These context stories provide background information, institutional memory, and contextualizes what would not be captured solely by the STARS criterion.

****While we endeavored to collect information through interviews with key informants, surveys, archival searches, and other sources, this may not represent the entire breadth and depth of information regarding sustainability at Lakehead. More detailed data is available on our STARS report on the AASHE website****

Exploring the concept of SUSTAINABILITY

For the purpose of this sustainability assessment, we are following the concept of sustainability as defined by AASHE, with some minor adjustment of our own. The STARS 2.0 manual writes “AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. STARS attempts to translate this broad and inclusive view of sustainability to measurable objectives at the campus level. Thus, it includes credits related to an institution’s environmental, social, and economic performance.” The following is a visual representation of our Centre’s understanding of sustainability for this assessment: sustainability-related research and teaching explores or responds to one or more aspects in the context of community, cultural, and global change:



ACADEMICS

“But the only possible guarantee of
the future is responsible behavior in
the present.”

~Wendell Berry, “Living in the Future,”
The Unsettling of America, 1977~



"Voices", Dayna Slingerland, 2013, Wool Felting, commissioned by the Centre for Place and Sustainability Studies.



CURRICULUM

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.

AC1: Academic Courses

This credit recognizes institutions that offer sustainability courses and that include sustainability in courses across the curriculum.

Based off 3 years of data, Lakehead offers a total of 1,993 undergraduate and 544 graduate courses. In total, at the undergraduate level, there are 55 sustainable courses and 62 courses that include sustainability. At the graduate level, 8 sustainable courses are offered and 18 courses include sustainability.

Future directions

Challenge the curricula to be more reflective of sustainability. This might be achieved by 1) having 20% or more of the courses offered at the institution to be related to sustainability and/or 2) having 90% or more of the academic departments offering at least one sustainability-related course.

Context Story

A manual search of all courses offered at Lakehead was conducted to compile this data. This information is now compiled into one document which can be accessed on our public STARS report on the AASHE website.

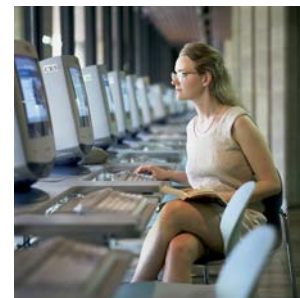
AC2: Learning Outcomes

This credit recognizes institutions with sustainability learning outcomes associated with program degrees and/or courses of study.

Currently, it is not yet standard practice for Lakehead to specify learning outcomes. Therefore, this section was completed using data from the last three academic years that was reported for AC 3 and AC 4. Based on this information, 7,899 students have graduated from degree programs at Lakehead University. Of that number, a total of 737 (9%) students have graduated from a program that adopted at least one sustainability learning outcome.

Future directions

Recognize that sustainability is a worthwhile learning outcome. This might be done by specifying at the institutional level (covering all students), the division level (covering one or more schools or colleges within the institution), the program level, or course level that sustainability is a sought after learning outcome. Lakehead should challenge itself to implement multiple sustainability learning outcomes. It is not yet standard practice at Lakehead to specify learning outcomes.



AC3: Undergraduate Program

This credit recognizes institutions that have formal, undergraduate-level degree programs focused on sustainability.

Lakehead offers several programs that have a sustainability-focus at the undergraduate level. Currently, there are no sustainability-focused minors, concentrations or certificates for undergraduate students at the university.

Future directions

Lakehead currently exceeds the STARS criteria for this sub-category. Future expansion might be considered by developing more sustainability-focused minors, concentrations or certificates for undergraduate students.





AC4: Graduate Program

This credit recognizes institutions that have formal, graduate academic degree programs focused on sustainability.

Several graduate level programs, including both master and doctoral studies, offer sustainability-focused programs. Furthermore, the Master of Education (Education for Change) allows students to specialize in Environmental and Sustainable Education, Indigenous Education, or Social Justice Education; which satisfies the STARS criteria for a sustainability-focused graduate program that offers a minor, concentration or certificate.

Future directions

Lakehead currently exceeds the STARS criteria for this sub-category. Several sustainability-focused graduate programs and minors exist at Lakehead.

AC5: Immersive Experience

This credit recognizes institutions that offer sustainability-focused immersive experience programs.

Three programs at the undergraduate level offer a sustainability-focused co-op option to provide an immersive opportunity for students. These programs include: Honours Bachelor of Environmental Management (Co-operative Education Option), Honours Bachelor of Science in Forestry (Co-operative Education Option), and the Honours Bachelor of Arts and Science (Environmental Sustainability Major) Co-op Option.

Future directions

Lakehead currently surpasses the STARS criteria for this sub-category. Currently 3 programs offer a co-op option that provides students with a substantive immersive experience. Additionally, the faculty of Natural Resources Management (NRM) takes approximately 10 – 15 undergraduate students overseas each year as part of field school to see how forestry and environmental studies are conducted. There may be value in encouraging other sustainability focused programs to develop co-operative options that provide immersive experiences for students.



AC6: Sustainability Literacy Assessment

This credit recognizes institutions that are assessing the sustainability literacy of their students.

Lakehead is not currently assessing the sustainability literacy of its students.

Future directions

Lakehead did not pursue any points for this sub-category because it has yet to complete a sustainability literacy assessment of its students. An assessment of this nature may help to further clarify the current climate regarding sustainability as understood by the student population.

Context Story

In 2010, Dr. Tom Puk and Dr. Adam Stibbards conducted a study that examined what incoming teacher candidates from various disciplinary backgrounds know about general concepts of Ecological Literacy. They found a lack of clear understanding of concepts central to understanding how natural systems work and how human processes impact these natural systems (Puk & Stibbards, 2010). It has been more than three years since this assessment was conducted, and it used a small sample. It does not, therefore, qualify for STARS credit.

AC7: Incentives for Developing Courses

This credit recognizes institutions that offer incentives to help faculty expand sustainability course offerings. Lakehead does not currently offer incentives to help faculty expand sustainability course offerings.

Future directions

Lakehead did not pursue any points for this sub-category. It may be worthwhile to consider and develop a program that provides ongoing incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. Such an action would immediately increase the institution's performance in AC – 1, 3, 4 with other condition benefits possibly being developed in the other academic categories.

Context Story

While the university does not currently have any ongoing incentive programs, a related incentive opportunity was offered in 2014. The Centre for Place and Sustainability Studies coordinated a grant funded (Social Sciences and Humanities Research Council) workshop designed to build community among an interdisciplinary group of colleagues with diverse commitments to “sustainability”, broadly defined. During the retreat, participants reflected on current pedagogy and practice, engaged with the particular challenges and opportunities facing sustainability education at the university, and how to strengthen sustainability action on campus and beyond. All 23 participants were eligible to receive a research budget of \$1000 to help further integrate sustainability into their work.

AC8: Campus as a Living Laboratory

This credit recognizes institutions that utilize their infrastructure and operations as living environments for multidisciplinary learning, applied research and practical work that advances sustainability on campus.

Currently Lakehead is practicing 6 out of a possible 15 ways recognized by STARS for utilizing the campus as a living laboratory. Between both Orillia and Thunder Bay campus, Lakehead is engaged with using the campus as a living laboratory for: Energy, Grounds, Water; Coordination, Planning & Governance; Diversity & Affordability, and Campus Engagement. Many of these practices include students becoming engaged with activities and studies that directly connect with both the natural and institutional components of the campus and volunteering/assisting university offices.

Future directions

Continue to explore and develop initiatives that would further implement and utilize using the campus as a living laboratory. Currently Lakehead is not engaging with: air & climate, buildings, dining services, purchasing, transportation, waste; health, wellbeing & work; investment, and public engagement. These 9 categories are areas for the future growth of programs/ initiatives/ classes/ assignments that would seek to use the campus as a living laboratory.



INCENTIVES FOR DEVELOPING COURSES

Institutions that have done well in this sub-category have done so as a result of 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.

UNIVERSITY OF CALGARY

The University of Calgary has confirmed sustainability as one of the core values outlined in their strategic vision. Each year in their annual report, the University of Calgary highlights the success of faculty, staff and students who are advancing sustainability throughout the year. Furthermore, Faculty are recognized for finding innovative and inspiring ways to incorporate sustainability in the courses they teach.

WESTERN UNIVERSITY

At Western University, the Building Sustainable Value Research Centre has a goal of establishing one new sustainability course each year, in addition to providing funding for sustainability-related visitors and guest speakers. From 2009-2012 Western's Centre for Environment and Sustainability has also received a considerable amount of funding (\$500,000) as a lump sum. This funding was provided to support a range of activities that included: student recruitment and retention, curriculum development, seminar support, communications, staff support, faculty alternative workload arrangements and infrastructure. The funding resulted in furthering the Masters in Environment and Sustainability program and raising the programs enrolment rate to a new high.

RESEARCH

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.

AC9: Academic Research

This credit recognizes institutions where faculty and staff are conducting research on sustainability topics.

The institution-wide STARS survey of faculty, staff and students, asked respondents whether there had been any sustainability research conducted within the previous three years. Faculty were also identified through a review of the university website, attendance at sustainability-related events, and personal connections to the STARS research team. It was not possible to accurately account for the total number of non-faculty members who may engage in research. Thus, the scope of this credit was limited to current full-time faculty. A total of 33 of the 319 faculty and/or staff are presently engaged in sustainability research at Lakehead. In total, 13 of the 37 academic departments include at least one faculty and/or staff member who is involved in sustainability research.

Future directions

However, formal information on academic research related to sustainability being conducted at Lakehead is not currently tracked. Such an inventory would allow prospective and current students to connect with faculty in their interested research areas. An inventory of an institution's sustainability research can serve as a valuable first step in identifying strengths and areas for development.

AC10: Learning Outcomes

This credit recognizes institutions that have programs in place to encourage students and faculty members to research sustainability. Lakehead does not currently have programs in place to encourage students and faculty members to research sustainability.

Future directions

It is important that Lakehead consider developing programs to support sustainability research. Providing support and incentives demonstrates that sustainability is an institutional priority. This can help deepen students' understanding of sustainability issues and attract new researchers to the field. In addition, it helps faculty members explore new areas and encourages broader research on the topic. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Giving interdisciplinary research the same as research from a single academic discipline provides an important foundation that allows faculty to pursue sustainability related research.

AC11: Access to Research

This credit recognizes institutions that have policies and repository programs in place to ensure open access to all new peer-reviewed research produced by their faculties.

Lakehead does not have policies or repository programs in place to ensure open access to all new peer-reviewed research produced by faculties.

Future directions

Lakehead currently exceeds the STARS criteria for this sub-category. Future expansion might be considered by developing more sustainability-focused minors, concentrations or certificates for undergraduate students.

Institutions that empower faculty to distribute their scholarly writings freely help stimulate learning and innovation, and facilitate the translation of this knowledge into public benefits that advance sustainability.

Context Story

Although Lakehead University does not yet have an open access policy, it does have an institutional repository called ThunderSpace. The purpose of this repository is to showcase, preserve and present the scholarly output of the university to the world. The repository includes theses, research articles by university scholars, technical reports, presentations, photographs, audio and video files and other campus publications. The repository aims to provide persistent and centralized access to research, scholarship and creative activities originating from the university, promote research and collaboration at the university and beyond, and to collect and provide access to the intellectual life of the university.

SUPPORT FOR RESEARCH

Institutions that have excelled in this sub-category encourage and/or support sustainability research by providing all of the incentives and supports, which include:

- 1) 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.
- 2) 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.
- 3) Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- 4) 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 e-learning objects focused on sustainability.

ENGAGEMENT

We have the opportunity to stop humans from combusting the planet.
What a great spiritual opportunity.
Why are you here?"

~Winona La Duke,
Powershift 2012~



"Homestead", Dayna Slingerland, 2014, Wool Felting.

CAMPUS ENGAGEMENT

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.

EN1: Student Educators Program

This credit recognizes institutions with programs that engage students to serve as educators in peer-to-peer sustainability outreach.

The institution does coordinate an ongoing, peer-to-peer sustainability outreach and education program. EcoHouse is located in residence. It is meant for students who are willing to learn about social issues that concern our environment and want to make responsible changes in our society.

Future directions

The scoring for this credit is based on the number of students that the educator program(s) serve in comparison to the number of all for-credit, degree-seeking students. Lakehead is currently serving 0.005% of its students with an educators program. Lakehead could consider increasing this number to at least 50%, implementing a more ongoing and consistent student educators program that provides formal training to the educators on how to conduct outreach. For example, Dalhousie University has a Residence Sustainability Representative (RSR) that is hired to liaise between Residence Life and the Office of Sustainability.

Context Story

Some aspects of EcoHouse include the use of recyclable material for programming, plans for future composting and a partnership with Disposal Authorities to create education programs for students. EcoHouse serves 48 students. Student Educators are hired via the Residence Life recruitment that takes place in the winter. Training takes place during the last week of August to first week of September. Programming expectations and measurable outcomes are discussed and planned for. The program receives a student activity fee from Residence Fees and is also supported by the Residence Life Programming Budget.

EN2: Student Orientation

This credit recognizes institutions that include sustainability in orientation activities and programming.

All students entering orientation are provided an opportunity to participate in orientation activities that prominently feature sustainability. The Lakehead University Student Union (LUSU) offers a variety of activities for orientation.

- In 2011, students were invited to participate on a Farmfest Tour. On this event students were taken to various local farms as an introduction to local agriculture and sustainable living.
- In 2011, students were also offered a tour of the local water treatment facility. This facility does not use fluoride.
- In the 2013 Fall orientation, all new students were offered a bike tour of the city's most interesting attractions, including major sustainability-related businesses and sites. In this bike tour, students were also taught basic safety and rules of the road.
- Also in 2013, Aboriginal Initiatives and Aboriginal Cultural & Support Services hosted an Aboriginal Student Orientation Day on Wednesday, Sept. 11, 2013.
- In 2014, the LUSU Campus Gardens Coordinator organized a Harvest Feast for new students. The feast was a day long festival in partnership with LU Radio and the LUSU Foodbank. The Campus Market was there with local vendors from the area as well as produce grown in the garden for sale.

Future directions

While Lakehead received full points for this credit, all of these activities were organized on behalf of the student union. Lakehead could consider organizing ongoing, formalized student orientation activities and programming featuring sustainability in addition to those offered by LUSU.

Context Story

LUSU offers a variety of orientation activities that prominently feature sustainability, but there is no current policy that ensures that a certain percentage of activities feature sustainability. Each year, the activities change in conjunction with an impermanent staff. Furthermore, there are no activities offered by other university departments or functional bodies.



EN3: Student Life

This credit recognizes institutions that have co-curricular programs and initiatives that contribute to students learning about sustainability outside of the formal classroom.

The institution has a variety of co-curricular sustainability programs and initiatives. Many of these are due to the efforts of LUSU.

All of the following groups or programs are student-governed.

- LUSU Sustainability Initiative
- Community Spokes Bicycle Collective
- Planeteers
- Fossil Free Lakehead
- Lakehead Orillia has a GREEN club
- LUSU Summer Gardens Project
- Orillia Community Garden
- Orillia Composting
- FSRN Community Garden
- Winter Greens Program - LUSU Food Bank
- Campus Market
- Orillia Food Pantry Program
- Lakehead Microfinance Partnership
- Act Out! Social Action Conference for youth
- The Fall Harvest
- LUNSA Pow Wow

Future directions

Lakehead received full points for this credit. However, similar to EN2, few of these activities were offered by the university. Lakehead could challenge itself to formally organize ongoing co-curricular programs and initiatives that feature sustainability. This would deepen students' commitment to sustainability by taking it outside of the classroom and into their daily lives.

Context Story

There are few co-curricular sustainability programs and initiatives offered by the university itself - almost all of the programs and initiatives are student generated. The Food Security Research Network (FSRN) is one part of the university that manages a community garden on campus.

EN4: Outreach Materials and Publications

This credit recognizes institutions that produce outreach materials and publications that enhance student learning about sustainability outside of the formal classroom.

Lakehead does not have an institutionally monitored website that consolidates sustainability initiatives on campus. At the time of this assessment Lakehead did not have any of the following outreach materials:

- A sustainability newsletter
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area 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 alternative 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 incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat

EN4: Outreach Materials and Publications Continued

Future directions

First and foremost, it is essential that Lakehead develop and maintain an official sustainability website where information on sustainability pertaining to the university is accessible and centralised. Current achievements in sustainability remain under the radar because they are not highlighted.

Context Story

There is currently a sustainability section on the Lakehead website, however, it is not maintained and is out of date. It was clear after conducting the STARS assessment that information on sustainability at Lakehead is fragmented and inaccessible.

EN5: Outreach Campaign

This credit recognizes institutions that hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution's sustainability performance (e.g. a reduction in energy or water consumption).

At the time of this assessment, Lakehead has not held at least one sustainability-related outreach campaign directed at students or employees within the previous three years that has yielded measurable, positive results in advancing sustainability.

Future directions

Outreach campaigns can be an excellent way to engage the campus community on issues of sustainability. Lakehead should consider organizing a campaign each academic year targeted at both employees and students.

For example, Dalhousie University runs the Brightest Idea campaign each year. Faculty and Staff are invited to submit ideas on practical approaches to save energy and water.

Dalhousie also participates in the Commuter Challenge, which is a week-long event that encourages students and staff to leave their car at home and rewards those who are walking, cycling, or carpooling, or taking transit to work. During the week, participants track the distances they have traveled and their mode of transportation, and at the end they receive a summary that illustrates the total impact for the transportation used.

Wilfrid Laurier University runs a Building Dashboard Residence Energy Campaign. Each sub-metered residence's energy consumption is monitored a week prior to the start of the competition to create a baseline, followed by a one or two week competition to reduce the most energy. The winner of the competition is awarded a prize.

Context Story

Three years ago students, faculty, and staff responded to a referendum question asking "Are you in favour of ending the sale of bottled water on campus?" The majority voted in favour, giving the university a mandate to phase out bottled water, and ensure adequate safe alternatives exist on campus. Last year, at the student union's request, the university formed a working group consisting of the LUSU Sustainability Initiative, Conference Services, Physical Plant, Lakehead Administration, and faculty representation. LUSU has been charged with conducting an audit on Lakehead's water infrastructure to ensure that water is safe and accessible.

As a result of this campaign, all LUSU owned centres and venues discontinued the sale of bottle water. Furthermore, the undergraduate class "Water Resource Management" was involved in community service learning in the Winter term of 2014. They conducted an audit of the current Lakehead infrastructure to determine whether or not the university would be able to provide suitable water accessibility without bottled water on campus. It was determined that certain buildings would be able to and others would not. At this time, there is no further action taking place.

The Beyond Bottled Water Campaign has not yet yielded any measurable results.

EN6: Employee Educators Program

This credit recognizes institutions that coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs.

At the time of this assessment, Lakehead did not administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

Future directions

Engaging faculty and staff in peer educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives. Lakehead can start by developing at least one employee educators program that is open to at least 50% of staff. This would score 1.5 points for this credit.

Dalhousie University offers an Employee Sustainability Leadership Certificate to employees. This includes six two-hour modules and a final project. Experiential and adult education principles are used in the program.

EN7: Employee Orientation

This credit recognizes institutions that address sustainability issues during new employee orientation.

At the time of the assessment, 0% of new employees at Lakehead were offered orientation and/or sustainability-related outreach and guidance materials.

Future directions

Including sustainability in new employee orientation helps to establish sustainability as an institutional priority and part of the campus culture. Providing information and tools about the institution's sustainability programs and options at the time when an employee is getting acquainted with his or her new employer and developing new work routines and habits can help encourage the adoption of environmentally and socially preferable habits, routines, and choices.

Many universities in Canada include information related to campus sustainability in their employee orientation process.

EN8: Outreach Materials and Publications

This credit recognizes institutions that offer training and/or other professional development opportunities in sustainability for their staff.

In 2013/2014 the Centre for Place and Sustainability Studies (CPSS) offered two workshops on integrating sustainability into curriculum made available to all staff and faculty at the university. The first workshop, offered in Fall of 2013, was a smaller two-part workshop. In the Spring of 2014 a more extensive three day workshop was offered.

Plans are currently being made for a 2014-2015 workshop.

Future directions

Staff members in each department make important contributions to an institution's sustainability performance. By offering training and professional development opportunities in sustainability to all staff members, an institution helps equip its staff to implement sustainable practices and systems and to model sustainable behavior for students and the rest of the campus community.

Although the CPSS did offer two workshops that were available to all staff and faculty, there was a limit to the number of registrants. Only 1% of the total employees participated in the workshops. Furthermore, these workshops are not institutionalized or ongoing. Lakehead should consider developing formal training and/or professional development opportunities in sustainability to all staff.

"Face of Destruction", Li Yu, 2014,
Printed Digital Photograph.



PUBLIC ENGAGEMENT

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.

EN9: Community Partnerships

This credit recognizes institutions that have developed partnerships with their local communities to advance sustainability.

Lakehead has a variety of community partnerships. Of note, the Food Security Research Network has numerous partnerships, both local and non-local around issues of food access and security.

Future directions

Lakehead received full points for this credit. Community partnerships are not tracked at Lakehead, and therefore many of them remain unknown. It would be beneficial to consider tracking community partnerships in the future.

Context Story

A survey was conducted by the Centre for Place and Sustainability Studies for the purpose of this assessment. All faculty were given the opportunity to share any partnerships they had with the community. Of the responses, 24 faculty were involved in partnerships with the community that were collaborative.

EN10: Inter-Campus Collaboration

This credit recognizes institutions that collaborate with other colleges or universities to help build campus sustainability broadly.

Lakehead has a variety of partnerships with other universities and colleges that help build campus sustainability. Many of these partnerships are through the Centre for Place and Sustainability Studies.

Future directions

Lakehead received full points for this credit; however, detailed information on inter-campus collaboration is largely unknown. It would be beneficial to track and encourage inter-campus collaboration in the future - specifically with Confederation College.

Institutions can make significant contributions to sustainability by sharing their experiences and expertise with other colleges and universities. Sharing best practices and lessons learned can help other institutions realize efficiencies that accelerate the movement to sustainability.

Context Story

A survey was conducted by the Centre for Place and Sustainability Studies for the purpose of this assessment. All faculty were given the opportunity to share collaboration they had with other universities or colleges. Eight faculty replied with examples of collaboration.

Of interest is Lakehead's relationship with Confederation College. Both are located in Thunder Bay but do not have a history of close collaboration. Confederation College is currently working on an Environmental Action Plan - it could be beneficial to both institutions to collaborate on sustainability.

EN11: Continuing Education

This credit recognizes institutions that provide continuing education courses and programs in sustainability to the community.

Nine out of the sixty-two courses Lakehead offers in continuing education address sustainability. There is currently no sustainability-themed certificate or extension program being offered through the continuing education department.

Future directions

While 15% of the continuing education courses offered at Lakehead feature sustainability, it would be better to offer a certificate in sustainability. For example, Dalhousie University offers an Environmental Management Certificate Program that provides a solid understanding of environmental management using engineering principles combined with environmental and human health hazard considerations. Certificate programs offer professional recognition for sustainability training and are important tools in helping students obtain, perform, and advance their position in green jobs.



EN12: Community Service

This credit recognizes institutions that engage their student bodies in community service, as measured by how widespread participation is at the institution.

Lakehead currently does not track the number of community service hours contributed by students or employees. Community service achievements also do not appear on transcripts.

Future directions

It is clear that community service learning is being recognized at Lakehead as an increasingly important component of learning. Further tracking of the total number of students engaged in community service learning, and number of hours they are engaged in it would help set future targets.

Volunteerism and the sense of compassion that community services help develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.

Context Story

In 2008, the Senate Undergraduate Studies committee, as part of their responsibility for the 2005-10 Academic Plan, examined the use of CSL in programs across the university. Thirteen of thirty-seven programs reported having community service learning components in their program.

Community service learning is a component that is being developed in the new academic/research plan for the university; a committee is currently working on developing a workshop for the coming year.

Lakehead also does not have an official way of recognizing community service initiatives for faculty members as part of promotion, tenure or renewal.

EN13: Community Stakeholder Engagement

This credit recognizes institutions that have adopted a framework to identify and engage community stakeholders in the college or university's ongoing governance, strategy and operations.

At the time of this assessment, Lakehead had not adopted a framework for community stakeholder engagement in governance, strategy, and operations.

A framework should include policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities, and should include note of how stakeholders are identified and engaged, including vulnerable or underrepresented groups.

Future directions

Developing a framework to identify and engage community stakeholders would be beneficial.

Quality stakeholder engagement can lead to more equitable and sustainable development by giving those who are affected by decisions the opportunity to learn from and influence decision-making processes. Engagement can also inform, educate and influence both the institution and its stakeholders in the long term, resulting in better decisions and transparent, trusting stakeholder relationships.

Context Story

A survey was conducted by the Centre for Place and Sustainability Studies for the purpose of this assessment. All faculty were given the opportunity to share any partnerships they had with the community. Of the responses, 24 faculty were involved in partnerships with the community that were collaborative.

EN14: Participation in Public Policy

This credit recognizes institutions that promote sustainability through public policy advocacy. Various faculty, staff, graduate students, and research centres promote sustainability through public policy advocacy at Lakehead.

Future directions

Detailed information lacking the nature of participation in public policy is lacking. Lakehead should consider formally tracking how members of its community are participating in public policy. Furthermore, the university should consider participating in public policy regarding sustainability at an institutional level.

Context Story

At this time there is no formal organisation of public policy advocacy. Data was compiled based off of the survey conducted by the Centre for Place and Sustainability Studies and through the Lakehead website.

EN15: Trademark Licensing

This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing the institution's name is produced under fair conditions. At the time of this assessment, Lakehead was not a member of the Worker Rights Consortium, the Fair Labor Association, or the WRC's Designated Suppliers Program.

Future directions

Lakehead did not receive any points for this credit. Lakehead should consider becoming a member of the above noted organization, or consider implementing similar policies. By ensuring that apparel bearing the institution's logo is made under fair working conditions, institutions promote health, safety, and secure livelihoods for domestic and international workers.

Context Story

Although Lakehead is not a member of the above organizations, our Bookstore, which supplies clothing, does research vendors before purchasing.

EN16: Hospital Network

This credit recognizes institutions that are participating in health care networks to improve the sustainability performance of hospitals. This credit is not applicable to Lakehead as we are not officially affiliated with a hospital.

Future directions

While Lakehead does not have an affiliated hospital, it does work closely with hospitals through its Northern Ontario School of Medicine. Lakehead could consider developing memos of understanding with the hospitals it is connected to, including sustainability performance.



ENGAGEMENT

OUTREACH MATERIALS AND PUBLICATIONS

WILFRED LAURIER

Wilfred-Laurier University's Sustainability Office website provides up-to-date information regarding Laurier's sustainability efforts on campus and beyond. It provides information on projects and programming to demonstrate how Laurier integrates sustainability into their daily operations. The website includes resources such as a Green Guide for Living, a map of sustainable features on campus, an EcoReads newsletter, as well as an archive of reports and documents, plans, and copies of annual sustainability reports and assessments. It highlights campus and community partnerships, upcoming and ongoing projects, and is a main point of reference for all things related to sustainability at Laurier for students, staff and faculty.

*Wilfred-Laurier produces every form of outreach material/publication listed on the STARS survey.

COMMUNITY SERVICE

UNIVERSITY OF WESTERN ONTARIO

As one of the most successful Canadian institutions for this credit, students from the University of Western Ontario contributed over 388, 218 hours of community service. Almost half of the 27,000+ student population was involved in community service in 2013. Conversely, UWO does not include community service achievements on student transcripts.

OPERATIONS

“The dialogue about sustainability is about a change in the human trajectory that will require us to rethink old assumptions and engage the large questions of the human condition that some presume to have been solved once and for all.”

~David W. Orr,
The Last Refuge, 2004~



Vivian Wood-Alexander, 2014, Clay-Painted Eco-Art.



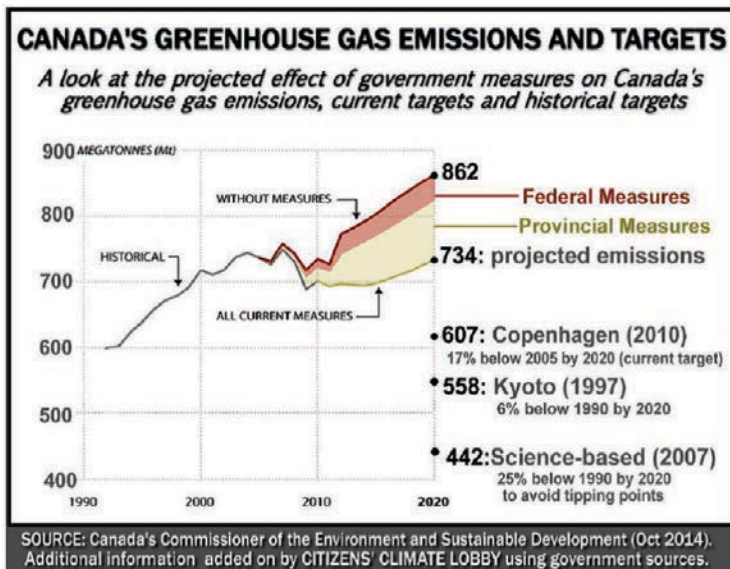
AIR AND CLIMATE

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.

OP1: Greenhouse Gas Emissions (GHG)

This credit recognizes institutions that have inventoried their greenhouse gas (GHG) emissions and that have reduced their adjusted net Scope 1 and Scope 2 GHG emissions.

In the past 5 years, Lakehead has not performed a GHG emissions audit which includes all Scope 1 & Scope 2 GHG emission sources.



Future directions

Endeavor to complete a comprehensive G.H.G. audit that includes all of scope 1, 2 and 3 components. 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.

Context Story

In the past 5 years, Lakehead has not performed a GHG emissions audit which includes all Scope 1 & Scope 2 GHG emission sources. Additionally Lakehead University has never performed a GHG emissions audit which includes any Scope 3 GHG emission sources.

Annually since 2011 Lakehead has submitted a rudimentary GHG emissions inventory to the Province of Ontario under Ontario Regulation 397/11, made under the Green Energy Act, 2009. This submission does not qualify as a GHG emissions inventory as data for the reasons outlined above.

OP2: Outdoor Air Quality

This credit recognizes institutions that are working to protect ecosystems and human health by minimizing atmospheric pollution and protecting outdoor air quality.

Lakehead has no policies or guidelines in place to improve outdoor air quality and reduce pollutants from mobile sources.

Future Directions

Develop policies and guidelines that would seek to track and improve the outdoor air quality and reduce pollutants from mobile sources. This would include performing an emissions audit that would measure pollutants from any stationary or mobile sources. Conducting an inventory of air emissions is helpful in determining compliance with international conventions and national regulations, identifying significant emissions, and acting to minimize those emissions.

Context Story

Lakehead has not performed an emissions audit measuring any of the above pollutants from any stationary or mobile sources.

AIR AND CLIMATE

GREENHOUSE GAS EMISSIONS

UNIVERSITY OF VICTORIA

UVic has focused on increasing the energy efficiency of their largest buildings. Additionally, the university has endeavored to tighten occupancy schedules' to synchronize with occupants' actual schedules and outreach projects targeting behaviour change. The result has been an 8% reduction despite campus growth and the opening of a new residence building.

OUTDOOR AIR QUALITY

WESTERN UNIVERSITY

Western has several policies and guidelines in place supporting alternative transportation regarding the campus fleet, intra-campus transport, student bus pass, and bicycles and roller blades.

UNIVERSITY OF VICTORIA

UVic is dedicated to purchasing fleet vehicles which have the lowest emissions and best mileage as well as having an integrated campus Energy Master Plan to provide a framework for the use and review of energy sources in building operations.

BUILDINGS

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.

OP3: Buildings, Operations, and Maintenance

This credit recognizes institutions that operate and maintain their buildings in ways that protect the health of building occupants and the environment.

Lakehead has 184,679 m² of total eligible gross floor area applicable to this credit. However, no existing floor space is recognized as compliant with any green building standards (Ex. LEED, Green Star, DGNB, etc). No points can be awarded toward this credit.

Future directions

Expand the Sustainable Building Policy to include the pre-existing building structures and/or work towards achieving a LEED or other recognizable green standard for pre-existing building spaces.

It has been noted that to bring many Thunder Bay campus buildings up to LEED standards, significant asbestos abatement would need to be performed bringing renovations costs above the value of some buildings.

Context Story

Locally, approximately 91% of Lakehead's existing buildings are older than 5 years old and do not have a policy that regulates their sustainability.

University/College	Total Eligible Floor Space (Older than 5 years)	Total Floor Space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for existing buildings	Total Floor Space certified under a green building certification (e.g. LEED)
Humber College	2,371,853 ft	194,660 ft	4,478 ft
Sheridan Institute of Technology and Advanced Learning	1,362,926 ft	1,362,926 ft	0 ft
University of British Columbia	11,869,768 ft	11,869,766 ft	0 ft
Simon Fraser University	3,638,651.22 ft	2,718,907.37 ft	0 ft
Northern Alberta Institute of Technology	1,983,778 ft	1,983,778 ft	0 ft
Western University	6,770,262 ft	6,770,262 ft	0 ft
University of Alberta	16,367,901.92 ft	16,367,901.92 ft	0 ft

OP4: Building Design and Construction

This credit recognizes institutions that have incorporated environmental features into their design and construction projects. This subcategory seeks to focus on buildings that have been built within the last 5 years. Lakehead has a total of 18, 759 m2 of floor area that is eligible for consideration.

Currently, the Thunder Bay campus does not have a building that has been completed within the past five years. Orillia Campus has built three buildings in the last five years which are currently under review for certification of various LEED standards endorsed by the Canadian Green Council of Canada. These include the Orillia Cafeteria (1571 m2: LEED Gold), Academic Centre (8, 569 m2: LEED Platinum), Residence & Conference Centre (8, 519 m2: LEED Platinum).

STARS does not recognize buildings under certification review, making the Orillia buildings currently ineligible to be entered into STARS as LEED Certified. Currently STARS recognizes these building spaces as designed and constructed with green building policies but are not certified.

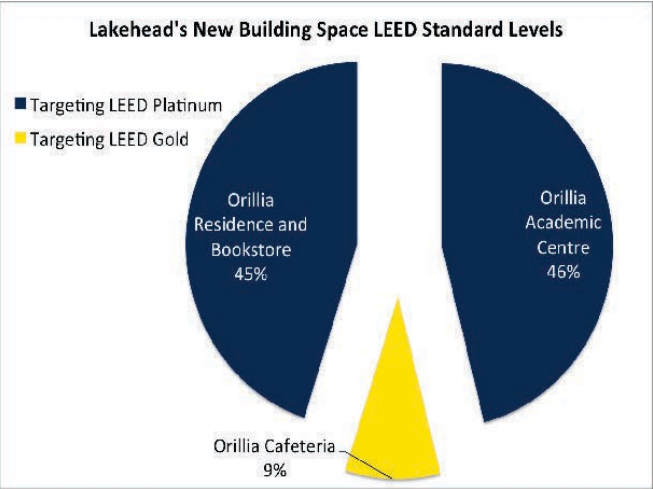
Future directions

Continue to pursue LEED certification for all new construction and major renovations for both Thunder Bay and Orillia Campus. Stars also recognizes buildings that have been certified as 'Living' under the Living Building Challenge (LBC); which may serve as an acceptable alternative green building certification initiative.

Context Story

Lakehead has committed to being a leader in sustainable building construction by including sustainability into institutional policy. Section 4 of the Sustainable Building Policy has committed to all new construction and major renovation in Orillia Campus to be LEED Platinum and all new facilities and major renovations on Thunder Bay Campus to be LEED Gold.

Nanabijou Day Care may have been built and designed to be compliant with LEED Gold Certification but to-date is not formally certified as such.



Building Name	Space	Green Building Standard Level
Orillia Residence & Book Store	8,519 m2	Targeting LEED Gold Certification (in progress)
Orillia Academic Centre	8,569 m2	Targeting LEED Platinum Certification (in progress)
		argeting LEED Platinum Certification (in progress)

OP5: Indoor Air Quality

This credit recognizes institutions that are working to protect the human health of building occupants by monitoring and protecting indoor air quality.

Of a gross 203, 456 m2 of floor area of building space, Lakehead has a total of 18, 759 m2 floor area of building space covered by an indoor air quality (IAQ).

Future directions

Create an indoor air quality (IAQ) plan that will cover Thunder Bay campus. Institutions can promote productivity in the workplace and classroom by improving ventilation and managing exposure to indoor pollutants. This creates safe learning, living, and work environments and reduces illnesses for students and staff alike.

Context Story

Orillia Campus is in the process of obtaining LEED Gold and Platinum certifications for recent building development. Part of LEED's standards for new buildings and major renovations is the development of an IAQ management program. The Orillia campus buildings are noted to be covered under an IAQ management plan. Lakehead's Thunder Bay campus is not covered by an IAQ management program.

DINING SERVICES

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.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

OP6: Food and Beverage Purchasing

This credit recognizes institutions that are supporting sustainable food systems through their food and beverage purchases.

In total, 5% of Lakehead's dining services food and beverage expenditures are local and community based and/or third party verified. Food services are dedicated to measuring, reporting and increasing sustainable purchases on an annual basis. Aramark's product tracking system can generate detailed purchase volumes and total spend reports for any particular item, anywhere in the country. Of the CAD \$1, 500, 000 annual food and beverage expenditures, at total of CAD \$70, 000 is directed toward local and community-based (and/or third party verified) food and beverage.

Future Directions

Continue engaging with Thunder Bay area suppliers in an effort to support local food purchasing. Continue to track purchasing of food and beverage products to ensure that sustainable goods are being measured and sustainability goals are being met.

Context Story

Aramark's new focus on engaging with Thunder Bay area suppliers will soon show progress in support for local products and an even greater selection of certified sustainable products. Aramark's sophisticated tracking system will help assist with ensuring their sustainability goals are met.

OP7: Low Impact Dining

This credit recognizes institutions that minimize the purchase of conventionally produced animal products and that offer vegan options in their dining services operations.

Aramark's sophisticated product tracking system has been able to provide insight on procurement patterns. A total of CAD \$1, 500, 000 is spent annually on dining service expenditures. Of that amount, CAD \$685, 000 (46%) is spent on conventionally produced animal products. Annually, 15, 000 (0.01%) is spent on sustainably produced animal products.

Both Vegetarian and Vegan dining entrée and side dish options are available daily and labelled within dining areas. Aramark takes care to ensure that a variety of complete protein sources are available to provide a balanced diet for vegan and vegetarian diners. Educational initiatives continue to promote the benefits of plant-based eating.

Future Directions

Collect data from LUSU run venues to obtain an accurate measure of low impact dining practices that are being practiced, specifically at the Outpost and the Study coffee house. Continue to focus on exploring and adding a greater selection of certified sustainable products to the menu at both Aramark and LUSU food venues.

Context Story

Aramark piloted a Meatless Monday in their residence dining operations; however, it was not well accepted by the residence community. Shell eggs are purchased locally from Vanderwees Farms. Aramark also purchases MSC certified wild-caught seafood and BAP certified farmed seafood in an effort to reduce ecologically harmful practices.

LUSU was not able to provide reliable data which could be used for OP 7 (Low Impact dining) for the Outpost. Furthermore, at the time of the data collection, the Study Coffee-house underwent a change in management and was also excluded from this sub-category.

DINING SERVICES

FOOD AND BEVERAGE PURCHASING

ROYAL ROADS

Royal Roads University ensures that food purchases are obtained from sustainable sources. Chicken is purchased from the local Fraser Valley region. All fish is certified Ocean-Wise through the Vancouver Aquarium, and all coffee is certified fair trade.

WILFRED LAURIER

Wilfred Laurier University has established partnerships with local growers and distributors to enable a greater local produce, dairy and egg purchasing and protein items that are raised in Canada. Food is labelled on menus with “locally grown” identifiers and menus feature seasonal items and dishes. “Local Days” and “Local Weeks” are featured, where all items served are produced within a 100 mile radius.

LOW IMPACT DINING - WILFRED LAURIER

Wilfred Laurier University’s dining hall has made a goal to run more vegetarian food options in the regular menus. The fall of 2013 welcomed the creation of 56 new vegan dishes to be served on rotation throughout the year. The Main Dining hall offers a vegan station where complete-protein vegan options are available at every meal. Chefs will also create a vegan meal option on the spot for clients.

ENERGY

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.

OP8: Building Energy Consumption

This credit recognizes institutions that have reduced their building energy usage.

Lakehead completed an extensive energy upgrade between 2004 and 2005. The '04-'05 to '06-'07 fiscal year average was used in an attempt to include energy usage before the renovations were completed. The rolling average was used to normalize energy use data.

As a result of the 2004 – 2006 renovations Lakehead University made a major transition to LED lights in all viable locations. Occupancy/vacancy sensors have been installed in classrooms in the ATAC, Ryan, and Braun Buildings as well as a number of major classrooms. Many buildings at Lakehead have undergone major transitions from heating via hot water to district heating via steam. Currently no passive solar heating, ground-source heating, cogeneration technologies, or energy-efficient landscape design initiatives are employed by the university. Most vending machines on campus have motion detectors in them to govern energy consumption; however, many still remain that do not sustainability govern energy consumption. Currently, live energy use is publicly available on television screens in the ATAC and Agora.

Future Directions

Create a formal policy to help guide the replacement of equipment which has reached the end of its natural life span, with more efficient models. Continue to pursue goal of independently reporting electricity and natural gas use for buildings.

Context Story

In the future Lakehead would like to be able to report electricity and natural gas use independently as natural gas service is only available in some buildings, while electricity is available in all buildings. Some campus locations are not viable for LED lighting due to the adverse climate conditions. While no formal policy exists, Lakehead employees make an effort to replace equipment at the end of its natural lifespan with more efficient models. The creation of a formal policy would provide future guidance for the implementation of sustainable practices.

OP9: Clean and Renewable Energy

This credit recognizes institutions that support the development and use of energy from clean and renewable sources.

Lakehead University does not have any on-site renewable electricity generating devices, renewable non-electric energy devices, or off-site institution-catalyzed renewable electrical generating devices. As Lakehead does not have any RECs and/or similar renewable energy products it does not qualify for an accreditation for this sub-category.

Future Directions

Explore investment in clean and renewable energy generating devices, REC or renewable energy products. This could be a worthwhile challenge for any classes or individuals interested in environmental engineering or related discipline(s).

Context Story

Lakehead University does not have any on-site energy production or off-site, institution-catalyzed, renewable energy generating devices or RECs or similar renewable energy products.

ENERGY

BUILDING ENERGY CONSUMPTION - WESTERN UNIVERSITY

Western University has made an effort to upgrade all retrofits with a higher efficiency model. The university makes use of a Building Automation System to set the time in which the temperature in an area will adjust due to a change in occupancy. Whenever an area is renovated, the university explores the possibility of installing occupancy and vacancy sensors to provide the most effective control over lighting. A program has been introduced across the campus to harvest daylight by using daylight sensors and auto-dimming features. Geothermal wells that are located on campus are also used to heat small buildings/pavilions. Western has developed a Five Year Conservation and Demand Management Plan to guide the re-commissioning and retrofitting of programs that the university plans to pursue. Energy-star certified appliances are used in student apartments and student apartment furnaces have been replaced with more energy efficient models.

CLEAN AND RENEWABLE ENERGY - ROYAL ROADS

Royal Roads University makes use of two hot water heating systems on their campus. In addition to this, they have developed a partnership monitoring program with a community business (Solar Colwood). The University helped catalyze the program and assist the City of Colwood receive funding. The university also has two electric charging stations which are available for public use.

GROUND S

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.

OP10: Landscape Management

This credit recognizes institutions that manage their grounds sustainably.

Lakehead does not have a formal landscape material management and waste minimization policy or any formal organic soils management policy outside of those used by the Lakehead Region Conservation Authority (LRCA). Environmentally preferable materials are used in landscaping and grounds maintenance where possible as Physical Plant continues to support proffressive environmental initiatives. The use of sand instead of salt is evidence of such practices.

Lakehead does not have a management system in place for maintaining the McIntyre River or Lake Tamblyn; however, the institution does adhere to the external standards of the Ministry of Environment (MOE), Ontario Ministry of Natural Resources (MNR) and the LRCA.

Future Directions

Lakehead’s considerable grounds are currently maintained in compliance with a variety of external environmental guidelines. Lakehead would benefit by formally incorporating an Integrated Pest Management (IPM) plan and defining, in policy, an institutional approach to sustainable landscape management.

Sustainable landscape management integrates economic, social, and ecological considerations to meet human needs and maintain healthy ecosystems.

Context Story

Lakehead has a total of 1, 037.52 hectares of land that is managed in accordance with a sustainable landscape management program that includes an Integrated Pest Management (IPM) plan. This land is managed either to LEED standards or the Jack Haggerty Forest management plan. In addition to this, 15.25 hectares on the Thunder Bay Campus is managed as organically, third party certified and/or protected land, by the LRCA and is legally protected area under provincial legislation. Lakehead’s Thunder Bay campus refers to the Department of Natural Resource Management regarding the use of native vegetation on campus; meanwhile, Orillia adheres to LEED standards.

OP11: Biodiversity

This credit recognizes institutions that have a biodiversity management strategy designed to identify vulnerable ecosystems and species on campus and prevent, manage, and/or remediate damage to natural habitats and sensitive areas.

Lakehead has 12.25 hectares of land which is managed by the Lakehead Region Conservation Authority and protected under the Conservation Authorities Act. The last amendment to the act was in 2011. The area surrounds the watershed of the McIntyre River which flows through the Lakehead’s Thunder Bay campus.

Future Directions

Conduct an assessment to identify any environmentally sensitive areas on institution owned land. Conduct an additional assessment to identify and endangered species and vulnerable species (including migratory birds) with habitats on institution owned or managed land.

Lakehead should consider developing a stewardship plan for institution owned and managed land. The previous “Proposal to Create a Stewardship Plan for the Thunder Bay Campus” (edited by Dr. L. Curthoys) was initially not successful in gaining support and may provide insight into future landscape management planning.

Context Story

It should be noted a proposal has been put forward to develop policies or programs to protect Lakehead’s Biodiversity under the “Proposal to Create a Stewardship Plan for the Thunder Bay Campus” which was edited by Dr. L. Curthoys.



GROUNDS

LANDSCAPE MANAGEMENT

Western University has a formal Integrated Pest Management (IPM) plan that has been in place since 1992. This dictates what types of practices are acceptable for pest management. UVic does not have an official IPM, but makes use of an IPM framework to help influence decisions regarding landscape management. The use of native and ecologically appropriate plants is common practice at both UVic and Western. UVic has designated several zones on campus as “naturalized areas”, where grass cutting and watering is eliminated during the summer months to decrease energy and water uses

BIODIVERSITY

Universities that have done well in this sub-category, such as Simon Fraser University; have completed either a direct or third party assessment to identify environmentally sensitive areas or endangered/vulnerable species.

In the past, Lakehead faculty have performed studies on various species and habitats on campus but never with specific purpose of performing an assessment or assessments to identify endangered/vulnerable species or sensitive areas on institution-owned or managed land that would meet STARS criteria.

PURCHASING

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, institutions 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.

OP12: Electronics Purchasing

This credit recognizes institutions that are supporting markets for environmentally preferable computers and other electronic products.

No formal policies or guidelines exist at Lakehead University to influence the purchasing of EPEAT registered electronic products.

Future Directions

Create an electronic purchasing policy directed towards purchasing the most environmentally friendly electronics available. The policy should outline a preference for purchasing electronics that are registered EPEAT products or products that meet similar multi-criteria sustainability standards. EPEAT is an easy-to-use resource for identifying high-performance, environmentally preferable products.

Context Story

This information was obtained after speaking with Lucas Johnston (Education Technologies Coordinator) and Bernard Blake (Chief Information Officer, Technology Services Centre) and a review of Lakehead’s official policies and procedures.

OP13: Cleaning Products Purchasing

This credit recognizes institutions that purchase green cleaning and janitorial products.

Lakehead University did not pursue this sub-category as the university does not have an institution-wide stated preference to purchase third party certified cleaning and janitorial products.

Future Directions

Create an institution-wide policy demonstrating a preference for environmentally friendly cleaning products. Environmentally friendly cleaning products might include: Enviro Solutions products have been approved by both the “Ecologo” and “Green Seal” criteria.

By switching to non-toxic cleaning products, institutions reduce exposure impacts for all building occupants and the environment, thereby promoting clean and healthy work, living, and learning spaces.

Context Story

In the past, Physical Plant has tested green products in replacement of traditional cleaning products and found that they have failed to provide adequate results. Green cleaning products available at that time failed to adequately clean bathroom facilities. The use of perfumed green cleaning products resulted in complaints about odour and triggered allergies. Meanwhile, the use of perfume free green cleaning solutions resulted in complaints that bathrooms did not smell clean.

OP14: Office Paper Purchasing

This credit recognizes institutions that purchase recycled-content and third party certified office paper.

The university does not have an institution-wide stated preference to purchase office paper that has been recycled or has been certified to meet multi-criteria sustainability standards.

On average the university spends CAD \$73,970.60 on office paper. All purchasing is done through the Lakehead University Print Shop and is obtained through Office Max and Grand & Toy paper. All paper is comprised of size 8.5 x 11 and 11x17 Grand & Toy Premium Copy Paper. In 2013, Lakehead ordered approximately 6,000,000 sheets of this paper as well as an additional 12,000 sheets of Cougar cover weight paper to make envelopes and business cards.



OP14: Office Paper Purchasing Continued

Future Directions

Create a policy favoring the purchasing of recycled paper. Ensure paper purchased is composed of, ideally, 100% recycled paper. Set a restriction to ensure that non-recycled paper cannot be purchased on campus.

Context Story

In the past, Lakehead University used to purchase only recycled paper products. Recent changes in University Administration have triggered a change to less sustainable paper purchasing policies. However, recycled paper products are still available for sale in the student book store.

OP15: Inclusive and Local Purchasing

This credit recognizes institutions that support the triple bottom line of economic prosperity, environmental health, and social equity through their procurement activities.

Lakehead University did not pursue this sub-category as the University does not have an institution-wide stated intent to support disadvantaged business, social enterprises and/or local community-based businesses.

Future Directions

Include within Lakehead's purchasing policy an institution-wide intention to support disadvantaged businesses, social enterprises, and/or local community-based businesses. Institutions can contribute toward the development of just and resilient local economies by purchasing from disadvantaged businesses, social enterprises, and local community-based businesses.

Context Story

After Consultation with Geoffrey Matte it was discovered that Lakehead University's Purchasing Policy does not make any specific mention of an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses. While Matte noted that he personally prefers to purchase from organizations like this, the purchases are not tracked.

OP16: Lifecycle Cost Analysis

This credit recognizes institutions that employ Life Cycle Cost Analysis (LCCA), a process used to estimate an asset's total cost of ownership (TCO).

Currently Lakehead University does not employ a Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems. The institution does not use a LCCA as a matter of policy and practice across the operations (of all divisions) throughout the institution.

Future Directions

Update Lakehead's University Procurement policy to include the use of a Life Cycle Cost Analysis. Incorporating this step will show Lakehead's dedication in both policy and practice to evaluating energy and water-using products and systems.

The systematic use of LCCA in purchasing decisions reduces an institution's risk of incurring avoidable use-phase and disposal-phase liabilities, encourages the institution to invest in higher quality and durable goods, and establishes whole systems of thinking as a cultural norm in institutional resource planning.

Context Story

The only formal commitment Lakehead has to a LCCA policy is in section 3.2 of the Sustainable Building Policy. Geoffrey Matte (Manager, Procurement & Contract Services) noted that while a LCCA is performed on most purchases, it is not formally required through the Lakehead University Procurement Policy.

OP17: Guidelines for Business Partners

This credit recognizes institutions that have sustainability policies or guidelines for the vendors, contractors and franchisees with which they do business.

Lakehead does not have any sustainability policies or guidelines for the vendors, contractors and franchises with which they do business.

Future Directions

Implement and act on policies, guidelines or agreements that set expectations about the social and environmental responsibility of business partners. These policies, guidelines, and/or agreements should require existing vendors and contractors and/or franchisees to adhere to 1) minimum environmental standards and practices as defined by Lakehead (for example, within Lakehead’s Sustainability Policies) and 2) minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labour Organization (ILO) conventions.

Context Story

Geoffrey Matte (Manager, Procurement & Contract Services) has noted that Lakehead does not currently track the number of business partners that are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights. However, some of the new contracts will, such as the new Aramark contract, likely include guidelines and/or agreements that will require an adherence to minimum environmental standards.



“Cedar”, Ledah McKellar, 2014, Digital Photograph.

INCLUSIVE AND LOCAL PURCHASING

Universities that have done well in this sub-category have developed practices and procedures that are designed to support the local economy and encourage environmental sustainability.

UNIVERSITY OF VICTORIA

UVIC is a good example of a university that give preference to suppliers who are closest, use the least amount of waste, make use of recycled package materials, can deliver to campus less frequently, have high labour standards, and can supply green certified/organic/fair trade products.

NOVA SCOTIA COLLEGE

Nova Scotia Community College takes a unique approach where a preference of goods up to and including \$10,000 (excluding taxes), which are manufactured, or produced in Nova Scotia, when it is determined to be in the best interest for the Province of Nova Scotia. This guides the Community College principles of public procurement to support local initiatives in Nova Scotia which support Nova Scotia small businesses and communities.

TRANSPORTATION

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.

OP18: Campus Fleet

This credit recognizes institutions that use cleaner fuels and fuel efficient vehicles.

Lakehead does not currently own an alternatively powered vehicle. Lakehead does not manage its campus fleet with overarching organization and no master list exists (or is easily accessible). Currently each department is responsible for its own vehicle roster.

Physical Plant takes into consideration the best currently available alternative fuel technology when replacing Physical Plant fleet vehicles. However, the cost of alternative fuel and electric vehicles, as well as the cold weather climate of Thunder Bay has restricted purchasing. Physical Plant remains hopeful that as technology improves and costs are reduced, Lakehead will be able to invest in some alternatively fueled vehicles.

Future Directions

Create an all-inclusive campus fleet inventory. Completing this task would be the first step toward taking a proactive approach to the campus fleet management by creating a master inventory. This completed list may be used to govern future choices regarding vehicle replacement. This will be a step toward fulfilling Talloires Declaration pledges.

Context Story

Lakehead has pledged that as part of its commitment to the Talloires Declaration, that 1 of the 4 ways it will achieve sustainability is through management of its campus fleet. However, to date it appears as though little has been completed to follow through with these goals.

University/College	Number of Alternately Fuelled Vehicles	Total Number of Vehicles
University of British Columbia	1	48
Niagara College of Applied Arts and Technology	1	13
St. Lawrence University	21	91
University of Saskatchewan	1	88
Northern Alberta Institute of Technology	1	52
University of Saskatchewan*	39*	303
Western Unversity	8	99
Simon-Fraser University	3	79
	135	236



OP19: Student Commute Modal Split

This credit recognizes institutions where students use preferable modes of transportation to travel to and from the institution.

A representative sample of Lakehead University students surveyed about their method of transit to school demonstrated that 59.0% of Lakehead students use more sustainable commuting options. As STARS requires these to be coded into Sustainable and Unsustainable methods of transportation. Sustainable methods of transit include all methods of active transportation and public transportation, as well as carpooling. Unsustainable methods of transit include "Driving a Car, Van, SUV or Truck" and "Getting a Ride".

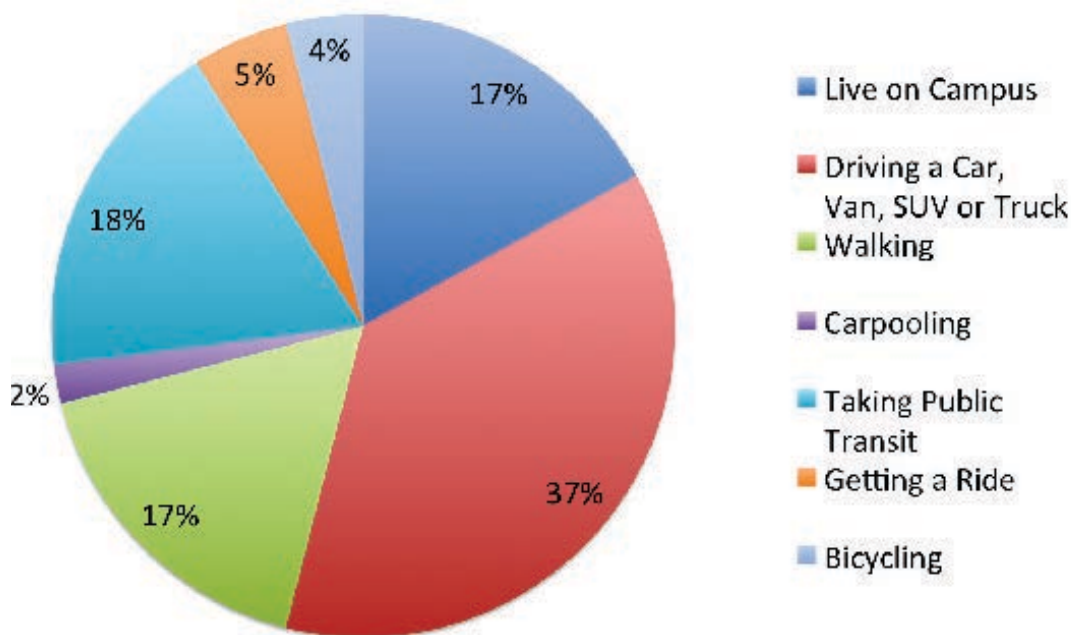
Future Directions

Lakehead received full points for this credit and it was recognized as one of our best practice responses. While Lakehead is excelling in this area, one worthwhile question is whether students are consciously making these commuting choices for environmental reasons. More research could be useful to ascertain what is motivating students to take active transportation methods to school, and whether or not awareness on the sustainable benefits to active transportation should be raised.

Context Story

Many of the Universities which have done well in this sub-category have downtown campuses, are surrounded by higher residential density rates in the area surrounding campus, or can be accessed by more sophisticated public transit.

Lakehead has performed admirably in this category considering the universities location, the limited amount of higher density residential area surrounding the university, and the transportation infrastructure available in Thunder Bay.



OP20: Employee Commute Modal Split

This credit recognizes institutions where employees use preferable modes of transportation to travel to and from the institution. A survey that was distributed by Lakehead's Media Relations Team to both Thunder Bay and Orillia campuses and obtained a representative sample of 390 staff. The survey found that only a fraction of Lakehead employees make use of more sustainable methods of transportation for commuting to work.

Future Directions

Educate and encourage carpooling amongst employees; 73% of employees arriving at campus each day have only one seat occupied. The commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. Using alternative modes of transportation reduces local air pollution and GHG emissions. Walking and biking offer health benefits as well.

Context Story

In total, an estimated 23% of Lakehead's employees make use of more sustainable community options. The most common sustainable commute method used is to walk, bicycle, or other non-motorized means of transportation.

OP21: Support for Sustainable Transportation

This credit recognizes institutions that support active transportation and commuting alternatives for its students and employees. Of the 14 possible methods for supporting sustainable transportation, Lakehead is compliant with only two. These include providing a reduced price for public transit passes and providing secure bicycle storage. However, the Lakehead Bicycle storage area does not meet the STARS criteria of having shower facilities and locker space for bicycle commuters.

Future Directions

Ensure that bicycle racks are conveniently placed within 50 feet of all occupied non-residential buildings. Improve the current student Bike Shake by developing locker storage areas. Continue to offer yearlong discounted public transit passes to students.

Encouraging more sustainable modes of transportation and offering programs to reduce commuting helps decrease local air pollution and greenhouse gas emissions.

Context Story

Lakehead was successful in meeting several of the criteria required for this credit. Bicycle storage is supported and available at Lakehead through student union Bike Shack, which is a facility that is open to students, staff and faculty. The building is 1766 square feet of space and is capable of storing up to 172 bicycles. No shower facilities or locker storage areas exist within this building. The student union helps to coordinate as part of their tuition fees a universal buss pass (UPass). Each full time undergraduate student pays \$82 for full year transit pass which is a great savings when compared to the \$74/month for an Adult pass with Thunder Bay Transit. This pass is widely used by students. While the university does not yet have a formal bicycle accommodation policy or have a network dedicated to bicycles, it is well connected for pedestrians. However, seasonal challenges such as winter snow removal does pose an issue for many pedestrians and winter cyclists when some paths are not cleared.



SUPPORT FOR SUSTAINABLE TRANSPORTATION

Many universities that have done well in this sub-category have ensured that secure bicycle storage and short term bicycle storage are available for cyclists. These institutions ensure that short-term bike storage racks are located within 50 feet of all occupied non-residential buildings, and that long term storage is available within 330 feet of residence buildings. Lastly, these organizations have adopted policies that recognize and accommodate bicycle travel on campus. Simon Fraser University and MacEwan University are two examples of universities that have made these accommodations available.

MACEWAN UNIVERSITY

As standard practice, all MacEwan University employees are able to access most of the services they may require (including Blackboard, GroupWise, and many PeopleSoft tasks) remotely. Additionally, MacEwan University employees are able to arrange work from home agreements on a case-by-case basis. Employees working from home are provided with the necessary equipment to complete their work remotely. These two components have helped to create an effective telecommuting structure for MacEwan University.

WASTE

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 from the earth, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing the generation of waste 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. Source reduction and waste 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.

OP22: Waste Minimization

This credit recognizes institutions that are minimizing their production of waste.

Detailed information regarding the recycling program was only available for the period of 2009 – 2013. The period of 2010 proved to be a convenient sample for baseline data as Lakehead University's Office of Institutional Analysis had already calculated the number of weighted campus users.

Future Directions

Continue to implement source reduction strategies to reduce the total amount of waste generated per weighted campus user.

While other credits recognize the benefits of recycling and composting, this credit acknowledges the importance of preventative measures. Decreasing the total amount of materials that are used and discarded offers significant environmental benefits.

Note: Within this category, total waste generation includes all materials that the institution discards, intends to discard, or is required to discard. With the exception of construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical wastes.

Context Story

It should be noted that Lakehead University currently does not track recycling figures for mixed containers, but only cardboard and paper.

Residence makes an effort to have an informal recycling program present during move-in and move-out times; often many left-over items are donated to local charities and thrift stores after move-out times.

Aramark has a food waste reduction program imbedded into their food management process which also includes a component of staff training for waste diversion. Moreover, Aramark actively engages in recycling, completes routine food waste audits, offers reusable service ware and makes compostable disposable services are available for dine-in meal services.

OP23: Waste Diversion

This credit recognizes institutions that are diverting materials from landfills and incinerators and conserving resources by recycling and composting.

Lakehead actively includes 13 of a possible 18 materials in its waste diversion efforts. 54.11 tonnes of materials has been diverted from the solid waste landfill or incinerator. 563.25 tonnes of materials has been disposed in a solid waste landfill or incinerator.

Future Directions

Continue to implement policies, guidelines, and agreements to divert materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

Context Story

Lakehead has made a noticeable investment in procuring additional recycling bins to make recycling the most convenient option for waste disposal.

Pre-consumer food waste is separated in all Aramark-managed kitchens and is diverted into compost bins. In total, Lakehead's on-site in-vessel composter processes up to 600 lbs. of food waste per day (it takes approximately 21 hours to process 600 lbs. of compost). Currently the compost facilities are operating at maximum capacity.

Post-consumer waste can be separated by students in residential dining areas. Students are encouraged to separate food waste into bins that can be composted by Lakehead's in-vessel composter. These "eco-stations" will soon be available at all retail facilities to encourage campus wide post-consumer composting.



OP24: Construction and Demolition Waste Diversion

This credit recognizes institutions that have diverted construction and demolition (C&D) wastes. At the time of this assessment, Lakehead did not divert construction and demolition wastes.

Future Directions

Create a Construction and Demolition Waste Diversion policy that will include, within all future construction and demolitions contracts, a stipulation that all appropriate materials will be recycled and responsibly disposed of.

Context Story

Hugh Briggs (Director of Physical Plant) has noted that all of Lakehead's construction is contracted out, and while sometimes waste provisions are included in the contract, construction waste is not tracked.

OP25: Hazardous Waste Management

This credit recognizes institutions that seek to minimize and safely dispose of all hazardous, universal, and non-regulated chemical waste and that have electronic waste ("e-waste") recycling and/or reuse programs. Lakehead has some strategies in place.

Future Directions

Currently E-waste is contracted to a third party company. Lakehead should therefore create a plan to responsibly salvage and/or dispose of electronic wastes. This may require the institution to join a program that responsibly recycles electronic wastes.

This policy should state that the e-waste recycling must be responsibly completed and be compliant with environmental standards. The institution should ensure that e-waste recycling arrives at a site that is compliant and participating with the Ontario Electronic Stewardship, such as the City of Thunder Bay, to use the Thunder Bay Hazardous Waste Depot (located at the Mapleward Road Landfill).

It would be beneficial to create on-campus site(s) for staff/faculty/students to deposit e-wastes on a day-to-day basis; and then promote and educate their location and use amongst the campus population. An alternative idea may be to offer salvageable e-waste to be sold through the Campus Tech Office at a discounted price with revenue supporting future sustainability minded incentives.

Context Story

Lakehead is compliant with Ontario regulations 347 (General – Waste Management) which was enacted under the Ontario Environmental Protection Act of 1990. This strong, province wide regulation ensures that Lakehead is compliant with the safe and responsible disposal of hazardous materials.

Currently, Lakehead does not participate in any program that promotes the safe recycling, re-use and/or refurbishment of electronic waste that has been generated by staff and/or students.



WATER

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.

OP26: Water Use

This credit recognizes institutions that have reduced water use.

Lakehead's water use over the past 8 years has declined nearly threefold. Orillia Campus could not be included in this credit as there is no data available before 2009. The graph below displays the trend of water use over the past 8 years at Lakehead's Thunder Bay campus.

Future Directions

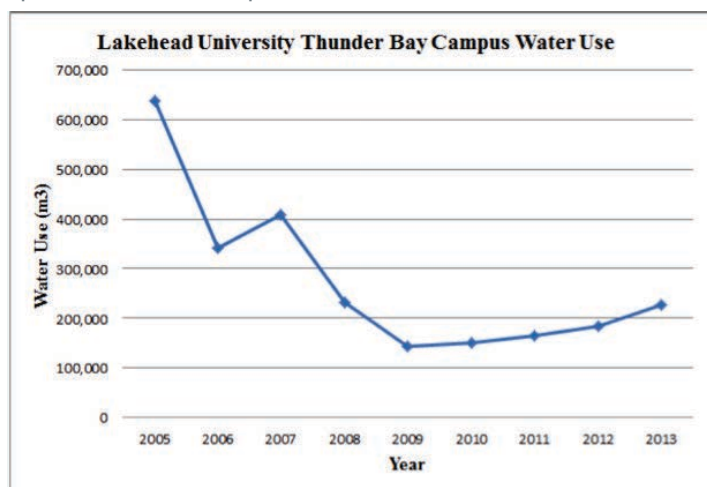
Create a formal policy or program to ensure that the institution replaces appliances, equipment and systems with water-efficient alternatives. Continue to expand and implement water saving initiatives and initiatives such as removing all bottled water from campus; and installing intelligent water fountains that are capable of filling water bottles and tracking the number of plastic water bottles that have been diverted. Continue to install water saving faucets, and further explore the use and implementation of low flow toilets.

Context Story

There is a low level of water risk for the institution's main campus due to its close proximity to Lake Superior. Lakehead has made some effort to employ water recovery and reuse systems, such as upgrading to water reusing tanks for the Aquatic Toxicology Research Centre.

Recent upgrades have been made in the new bathrooms to ensure that water saving faucets have been installed in the hanger and in select areas of the ATAC. Low-flow toilets have typically not been installed as it has been the experience of physical plant that these facilities cannot keep up with the demand placed upon them.

While no formal policies exist, physical plant seeks to install more energy efficient models when new fixtures are needed.



OP27: Rainwater Management

This credit recognizes institutions that implement policies and programs to reduce rainwater (i.e. stormwater) runoff and resultant water pollution, and treat water as a resource rather than as a waste product.

At the time of this assessment, Lakehead did not have any policies or programs to reduce rainwater runoff and the resulting water pollution.

Future Directions

Explore implementing a formally adopted institutional rainwater management plan. By using Low Impact Development practices and green infrastructure to manage rainwater, institutions can help replenish natural aquifers, reduce erosion impacts, decrease pressures on public infrastructure and minimize local water contamination.

Context Story

While physical plant has noted that it makes use of some landscape features to handle rainwater, the institution has not formally adopted a rainwater management plan.

Rainwater re-use on campus is currently solely used by the community gardeners who have a rain barrel located and available within their gardening space. While rainwater is collected in this vessel, the amount of water that is captured is not measured or recorded by the gardeners.



OP28: Wastewater Management

This credit recognizes institutions that are catalyzing and supporting ecologically preferable methods of wastewater management and treatment.

At the time of this assessment, Lakehead did not support ecologically preferable methods of wastewater management and treatment.

Context Story

All of Lakehead's water use is handled by the City of Thunder Bay's Sewage Treatment & Water Pollution Control Plant. Lakehead does not discharge any waste water to be naturally handled.



PLANNING AND ADMINISTRATION

“When asked if I am pessimistic or optimistic about the future, my answer is always the same: If you look at the science about what is happening on earth and aren’t pessimistic, you don’t understand the data. But if you meet the people who are working to restore this earth and the lives of the poor, and you aren’t optimistic, you haven’t got a pulse.”

~Paul Hawken,
Commencement Address, 2009~



"Nature's Velcro", Ledah McKellar, 2014, Digital Photograph.

COORDINATION, PLANNING, AND GOVERNANCE

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.

PA1: Sustainability Coordination

This credit recognizes institutions with active committees, offices, or officers charged by the administration or board of trustees to coordinate sustainability work on campus.
Lakehead currently does not have a sustainability committee, office, or officer at an institutional level.

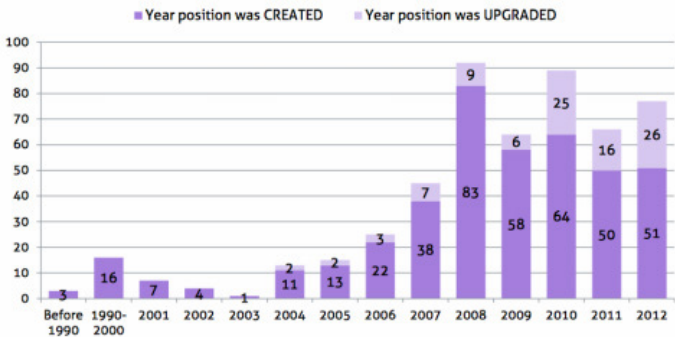
Future directions

Institution-wide coordination helps institutions organize, implement, and publicize sustainability initiatives.

Developing a sustainability committee and sustainability coordinator position is perhaps the single most important recommendation derived from the STARS assessment, as they would provide the organizational capacity to address the main areas of concern in sustainability that Lakehead faces.

Context Story

Lakehead does have a sustainability coordinator presently hired and directed by the Lakehead University Student Union (LUSU). This coordinator position has been active in many of the visible sustainability initiatives on campus. However, the coordinator is not tasked with advising on and implementing policies and programs related to sustainability on campus at the institutional level. Furthermore, while the coordinator does focus on sustainability broadly, they do not cover the entire institution.



The newness of sustainability positions is reflected in an AASHE survey of U.S. and Canadian universities (see left), where nearly 90% of respondents have had their sustainability officer position for five years or less. Institutions that have completed STARS have reported that a main outcome of STARS was the development of a sustainability coordinator position.

PA2: Sustainability Planning

This credit recognizes institutions that have developed comprehensive plans to move toward sustainability.
Lakehead has current and formal plans to advance sustainability in the following areas:

	Current and Formal Plans	Measurable Outcomes
Curriculum	Yes	Yes
Research	Yes	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	No	No
Buildings	Yes	Yes
Dining Services/Food	Yes	No
Energy	No	No
Grounds	No	No

	Current and Formal Plans	Measurable Outcomes
Purchasing	No	No
Transportation	No	No
Waste	No	No
Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing, and Work	No	No
Investment	No	No



PA2: Sustainability Planning Continued

Future directions

If a sustainability committee or coordinator position is created at Lakehead, it is recommended that they review current sustainability plans and develop formal plans for sustainability in areas not currently addressed. Particular emphasis may be made on Air and Climate, Grounds, and Investment, as these are areas that Lakehead has shown critical weakness.

PA3: Governance

This credit recognizes institutions that engage students, staff and faculty in the ongoing governance of the college or university. Lakehead has participatory processes and structures that empower stakeholder groups to come together and work collaboratively, with access to and involvement in institutional governance. Students, staff and faculty can all participate in governing bodies (Senate, Board of Governors) and play a formal role in decision-making.

Context Story

In 2012, the Board of Governors revised a bylaw that required the three student governors who sit on the Board to leave the room when matters of tuition fees were discussed or voted for or against. The then Chair of the Board claimed that it was a conflict of interest. LUSU and the Canadian Federation of Students (CFS) both stated they were unaware of similar policies in other universities in Canada. LUSU argued that this revision silenced its student governors and in 2013 the bylaw was reversed.

The then President of LUSU said “As the largest stakeholders at Lakehead University, students have a right to be part of decision making, and to vote on the issues that directly affect us” (Argus, 2012). Although student governors are again able to vote on matters of tuition increase, they are still a minority vote on the Board. The issue of tuition increases questions the long term financial sustainability of the university – both as an institution and to its students. Ensuring students, staff, and faculty have formal decision-making power on the Board is essential to have all stakeholders represented.



DIVERSITY AND AFFORDABILITY

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.

PA4: Diversity and Equity Coordination

This credit recognizes institutions with active committees, offices, or officers charged by the administration or governing body to coordinate diversity and equity work on campus.

The university does not have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. However, the university does make available some cultural competence training and activities to students, faculty, staff, and administrators. These include a commitment to working with Aboriginal students; open-invitation cultural events such as the Fall Harvest, and workshops on working with international students in general.

Future directions

It is recommended that Lakehead consider developing the 2010 proposed Diversity Awareness policy and the subsequent task force.

Context Story

Although the University doesn't have a dedicated officer/committee/department at this time, a few positions within the University will address matters of this nature when required, such as the Office of Aboriginal Initiatives, Aboriginal Cultural Support Services, Human Resources, and Lakehead International.

In 2010 Lakehead issued a Diversity Awareness policy that stated "Equity and diversity are not abstract goals; they are essential qualities of an outstanding institution."

This policy proposes to establish a task force that will develop an action plan to operationalize the concepts of equity and diversity, to extend those to key objectives of the 2010-2013 strategic plan, and to incorporate the concepts and desired goals into the University's academic plan.

In addition, it calls for "a permanent committee on Equity and Diversity or to investigate best governance models on equity and diversity (Lakehead, 2014). The task force and committee have not been established yet.



PA5: Assessing Diversity and Equity

This credit recognizes institutions that engage students, staff and faculty in the ongoing governance of the college or university. At the time of this assessment, the university had not intentionally assessed diversity and equity in terms of the following:

- Campus climate
- Student diversity and educational equity
- Employee diversity and employee equity
- Governance and public engagement



PA5: Assessing Diversity and Equity Continued

This credit recognizes institutions that engage students, staff and faculty in the ongoing governance of the college or university.

Lakehead has participatory processes and structures that empower stakeholder groups to come together and work collaboratively, with access to and involvement in institutional governance. Students, staff and faculty can all participate in governing bodies (Senate, Board of Governors) and play a formal role in decision-making.

Future directions

It is recommended that Lakehead officially assess diversity and equity.

In order to foster such a culture, it is helpful to gather information about campus stakeholders' personal experiences and assess diversity and equity in terms of an institution's students, employees and governance.

Context Story

Along with other Ontario universities, Lakehead signed a Multi-Year Accountability Agreement (MYAA) with the Ministry of Colleges and Training. The MYAA is designed to increase:

1. Accessibility to postsecondary studies;
2. Quality of the educational experience;
3. Accountability to the public.

The 2012-2013 MYAA includes information on the enrollment of students with disabilities, first generation students, and Aboriginal students. Along with other information, it includes details on available programs to these students and steps to improve awareness of these services.

The current 2013-2018 Strategic Plan addresses increasing diversity as a commitment of the university.

PA6: Support for Underrepresented Groups

This credit recognizes institutions that have programs in place to support underrepresented groups on campus.

The university has mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus.

These programs include:

- The Gateway program
- The Native Nurses Entry Program
- The Native Access Program
- The Aboriginal Cultural and Support Services
- Aboriginal Awareness Centre (LUSU)
- Department of Women's Studies
- Pride Central (LUSU)
- Gender Issues Centre (LUSU)
- Multicultural Centre (LUSU)
- Lakehead International
- Learning Assistance Centre
- Disability Services and the Learning Assistance
- Harassment and Discrimination Coordinator Sherry Herchak
- Office of Human Resources
- Accessibility Committee
- Office of the Ombudsperson
- Union representatives

PA6: Support for Underrepresented Groups Continued

Under the university's Harassment and Discrimination Policy and Procedures, "Behaviour from members of the University community that constitutes harassment or discrimination on any of the prohibited grounds as set out in the Ontario Human Rights Code shall not be tolerated. Individuals who believe they have been harassed or discriminated against shall have the right to complain and receive due process under this Policy. Complaints of harassment and discrimination should be directed to the Harassment and Discrimination Coordinator. Individuals can file complaints via formal and informal processes" (Harassment and Discrimination Policy and Procedure). For more information see the policy.

The university does not offer housing options to accommodate the special needs of transgender and transitioning students.

The university does not produce a publicly accessible inventory of gender neutral bathrooms on campus.

Future directions

The university has many programs in place to support underrepresented groups.

Certain challenges accompany being a minority on campus. Schools can help create and maintain a diverse student body and help build diversity within academic disciplines by offering support programs to help individuals in underrepresented groups thrive academically and socially.

Context Story

Lakehead has made a commitment to respond to issues experienced by underrepresented groups on campus. For example, in 2013 Lakehead created a Task Force on Sexual Assault Education, Prevention and Support. They created a policy on "Sexual Misconduct Policy and Protocol: Dealing with Sexual Harassment, Sexual Stalking and Sexual Assault", some of which deals with helping Lakehead enhance and expand existing supports for victims of sexual assault, as well as "developing a means to more effectively educate the University community about the pervasiveness of sexual assault, and to minimize stigma and sexual assault myths", according to committee member Dr. Lori Chambers.

This task force was motivated by the publishing of a letter in a local paper by a student on her alleged rape by a classmate. The student claims she did not receive support for her situation.

The current 2013-2018 Strategic Plan addresses increasing diversity as a commitment of the university.

PA7: Support for Future Faculty Diversity

This credit recognizes institutions that are taking steps to help build a more diverse faculty by supporting future faculty members from underrepresented groups.

At the time of this assessment, the university did not administer and/or participate in a program or programs to help build a diverse faculty that met the criteria for this credit.

If made available in the future, other universities have used the following forms:

1. 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.)
2. Mentoring, 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.
3. Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Future directions

It is recommended that Lakehead develop programs to develop faculty diversity. For example, Dalhousie University has the Dalhousie Diversity Faculty Award. The award is intended to act as an incentive for faculty hiring from the three under-represented groups (faculty from Black African descent, Aboriginal, and persons with a disability) by paying up to half of salary for three to five years, up to a maximum of \$100,000 per year.

Context Story

Although Lakehead is not currently a member, the National Center for Faculty Development and Diversity is an international, independent professional development, training, and mentoring community of over 60,000 graduate students, post-docs, and faculty members. They also provide resources for scholars who are from underrepresented backgrounds.

PA8: Affordability and Access

This credit recognizes institutions that are implementing strategies to improve their accessibility and affordability. Lakehead has the following policies and programs in place to make it accessible and affordable to low-income students:

Policies and programs to minimize the cost of attendance for low-income students	The Financial Aid Office offers bursary programs (which are based on financial need) for entrance and returning/transfer/mature students. They also offer the fall/winter bursary for all full-time Canadian undergrads and the part-time bursary for students taking less than 3.75 FCEs for the year.
Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds	Handouts are available for all departments to give to their students.
Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)	None.
Scholarships provided specifically for low-income students	Scholarships are based on academic achievement, but many stipulate that financial need can be a factor as well when awarding.
Programs to guide parents of low-income students through the higher education experience	None.
Targeted outreach to recruit students from low-income backgrounds	Financial Aid advertises their bursary and scholarship programs to all students in hopes that they are able to make a student's university career affordable.
A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students	The Financial Aid Office has developed presentations and pamphlets specifically for entrance students to outline the costs of university life and what is available to them in regards to reducing these costs. All mail-outs to prospective students include scholarship and bursary information.
A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:	There is an array of in-course scholarships available to returning students, as well the Aboriginal/Metis bursaries and the Ontario First Generation bursary for students who are the first in their families to attend a post-secondary institution. There is also the Work Study Program where students can earn a part-time income while studying.
A brief description of any scholarships provided specifically for part-time students	There are no scholarships (which are strictly marks based) but there is the part-time bursary which is based on enrolment and financial need.
Any 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	There is an on-site daycare facility. In addition, students with dependent children are given extra consideration when it comes to bursaries.
A brief description of other policies and programs to support non-traditional students	There is a returning/transfer/mature student bursary for students who are not coming directly out of high school and do not already have a degree. The fall/winter bursary is also open to them. The part-time bursary is also an option for non-traditional students.

Future directions

It is recommended that Lakehead increase its affordability and accessibility to low-income students. The STARS criteria in this credit offer a good starting point.

Achieving a college degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations and non-traditional students.

HEALTH, WELLBEING, AND WORK

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 making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

PA9: Employee Compensation

This credit recognizes institutions that ensure that their lowest paid workers earn sustainable compensation.

At the time of this assessment, Lakehead did not have a sustainable compensation policy. Of all 2067 employees in 2014, 933 were covered by collective bargaining agreements.

Lakehead is currently not tracking the number of employees of contractors or how many are covered by collective bargaining - an estimate of the number is also unknown. For this reason, the institution can not pursue credit in this area.

Future directions

It is highly recommended that a sustainable compensation policy is created. At the very least, the number of employees of contractors should be tracked in order to decipher how many are receiving sustainable benefits and wages.

Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in highly developed countries. By providing employees wages and benefits that meet basic needs, a university or college can enfranchise its entire workforce so that each individual can contribute positively and productively to the community.



Context Story

Without knowing the number of employees of contractors, it is difficult to be held accountable for providing employees wages and benefits that meet basic needs because we have no idea how many employees of contractors are getting these needs met.

Also of issue at Lakehead and nationally is the increase in contract lecturers and sessionals who are replacing tenured professor positions. Contract lecturers receive significantly less salary than full-time employees, with less benefits and no job security, yet they are beginning to comprise the majority of employees in universities. While universities themselves save money this way, at what cost is it to the employees and students?

Communities across Canada are responding to the increasingly high levels of low wage poverty. Via Living Wage Canada you can check to see if your community has established a living wage, and compare it to a salary to see if it meets the living wage standard. Statistics Canada also provides low-income cut-offs depending on the population of a community. For a community the size of Thunder Bay, the 2011 low-income cut-off before tax was \$20,065 for one person. This can also be used as a tool to measure whether an institution is paying its employees wages and benefits that meet or supersede basic needs.

PA10: Assessing Employee Satisfaction

This credit recognizes institutions that support the engagement of their employees by conducting a regular survey or other evaluation.

In 2013, Lakehead conducted an employee satisfaction and engagement survey called the Campus Climate Survey. All employees were granted access to this survey. Surveys are compiled and distributed through survey monkey.

Survey results are prepared by a sub-committee (Internal Relations Committee). Final survey results are then presented to the president of the university. Senior administration will review any possible actions that may result from the survey and address them accordingly. The most prominent issues will be referred to the appropriate areas within the University.



PA10: Assessing Employee Satisfaction Continued

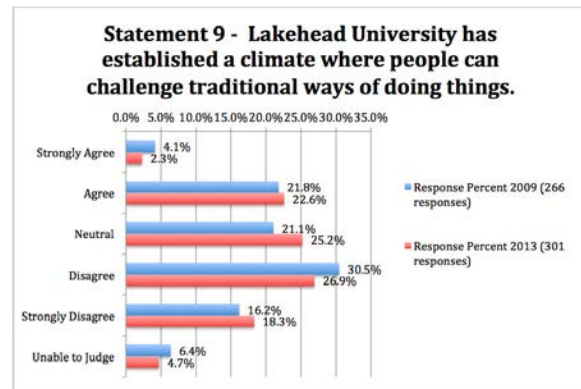
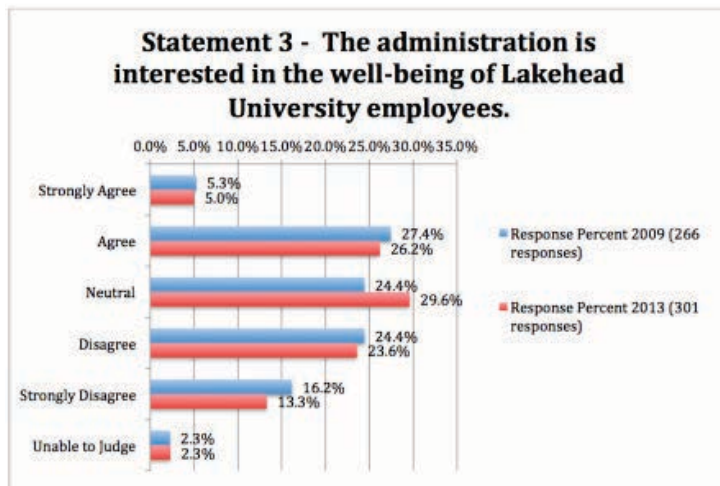
Future directions

It is recommended that more discussion is generated from the survey results. How can the results not only shed light on areas where Lakehead can improve, but actually generate change?

Context Story

The Justice Centre for Constitutional Freedoms published the 2013 Campus Freedom Index that measured the state of free speech at Canadian Universities. On a 5-tier letter scale from A to F, Lakehead received a C grade both for its policies and practices as a university.

The following graphs were taken from the Campus Climate Survey from 2013.



P11: Wellness Program

This credit recognizes institutions that support the wellbeing of their employees and students.

Lakehead makes counseling, referral, and wellbeing services available to students, staff, faculty, and staff through the following services.

Employee and Family Assistance Program: Full-time Employees (Staff and Faculty) or family members of employees may access EFAP. They will then be connected with a counsellor or can arrange an appointment. The Behavioral Sciences Centre is a department of St. Joseph's Care Group, located at the Hogarth Riverview Manor site in Thunder Bay.

Student Health and Counselling Centre (SHCC) is a team of health and counselling professionals who support student physical, emotional, and mental health needs of students during their time at Lakehead University. This office also works to connect and collaborate with International Student Offices, Gender Issues, Pride, Food Bank, and People's Potato, to ensure that students' health and wellness is addressed.

Staff and Faculty access health and wellbeing services through HR. SHCC focuses primarily on students but may treat faculty/staff in emergencies or provide emergency referrals

Future directions

Lakehead is currently excelling in this area according to STARS criterion. Further research into progressive and alternative wellness programs would be beneficial.

PA12: Workplace Health and Safety

This credit recognizes institutions that help ensure the health and safety of their employees. Using a performance year of January 1-December 31, 2013, Lakehead has 17 reportable workplace injuries and occupational diseases out of 1,241 full-time equivalent employees. This is a decrease of 2% from the baseline year of 2005-2007, which was adopted for this assessment.

The following describes Lakehead’s policy on health and safety:

POLICY CATEGORY: Health and Safety
APPROVED BY: Board of Governors
EFFECTIVE DATE: December 4, 1997 [Revised January 2004; February 2005; 29 June 2007; 16 April 2010; 1 Feb 2013]

The Board of Governors of Lakehead University recognizes and accepts its overall responsibility for the occupational health and safety of workers, and for the safety of students and visitors.

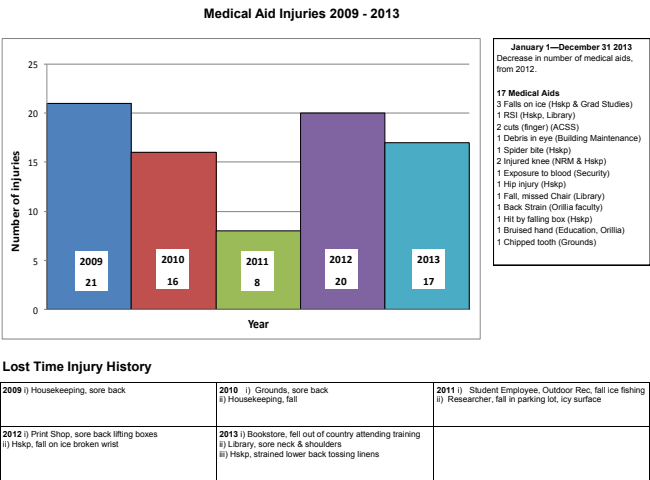
Deans, directors, chairs, research supervisors, managers and supervisors are directly responsible for the safety of employees, students and visitors who work and study within their areas of jurisdiction, and for compliance with the legislation, standards and programs.

Future directions

At this point in time there are no further recommendations as the number of injuries remain low. Some inquiry could be done to ensure that all workplace injuries are being reported.

Context Story

The top number of physical injuries were from falls on the ice. This is an indicator of the northern climate Lakehead is situated in.



SUSTAINABILITY COORDINATION

CONCORDIA

Sustainable Concordia has at least 9 employees. It is a “non-hierarchical (flat) organization that applies modified consensus (U-1) and a multistakeholder approach in its management and decision-making processes” (Concordia, 2014). The strength to this approach is that the organization is adaptable and includes key players from all levels of the university. These players include the Working Groups, the Coordinators and the Board of Directors.

Sustainable Concordia recognizes the ever-evolving dynamics of sustainability.

“Sustainable Concordia is a learning organization, and is therefore continuously transforming its structure in order to adapt to new sustainability challenges, developments at the University, and its own organizational growth” (Concordia, 2014).

HARVARD

The uniqueness of Harvard’s commitment to sustainability is its focus on engaging and empowering students, staff and faculty across every one of Harvard’s Schools and administrative departments (Harvard, 2014). The Office has 19 staff including the Director, Program Managers, and Interns. Though they are a larger university than Lakehead, Harvard’s commitment to enhancing sustainability across the entire university, and not only in Operations, is exemplary of a deeper institutionalized level of sustainability.

Some of the committees the Office oversees include:

- GHG Reduction Executive Committee
- Sustainability and Energy Management Council
- Council of Student Sustainability Leaders
- Green Team Leaders Network

INVESTMENT

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.

PA13: Committee On Investor Responsibility

This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation.

At the time of this assessment Lakehead did not have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation.

A CIR makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body must have multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Future directions

It is recommended that Lakehead develop a CIR. This committee would then be tasked with creating a sustainable investment policy.

Context Story

Eleven colleges and universities have committed to pursue fossil fuel divestment, including Stanford University with an over 18 billion dollar endowment.

In Bill McKibben and 350.org’s film, *Do The Math*, it is made explicitly clear that institutions of higher education have a moral responsibility to protect people and planet by divesting from fossil fuels.

Many professionals have argued that universities have a moral obligation to act on and advocate for sustainability, including David Orr and Bill McKibben. It is important that Lakehead University engage in this conversation.

Although at an institutional level Lakehead does not currently have a formally established and active (CIR), there is an active campaign run by students and faculty on campus that is part of the larger campaign Fossil Free. Their campaign is called Fossil Free Lakehead and they have a petition arguing for the following:

“Because it is unconscionable to pay for our education with investments that will condemn the planet to climate disaster, we call on Lakehead University to immediately freeze any new investment in fossil-fuel companies, and to divest within five years from direct ownership and from any commingled funds that include fossil-fuel public equities and corporate bonds.”



PA14: Sustainable Investment

This credit recognizes institutions that use their investment power to promote sustainability.

Lakehead does not currently make available to the public the total value of the investment pool. In addition, it is currently unknown what the value of the holdings in the following categories are:

- Sustainable industries
- Businesses selected for exemplary sustainability performance
- Sustainability investment funds
- Community development financial institutions
- Socially responsible mutual funds with positive screens
- Green revolving loan funds



PA14: Sustainable Investment Continued

It was unknown whether Lakehead used proxy voting, either by a committee or through the use of guidelines, to promote sustainability during the previous three years, as well as whether Lakehead engaged in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices.

Future directions

It is recommended that Lakehead explore sustainable investment options.



"A Slice of Dandelion", Li Yu, 2014, Printed Digital Photograph.

Context Story

The Responsible Endowments Coalition (REC) works to change the way colleges invest, shifting from investments that fund social and environmental destruction and creating pathways to investments that build community, a clean energy infrastructure, and a just economy.

They recognize college students and alumni at over 300 colleges and universities across the United States that are demanding universities:

Stop: Freeze new investments in the fossil fuel industry.

Drop: Divest and implement screens to ensure their portfolios are fossil free within the next 5 years.

Roll: Reinvest 5% of their endowment into community and energy solutions like credit unions and revolving loan funds.

REC asks for 5 percent of the endowment to be reinvested in climate solutions, with 1 percent in community investment and 4 percent in traditional endowment asset classes.

Lakehead has an endowment of 39.4 million

REC has also helped establish and support Committees on Investor Responsibility (CIR) at a wide variety of schools across the United States.

P15: Investment Disclosure

This credit recognizes institutions that regularly make their investment holdings publicly available.

At the time of this assessment, Lakehead did not make a snapshot of its investment holdings available to the public.

Future directions

It is recommended that Lakehead make a snapshot of its investment holdings available to the public, particularly its investments in fossil fuel companies.

Context Story

At the time of this assessment, a formal request was sent to the Board of Governors Finance and Operations Committee. This request asked for the release of information required for PA 13 - PA 15. At the time of this report, the request was still being processed.

There is no specific procedure for requesting information on Lakehead's investments. The loose procedure involves submitting a request to the Finance and Operations Committee, who then seeks approval from the Board of Governors.

INNOVATION

“The plain fact is that the planet does not need more successful people. But it does desperately need more peacemakers, healers, restorers, storytellers, and lovers of every kind. It needs people who live well in their places.

It needs people of moral courage willing to join the fight to make the world habitable and humane. And these qualities have little to do with success as we have defined it.”

~David Orr, 1992~



"A Drop of Light", Li Yu, 2014, Printed Digital Photograph.



INNOVATION

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.

IN1: Office of Aboriginal Initiatives

A Brief Description of the Office of Aboriginal Initiatives

The Office of Aboriginal Initiatives (AI) was created in 2003 to provide leadership and enhance Aboriginal academic programming, supports and services throughout the University. The Vice-Provost (Aboriginal Initiatives) leads the Office of Aboriginal Initiatives as the senior administrator responsible for Aboriginal academic programming, student support services, and community relations. The Vice-Provost (AI) facilitates a centralized cooperative approach to Aboriginal education at the University, working closely with other senior administrators, the Deans, the Senate, and the Ogimaawin Aboriginal Governance Council. The mandate of this office is to provide leadership in Aboriginal development and to advance, within the University community, an understanding of Aboriginal culture, heritage, and language through activities which heighten the awareness of Aboriginal issues and identity.



How AI is Innovative

The Office of Aboriginal Initiatives was the first of its kind in Canada within an institution of higher education. The Vice-Provost position was the first in Canada. Ontario is home to 242,000 First Nations, Métis and Inuit peoples, the largest population of Aboriginal people in Canada. Over a quarter of these live in northern Ontario, with approximately half living on reserves and half in towns and cities across the region, where they make up 8% to 20% of the population. Therefore, it is increasingly important that Lakehead provides support for Aboriginal leadership and programming.

A Brief Description of any Positive Measurable Outcomes Associated with the Office of Aboriginal Initiatives

The Office of Aboriginal Initiatives, in collaboration with the Office of the President, has established the Ogimaawin Aboriginal Governance Council to advise the President on matters affecting Aboriginal learners on campus from Academic Programming to student services, which has enhanced existing services to students. The council is representative of Lakehead and organizations from the surrounding Aboriginal community. O-AGC also has representation on the Lakehead University Board of Governors, and Senate.

The Office of Aboriginal Cultural & Support Services (ACSS) has provided numerous programs in a culturally responsive environment since 1987. Students, staff and faculty have been positively impacted. Our Aboriginal student lounge, also serves as our Aboriginal student services centre. This space has especially helped student's transition from high school and/or remote First Nation communities because it gives them a place to connect with their culture and other Aboriginal students, giving them a sense of belonging. It is a place where students can benefit from each other's company, work together on assignments, meet new friends and experience a sense of family while enjoying traditional foods. The Centre gives them access to resources both on and off campus. This space also enables students to take advantage of our ground breaking Elder-in-Residence Program, housed in our Aboriginal student lounge. This cultural space provides a welcoming, safe environment for students to meet individually with our Elders and to smudge as requested. Students' self-esteem, pride, and confidence in who they are as Aboriginal people are positively impacted by having traditional teachings and/or counseling sessions to augment their studies.

Recently, a full time Transitions Advisor has been established and will successfully implement a Lakehead specific Transitions Model. Transition and cultural services include but are not limited to: one-on-one guidance sessions, group workshops, sharing circles, traditional teachings (Seven Grandfathers Teachings), informal visits during beading sessions or when on-campus, teachings connected to the land through our medicine garden, sweat lodge ceremonies and smudging with traditional medicines.

IN2: Department of Aboriginal Education

A Brief Description of the Department of Aboriginal Education

Aboriginal Education is a high priority at Lakehead University, as outlined in the current Academic Plan. In the Faculty of Education, this is evidenced by the Department of Aboriginal Education, which has three Aboriginal faculty, and a significant research agenda among Aboriginal and non-Aboriginal faculty members. There is no other such department in any publicly funded university in Canada.

The Department of Aboriginal Education's mission is to provide leadership and innovation in Aboriginal education, within the University and throughout the region, and to serve as the focal point for partnerships with Aboriginal peoples. The programs provide a more holistic and culturally appropriate approach to education, incorporating, for example courses that take into account health issues and the role of family, and community, in educating children. The language programs are committed to the rejuvenation of the Algonquin languages across Northern Ontario.

The Department of Aboriginal Education has several programs, some of which are listed below:

- Native Teacher Education Program (NTEP)
- Native Language Instructors' Program (NLIP)
- Honours B.Ed. (Aboriginal)

A Brief Description of any Positive Measurable Outcomes Associated with the Department of Aboriginal Education

Over 300 NTEP students have graduated since the program commenced, joining approximately 600 NLIP graduates who are supporting, and revitalizing, the teaching of Ojibwe, Cree, and Oji-Cree. In 2013, the HBEd program graduated its first teachers, the numbers of graduates will continue to increase each year. All teaching graduates are certified by the Ontario College of Teachers.

Graduates have ascended into positions of influence in the communities where they serve and reside. The programs provide a valuable and necessary service to the community as they develop teachers who understand the social environment that Aboriginal students are living in, including acting as role models to Aboriginal children in the public school system. Employment of graduates has been, and continues to be, very successful, both in the federal and provincial educational institutions for those who have graduated.



INNOVATION

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.

IN3: The School of Outdoor Recreation, Parks, and Tourism

A Brief Description of ORPT

Centrally located and surrounded by numerous accessible lakes, rivers and other picturesque natural features, Lakehead University's Outdoor Recreation, Parks & Tourism program is the only one of its kind in Canada. Offering a unique integration of theoretical and applied perspectives, the program is extremely popular, and demands a significant level of commitment in addition to high standards of academic excellence. The School offers both undergraduate and graduate level programs which emphasize the study of recreational activities and leisure pursuits related to and dependent upon the natural environment. Building upon a common base of courses, students can select electives from a variety of subject areas, including advanced study in one of three areas of concentration: parks, tourism or leadership.

Some of the innovative programs the ORPT hosts include: A regional community service learning (CSL) course that integrates research in collaboration with other organizations and institutions, such as Ontario Parks, Parks Canada, and First Nations organizations. The CSL also includes wildlife research on caribou, beaver, and songbat among other animals.

The ORPT program also includes an OUTD 1150 Ecological Literacy and Land Relations course that encourages environmental and social awareness. Through a respectful weaving of Indigenous and mainstream ways of knowing, we examine self, community and land relations. Together we explore (in theory and practice) the meaning of landscape as teacher, and from this place of understanding, examine how we might apply the best of human intention for socially just and ecologically vibrant communities. Learning circles and fieldwork focus on the Thunder Bay region.

Other innovative programs within ORPT include the required OUTD 3370 Field Trip course. In this course, theoretical and applied topics related to outdoor leadership, parks and tourism are examined through classroom and field activities. The course provides an opportunity to study and apply skills and knowledge on an extended expedition in a culturally rich and ecologically diverse area. Students choose from a variety of outdoor recreational activities such as sea kayaking, dog sledding, cycle tourism, a Wabakimi canoe trip, or hiking, and combine environmental and social awareness to a research project. This is part of an ongoing relations with provincial parks to conduct research that the parks can use and integrate into their management planning.

ORPT is distinguished from other outdoor recreation programs in Canada by its distinctive, broad based approach and focus on more than outdoor recreation and tourism by integrating other areas of knowledge and disciplines into their teaching.

A Brief Description of any Positive Measurable Outcomes Associated with ORPT

The program has approximately 300 students (years 1 through 4), with average graduating classes of 50 students. Many of our students go on to become teachers in outdoor centers, overseas and in traditional classrooms. Many become involved in outdoor learning environments such as youth camps, specialized programs and even commercial ventures to connect people with the outdoors. Others work in planning and community development fields, and many with protected areas agencies such as Parks Canada and other provincial and regional agencies.



IN4: The Centre for Place and Sustainability Studies

A Brief Description of the Centre

The purpose of the Centre for Place and Sustainability Studies is to contribute to the wellbeing of people and places. The Centre incubates and supports diverse place and sustainability related research, education, and action initiatives within the Lakehead University community, in the region, and internationally in order to create more socially and ecologically just environments. The Centre for Place and Sustainability Studies will:

- Convene a meeting ground for reflection and action around key social and ecological sustainability issues impacting diverse communities places in the local region;
- Support relationship and capacity-building around shared interests across university departments and communities in Thunder Bay and Northwestern Ontario;
- Develop collaborative partnerships through place and sustainability related research, education, and outreach initiatives;
- Experiment with and model ways of being and working together that help foster wellbeing, compassion, courage, and care.

The Centre name draws from a growing international movement of “place-focused” sustainability study as a focus for inquiry across academic disciplines, and from Indigenous and grassroots communities around the world who are “place attached” and working to improve the wellbeing of local people and the places in which they live. The relation of local place to changing global trends is a core theme in sustainability research. The international dimension of the Centre, and the broad context of sustainability, serves to guide local and regional inquiry with a global and planetary context of interconnected challenges and opportunities, including local adaptation to climate change, fostering environmental literacy, and creating sustainable economies and livelihoods.

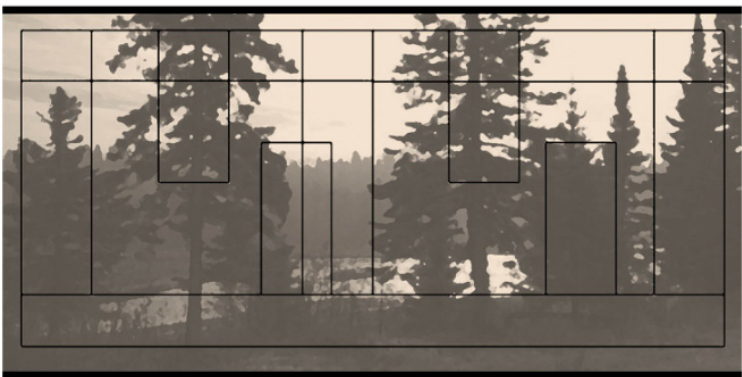
A Brief Description of any Positive Measurable Outcomes Associated with the Centre

The CPSS drives a number of sustainability-related initiatives on campus, including the STARS assessment which will help our university develop future goals in best practices in sustainability in higher education.

In addition, the CPSS makes connections with the local community, offering financial support to organizations with commitments to sustainability, such as EarthCare and Roots to Harvest.

Each year the Centre hires several graduate assistants to help with Research. In the 2013/2014 year the Centre offered two workshops on integrating sustainability across the curriculum.

The Centre also produces current and relevant papers and research to add to the fields of place studies, sustainability studies, health and well-being, environmental education, and cultural studies.





Lakehead
UNIVERSITY

Centre for
**Place and
Sustainability Studies**

CLOSING NOTE

This assessment process has led to several other sustainability initiatives and has increased the awareness of sustainability at Lakehead University.

We hope that it serves as a baseline for future efforts to examine sustainability in all areas, especially those addressed in this assessment: Academics, Engagement, Operations, Planning and Administration, and Innovation. We are interested in integrating and enhancing all these categories into sustainability.

Lakehead University



Is hereby recognized by the Association for the Advancement of Sustainability in Higher Education as a STARS Bronze Institution based on its reported accomplishments in campus sustainability.

Awarded on Nov. 12, 2014 and valid for three years.



Stephanie A. Herrera, Executive Director

